School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	0110981	5/11/2026	5/27/2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Hamilton Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Hamilton Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan (SWP) and Additional Targeted Support and Improvement and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

Comprehensive Needs Assessment
The school plan shall be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.
(20 U.S.C. Section 6314[b][6])

Our School's Process:
School planning is an ongoing process. Each year, our school's leadership team with technical assistance from district leadership and input from site councils (SSC) and English learner advisory committees (ELAC), review our school's progress toward achieving the established goals.

Analysis of Data:
The comprehensive needs assessment shall include an analysis of verifiable data, consistent with all state priorities and informed by all indicators. (EC Section 64001[g][2][A]; 34 CFR Section 200.26[a])

Our school's process begins with a thoughtful analysis of student achievement data including data from:

- The California School Dashboard
- District formative and summative assessments
- School level assessments
- The HESD Parent Survey
- The HESD LCAP Student Survey
- Input from the district's curriculum committee (a representative body comprised of a majority of teachers)
- Teacher surveys to gather input on professional development needs.

Each school year, after data from the California School Dashboard is published by the California Department of Education (CDE), our school's leadership team meets with district leaders to analyze achievement and school climate data and to set proposed targets, called Annual Measurable Outcomes/Expected Outcomes, for "All Students" and for each student subgroup on both academic and school climate indicators.

Data from the Annual HESD Parent Survey and Student Survey are reviewed by our school site leadership team and proposed Annual Measurable Outcomes/Expected Outcomes are set for metrics relating to parent and student satisfaction with the instructional program, the school's services, programs, extra-curricular activities, and school safety.

These proposed Annual Measurable Outcomes/Expected Outcomes are taken to our SSC and ELAC for input and, if requested, additional revisions. These Annual Measurable Outcomes/Expected Outcomes are part of this school plan and can be found immediately after each goal in the pages that follow.

The results of this analysis are summarized in a statement of "Identified Need" that follows each goal in the school plan.

School Site Councils and English Learner Advisory Committees
Our school holds four school site council meetings each school year. The first meeting is held in September/October. The purpose of the first meeting is to establish the school site council, elect members and officers for the year, and to train council members on their roles and responsibilities.
The second meeting is held in January/February after the publication of the California School Dashboard by the California Department of Education (CDE). At the second meeting, student achievement is reviewed, including the achievement of English learners. The school's professional development needs and activities are reviewed. The implementation of the school plan is monitored, the needs assessment is reviewed, and any changes in the plan's goals,

action strategies, or expenditures are discussed and approved.
The third meeting is held in March. At the third meeting, student achievement is once again reviewed, but at this meeting, the focus is on school climate and parent involvement. Once again implementation of the school plan is monitored and any changes to the plan's goals, action strategies, or expenditures are discussed and approved.
The fourth meeting is held in May. At this meeting, the Annual Update/Evidence Based Evaluation of the school plan is reviewed and revised based on recommendations from the committees. Using the Annual Update/Evidence Based Evaluation, the individual Actions/Strategies in the plan that were well-implemented and effective, and that should continue in the next school year, are discussed. Areas of need along with any recommended changes to the Actions/Strategies are also discussed. Major differences between intended implementation and/or the budgeted expenditures are reviewed. The school site leadership and school site council propose changes to the goals, the annual outcomes, metrics, strategies/activities, and/or expenditures that will be made to next year's plan. Finally, the school plan for the next school year is approved by the SSC and the plan is recommended to the governing board for approval

Comprehensive Needs Assessment Documentation:

The documents listed below, most of which are embedded in the pages of this school plan, shall comprise our school's Comprehensive Needs Assessment, our process, and document the results of the needs assessment.

- Student Performance Data: English Learners
- Student Performance Data: CAASPP (English Language Arts)
- Student Performance Data: CAASPP (Mathematics)
- Student Performance Data: ELPAC (Summative Assessment)
- Student Performance Data: Dashboard (Student Population)
- Student Performance Data: Dashboard (Overview)
- Student Performance Data: Dashboard (English Language Arts)
- Student Performance Data: Dashboard (Mathematics)
- Student Performance Data: Dashboard (English-Learner Progress)
- Student Performance Data: Dashboard (Chronic Absenteeism)
- Student Performance Data: Dashboard (Suspension Rate)
- Statement of Identified Need Goal 1
- Statement of Identified Need Goal 2
- Statement of Identified Need Goal 3
- Statement of Identified Need Goal 4
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 1
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 2
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 3
- Annual Measurable Objectives including Metric/Indicator for each subgroup, Baseline/Actual Outcome, and Expected Outcome: Goal 4
- Minutes From School Site Council/English Learner Advisory Committee Meetings
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 1
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 2
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 3
- Annual Review that includes a description of the overall implementation of the plan's actions/strategies, a description of major differences between budgeted and actual expenditures, and changes to the goal, annual outcomes, metrics, or strategies/actions: Goal 4
- Evidence-based Title I Funded Program Evaluation (A review of each action under each goal in the plan)

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan (SWP) and Additional Targeted Support and Improvement, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC)
The school maintains a school site council. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year in September/October, January/February, March, and May. During these meetings student achievement is reviewed, the school's/students' needs are assessed, and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and again the following February. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

English Learner Advisory Committee (ELAC)
The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

District English Learner Advisory Committee (DELAC)
The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised of EL parents from each school site. The DELAC meets four times per school-year in November, January, March, and May. The DELAC advises the board on conducting a district-wide needs assessment on a school-by-school basis; advises the board on the district's plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

Parent Advisory Committee (PAC)
The district maintains a Parent Advisory Committee (PAC). The PAC is comprised of parents from each school site and one student from each of the two Junior High Schools. The PAC meets four times per school-year in November, January, March, and May. The PAC advises the board on conducting a district-wide needs assessment on a school-by-school basis; advises the board on the district's plan for educational programs and services that takes into consideration the Single Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Priority Area 4 (Academics) – Areas of Red or Orange
ELA:

- Students with Disabilities (Red)

MATH:

- Students with Disabilities (Red)

In goal 1 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Priority Area 5 (Chronic Absenteeism) – Areas of Red or Orange

- English Learners (Orange)
- Students with Disabilities (Orange)
- White students (Orange)

In goal 3 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Priority Area 6 (Suspension Rate) – Areas of Red or Orange

- Students with Disabilities (Red)
- Hispanic students (Orange)

In goal 3 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In Priority Area 4 (ELA), no student groups scored two or more performance levels below “all student” performance.

In Priority Area 4 (MATH), no student groups scored two or more performance levels below “all student” performance.

Priority Area 5 (Chronic Absenteeism), no student groups scored two or more performance levels below “all student” performance.

Priority Area 6 (Suspension Rate), All students scored in the Green category, and Students with Disabilities scored in the Red category, and Hispanic students scored in the Orange category, both of which were two or more performance levels below “All Student” performance.

In goal 1 & goal 3 of the SPSA, the strategies and actions describe the steps we are planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

See Identified Need Goals #1-4

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hamilton Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.23%			1
African American	4.05%	3.83%	4.99%	18	16	22
Asian	0.68%	0.24%	0.68%	3	1	3
Filipino	0.23%	0.48%	1.13%	1	2	5
Hispanic/Latino	80.86%	81.34%	80.05%	359	340	353
Pacific Islander	0.23%	0.24%	0.23%	1	1	1
White	10.59%	10.29%	9.52%	47	43	42
Multiple/No Response	2.93%	3.59%	3.17%	13	15	14
			Total Enrollment	444	418	441

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	40
Kindergarten	55	50	46
Grade 1	74	49	52
Grade 2	51	74	61
Grade3	49	46	76
Grade 4	67	52	45
Grade 5	62	64	52
Grade 6	67	59	69
Total Enrollment	444	418	441

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	85	60	59	22.4%	19.1%	13.4%
Fluent English Proficient (FEP)	23	24	19	3.4%	5.2%	4.3%

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	46	46	62	46	46	62	46	46	100.0	100	100
Grade 4	56	62	55	56	62	55	56	62	55	100.0	100	100
Grade 5	63	61	61	63	61	61	63	61	61	100.0	100	100
Grade 6	69	64	58	69	64	58	69	64	58	100.0	100	100
All Grades	250	233	220	250	233	220	250	233	220	100.0	100	100

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2391.	2421.	17.74	17.39	23.91	25.81	19.57	21.74	24.19	19.57	30.43	32.26	43.48	23.91
Grade 4	2448.	2433.	2437.	17.86	19.35	9.09	26.79	20.97	25.45	21.43	16.13	30.91	33.93	43.55	34.55
Grade 5	2450.	2441.	2453.	9.52	11.48	6.56	15.87	14.75	24.59	30.16	21.31	26.23	44.44	52.46	42.62
Grade 6	2498.	2491.	2519.	8.70	10.94	13.79	39.13	28.13	37.93	18.84	23.44	22.41	33.33	37.50	25.86
All Grades	N/A	N/A	N/A	13.20	14.59	12.73	27.20	21.03	27.73	23.60	20.17	27.27	36.00	44.21	32.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.13	15.22	17.39	51.61	54.35	56.52	32.26	30.43	26.09
Grade 4	12.50	17.74	10.91	57.14	61.29	63.64	30.36	20.97	25.45
Grade 5	11.11	14.75	8.20	60.32	52.46	59.02	28.57	32.79	32.79
Grade 6	10.14	10.94	10.34	53.62	51.56	68.97	36.23	37.50	20.69
All Grades	12.40	14.59	11.36	55.60	54.94	62.27	32.00	30.47	26.36

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	8.70	17.39	54.84	50.00	60.87	35.48	41.30	21.74
Grade 4	12.50	1.61	3.64	57.14	56.45	63.64	30.36	41.94	32.73
Grade 5	9.52	4.92	6.56	38.10	49.18	57.38	52.38	45.90	36.07
Grade 6	11.59	10.94	15.52	53.62	53.13	55.17	34.78	35.94	29.31
All Grades	10.80	6.44	10.45	50.80	52.36	59.09	38.40	41.20	30.45

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.45	6.52	8.70	83.87	71.74	78.26	9.68	21.74	13.04
Grade 4	12.50	0.00	7.27	69.64	67.74	69.09	17.86	32.26	23.64
Grade 5	3.17	6.56	3.28	77.78	68.85	68.85	19.05	24.59	27.87
Grade 6	13.04	7.81	10.34	69.57	70.31	77.59	17.39	21.88	12.07
All Grades	8.80	5.15	7.27	75.20	69.53	73.18	16.00	25.32	19.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.90	13.04	8.70	66.13	56.52	71.74	20.97	30.43	19.57
Grade 4	19.64	12.90	14.55	58.93	69.35	63.64	21.43	17.74	21.82
Grade 5	9.52	13.11	8.20	60.32	55.74	63.93	30.16	31.15	27.87
Grade 6	14.49	12.50	20.69	63.77	62.50	65.52	21.74	25.00	13.79
All Grades	14.00	12.88	13.18	62.40	61.37	65.91	23.60	25.75	20.91

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	62	46	46	62	46	46	62	46	46	100.0	100	100
Grade 4	56	62	55	56	62	55	56	62	55	100.0	100	100
Grade 5	63	61	61	63	61	61	63	61	61	100.0	100	100
Grade 6	69	64	58	69	64	58	69	64	58	100.0	100	100
All Grades	250	233	220	250	233	220	250	233	220	100.0	100	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2382.	2386.	2424.	6.45	8.70	21.74	19.35	26.09	26.09	27.42	19.57	23.91	46.77	45.65	28.26
Grade 4	2455.	2460.	2459.	10.71	19.35	21.82	30.36	30.65	29.09	30.36	22.58	21.82	28.57	27.42	27.27
Grade 5	2424.	2435.	2439.	6.35	3.28	8.20	12.70	8.20	9.84	14.29	26.23	31.15	66.67	62.30	50.82
Grade 6	2469.	2441.	2483.	7.25	3.13	12.07	18.84	12.50	18.97	27.54	23.44	22.41	46.38	60.94	46.55
All Grades	N/A	N/A	N/A	7.60	8.58	15.45	20.00	18.88	20.45	24.80	23.18	25.00	47.60	49.36	39.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.06	8.70	30.43	45.16	39.13	47.83	46.77	52.17	21.74
Grade 4	17.86	33.87	25.45	48.21	37.10	45.45	33.93	29.03	29.09
Grade 5	6.35	4.92	4.92	38.10	36.07	40.98	55.56	59.02	54.10
Grade 6	8.70	1.56	10.34	50.72	34.38	44.83	40.58	64.06	44.83
All Grades	10.00	12.45	16.82	45.60	36.48	44.55	44.40	51.07	38.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.29	15.22	13.04	41.94	47.83	58.70	46.77	36.96	28.26
Grade 4	10.71	9.68	18.18	60.71	51.61	47.27	28.57	38.71	34.55
Grade 5	4.76	3.28	3.28	36.51	42.62	52.46	58.73	54.10	44.26
Grade 6	2.90	3.13	8.62	40.58	42.19	50.00	56.52	54.69	41.38
All Grades	7.20	7.30	10.45	44.40	45.92	51.82	48.40	46.78	37.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.84	17.39	19.57	58.06	47.83	60.87	37.10	34.78	19.57
Grade 4	17.86	14.52	21.82	60.71	61.29	50.91	21.43	24.19	27.27
Grade 5	1.59	3.28	3.28	53.97	57.38	55.74	44.44	39.34	40.98
Grade 6	10.14	7.81	8.62	55.07	57.81	65.52	34.78	34.38	25.86
All Grades	8.40	10.30	12.73	56.80	56.65	58.18	34.80	33.05	29.09

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.6	1378.1	*	1424.9	1382.4	*	1410.3	1367.8	*	20	18	5
1	*	1447.3	*	*	1454.8	*	*	1439.5	*	6	12	9
2	*	*	1464.9	*	*	1466.0	*	*	1463.3	10	6	12
3	1475.4	*	*	1472.7	*	*	1478.0	*	*	14	8	5
4	*	1509.3	*	*	1516.8	*	*	1501.5	*	9	15	9
5	1518.0	*	1521.0	1524.2	*	1534.2	1511.3	*	1507.4	19	8	11
6	1527.1	1537.1	*	1539.2	1540.5	*	1514.5	1533.1	*	12	15	9
All Grades										90	82	60

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	0.00	*	30.00	22.22	*	55.00	55.56	*	5.00	22.22	*	20	18	*
1	*	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
2	*	*	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12
3	7.14	*	*	42.86	*	*	21.43	*	*	28.57	*	*	14	*	*
4	*	26.67	*	*	26.67	*	*	20.00	*	*	26.67	*	*	15	*
5	15.79	*	27.27	42.11	*	27.27	31.58	*	27.27	10.53	*	18.18	19	*	11
6	16.67	26.67	*	41.67	40.00	*	25.00	20.00	*	16.67	13.33	*	12	15	*
All Grades	14.44	14.63	16.67	36.67	32.93	38.33	35.56	36.59	28.33	13.33	15.85	16.67	90	82	60

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	5.56	*	30.00	27.78	*	50.00	38.89	*	10.00	27.78	*	20	18	*
1	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12	*
2	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12
3	28.57	*	*	35.71	*	*	14.29	*	*	21.43	*	*	14	*	*
4	*	46.67	*	*	20.00	*	*	20.00	*	*	13.33	*	*	15	*
5	42.11	*	36.36	36.84	*	54.55	10.53	*	9.09	10.53	*	0.00	19	*	11
6	58.33	53.33	*	8.33	26.67	*	33.33	13.33	*	0.00	6.67	*	12	15	*
All Grades	34.44	31.71	30.00	26.67	32.93	41.67	31.11	21.95	16.67	7.78	13.41	11.67	90	82	60

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	*		38.89	*		44.44	*		16.67	*		18	*
1		0.00	*		33.33	*		41.67	*		25.00	*		12	*
2		*	0.00		*	33.33		*	50.00		*	16.67		*	12
3		*	*		*	*		*	*		*	*		*	*
4		20.00	*		13.33	*		26.67	*		40.00	*		15	*
5		*	0.00		*	18.18		*	54.55		*	27.27		*	11
6	8.33	6.67	*	16.67	33.33	*	33.33	46.67	*	41.67	13.33	*	12	15	*
All Grades	3.33	4.88	5.00	30.00	28.05	30.00	38.89	42.68	43.33	27.78	24.39	21.67	90	82	60

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.00	11.11	*	90.00	61.11	*	5.00	27.78	*	20	18	*
1	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
2	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
3	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
4	*	40.00	*	*	33.33	*	*	26.67	*	*	15	*
5	15.79	*	27.27	73.68	*	45.45	10.53	*	27.27	19	*	11
6	16.67	13.33	*	58.33	66.67	*	25.00	20.00	*	12	15	*
All Grades	21.11	18.29	26.67	70.00	59.76	58.33	8.89	21.95	15.00	90	82	60

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	0.00	*	40.00	72.22	*	40.00	27.78	*	20	18	*
1	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
3	35.71	*	*	28.57	*	*	35.71	*	*	14	*	*
4	*	66.67	*	*	26.67	*	*	6.67	*	*	15	*
5	78.95	*	100.00	15.79	*	0.00	5.26	*	0.00	19	*	11
6	75.00	73.33	*	25.00	20.00	*	0.00	6.67	*	12	15	*
All Grades	45.56	42.68	48.33	35.56	46.34	33.33	18.89	10.98	18.33	90	82	60

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	0.00	*	75.00	77.78	*	15.00	22.22	*	20	18	*
1	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
2	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
3	0.00	*	*	57.14	*	*	42.86	*	*	14	*	*
4	*	6.67	*	*	46.67	*	*	46.67	*	*	15	*
5	5.26	*	9.09	57.89	*	63.64	36.84	*	27.27	19	*	11
6	0.00	0.00	*	33.33	53.33	*	66.67	46.67	*	12	15	*
All Grades	3.33	4.88	10.00	61.11	56.10	60.00	35.56	39.02	30.00	90	82	60

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	55.00	38.89	*	30.00	44.44	*	15.00	16.67	*	20	18	*
1	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
2	*	*	0.00	*	*	83.33	*	*	16.67	*	*	12
3	14.29	*	*	57.14	*	*	28.57	*	*	14	*	*
4	*	26.67	*	*	46.67	*	*	26.67	*	*	15	*
5	21.05	*	0.00	63.16	*	63.64	15.79	*	36.36	19	*	11
6	33.33	33.33	*	58.33	60.00	*	8.33	6.67	*	12	15	*
All Grades	30.00	21.95	5.00	52.22	63.41	66.67	17.78	14.63	28.33	90	82	60

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
418	**87.1%**	**14.4%**	**1%**
Total Number of Students enrolled in Hamilton Elementary.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	60	14.4%
Foster Youth	4	1%
Homeless	7	1.7%
Socioeconomically Disadvantaged	364	87.1%
Students with Disabilities	58	13.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.8%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	2	0.5%
Hispanic	340	81.3%
Two or More Races	15	3.6%
Pacific Islander	1	0.2%
White	43	10.3%

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
23.7 points below standard	45.8 points below standard	
Increased 18.7 points	Increased 22.1 points	
212 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	29.4 points below standard
3 Students	5 Students	Increased 16.3 points
		188 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
108.2 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 31.1 points	8 Students	
42 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	25.3 points below standard
1 Student		Increased 15.4 points
		170 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.8 points below standard
7 Students	1 Student	Increased 55.9 points
		25 Students

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	
47 points below standard	62.6 points below standard	
Increased 23.4 points	Increased 41.1 points	
212 Students	46 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	51.7 points below standard
3 Students	5 Students	Increased 22.1 points
		188 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
122.7 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 23 points	8 Students	
42 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	50.6 points below standard
1 Student		Increased 17.5 points
		170 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	41.4 points below standard
7 Students	1 Student	Increased 48.6 points
		25 Students

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
44.7 science points	41.6 science points	0 Students
Increased 5.1 points	Increased 10.5 points	
61 Students	16 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	43.7 science points
1 Student	1 Student	Increased 4.2 points
		55 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
29.4 science points	Fewer than 11 students - No Data for Privacy	0 Students
15 Students	3 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0 Students	0 Students	45.8 science points
		Increased 4.9 points
		51 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
	1 Student	6 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	No Performance Color
53.8 making progress.	making progress.
Number Students: 52 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.

2025 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**
9.8%	37.3%	2%	51%

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
15.9% Chronically Absent	15.6% Chronically Absent	
Declined 1.3	Increased 2.8	
439 Students	64 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	50% Chronically Absent	17% Chronically Absent
5 Students	Increased 11.5	Declined 2.4
	12 Students	389 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
22.2% Chronically Absent	23.5% Chronically Absent	0 Students
Declined 6.1	Declined 9.8	
72 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.9% Chronically Absent
1 Student	2 Students	Declined 0.5
		360 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.6% Chronically Absent
Declined 18.8	1 Student	Increased 1.2
15 Students		43 Students

Conclusions based on this data:

1. See Identified Need Goals #1-4

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	1	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Blue	
1.7% suspended at least one day	0% suspended at least one day	
Declined 0.4%	Declined 1%	
459 Students	68 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.7% suspended at least one day
5 Students	Declined 7.7%	Declined 0.7%
	13 Students	405 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
8% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.4%	Maintained 0%	1 Student
75 Students	18 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	1.9% suspended at least one day
1 Student	2 Students	Increased 0.3%
		375 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
5.9% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 0.4%	1 Student	Declined 6.1%
17 Students		44 Students

Conclusions based on this data:

1. See Identified Need Goals #1-4

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from the 2025 CAASPP scores indicate that students have continued to make academic gains over the last several years. Although there was an increase in CAASPP scores, the scores in ELA indicate that with the increase, there's still a need to move into the green band from yellow for all students and specifically, Hispanic and EL students, and our Economically Disadvantaged students. Additionally, there is a need for us to move from Orange for our Students with Disabilities. The scores in math indicate the same. We've increased overall, but the same subgroups need to move from Yellow to Green and our Students with Disabilities from Orange to Yellow. There is a need to provide students with a strong educational program along with significant supplemental interventions and instruction, especially for our most at-risk student groups.

With most subgroups performing at levels close to or similar to the school's overall average, the CAASPP scores indicate a need to provide support to all high-needs students across all subgroups. There is a need to provide at-risk students with instructional support that includes a strong core instructional program coupled with support and intervention.

English learners performed just below overall levels, indicating there is a need to continue providing students who are English learners with language support in all academic areas and to provide these students with English language development instruction (instruction in learning the English language).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025 California Assessment of Student Performance and Progress Results: ELA - All Students	Color: Yellow—Increased 18.7 pts (23.7 points below standard) (2025 Dashboard)	For 2026 Dashboard: Color Yellow--Increase by 3.7 pts (20.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: ELA - Hispanic	Color: Yellow--Increased 15.4 pts (25.3 points below standard) (2025 Dashboard)	For 2026 Dashboard: Color: Yellow--Increase by 5.3 pts (20.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: ELA - Economically Disadvantaged	Color: Yellow--Increased 16.3 pts (29.4 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 4.4 pts (25.0 pts below standard)

2025 California Assessment of Student Performance and Progress Results: ELA - Students with Disabilities	Color: Orange--Increased 31.1 pts (108.2 points below standard) (2025 Dashboard)	For 2026 Dashboard: Orange--Increase by 3.2 pts (105.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: ELA - English Learners	Color: Yellow—Increased 22.1 pts (45.8 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 5.8 pts (40.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: Math - All Students	Color: Yellow—Increased 23.4 pts (47.0 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 3.0 pts (44.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: Math - Hispanic	Color: Yellow—Increased 17.5 pts (50.6 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 3.6 pts (47.0 pts above/below standard)
2025 California Assessment of Student Performance and Progress Results: Math - Economically Disadvantaged	Color: Yellow—Increased 22.1 pts (51.7 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 4.7 pts (47.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: Math - Students with Disabilities	Color: Orange—Increased 23.4 pts (122.7 points below standard) (2025 Dashboard)	For 2026 Dashboard: Orange--Increase by 4.7 pts (18.0 pts below standard)
2025 California Assessment of Student Performance and Progress Results: Math - English Learners	Color: Yellow—Increased 41.1 pts (62.6 points below standard) (2025 Dashboard)	For 2026 Dashboard: Yellow--Increase by 4.6 pts (58.0 pts below standard)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Universal Support (Tier 1) Core Instruction Implement standards-based reading and mathematics instruction incorporating all essential components of core instructional materials, and using supplemental materials, as defined by the reading / language arts and mathematics frameworks for California public schools and HESD ELA Pacing Guide. Standards aligned instruction in ELA and Math will be in place in all classrooms. Supplemental Supplies and materials will be utilized to support and enhance the core instructional program. ELA and Math lesson planning is based on backwards mapping of the essential CCSS and/or aligned to the district pacing calendar. Essential standards/units will be instructed prior to state testing using the state adopted program. In addition, supplemental hands on learning experiences, outside consultants, and possible video conferencing opportunities will provide students with extended learning opportunities to further support the instruction in the classroom around CCSS standards. The analysis of data from District and Site assessments will be reviewed weekly during school site collaboration, utilizing the formative assessment cycle to inform future instruction. Teachers will utilize the formative assessment cycle to make decisions about reteaching, small	All Students	23,524 School Wide Program (SWP) 4000-4999: Books And Supplies Supplies/Materials 7,000 School Wide Program (SWP) 4000-4999: Books And Supplies Books 2,500 School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs Print Shop 500 School Wide Program (SWP) 4000-4999: Books And Supplies LMT Supplies/Materials other than books 3,435 LCFF - Supplemental 4000-4999: Books And Supplies PE Supplies (0100-0332-0-1160-1000-430000-020-0029)

	group instruction, and if students will need additional supports or extensions with learning the essential standards. Site Leadership, along with teachers, will monitor instruction and district/site assessments. ELA Assessments may include: Benchmarks, CARS, CAP, and IRL's, IAB's, Sight Word Assessments, Writing Assessments, Phonemic Awareness, Alphabetic Principle, Letters/Sounds, and any electronic APP assessments such as those from our supplemental digital content such as Lexia, RazKids, and Khan Academy. Math Assessments may include: Benchmarks, topic tests, IAB's, math facts, and any electronic APP assessments such as those from our supplemental digital content such as Reflex and Khan Academy. Implementation of a standards-based TK program that prepares students for kindergarten, with a specific focus on language, literacy, and early math skills, and an emphasis on social and motor skill development through structured hands-on, play-based learning incorporating exploration and inquiry. Shared reading, reader's workshop, writer's workshop, small group instruction in reading, writing and math, read aloud, close reading and interactive writing teaching points using the state adopted text and supplemental nonfiction instructional materials will be derived from the Common Core Standards. Library Media Technician promotes regular use of literacy to enrich the school experience and encourages regular participation in library activities to develop students' literacy skills. Title 1 funds will be utilized to supplement literacy across all grade levels. ELA Leadership team will provide support as needed. Leadership team will monitor monthly: classroom observations lesson plans minimum day collaboration agendas. formative & summative assessments overall student academic progress and academic needs Math Leadership team monitors monthly to ensure that essential standards/units will be instructed prior to state testing: Lesson plans District assessment data Formative classroom/chapter assessment results Physical Education Students will receive instruction in physical education for a total period of time of not less than		

	200 minutes for 10 schooldays, exclusive of recesses and the lunch period. The Physical Education Model Content Standards will follow a sequential, developmentally appropriate curriculum designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle. Supplemental Supplies and materials will be utilized to support and enhance the core PE program including the possible use of online data subscription for tracking such as Fitness Finders. (LCFF) EVIDENCE Strong Evidence Note: The HESD Mathematics Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations * shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures. 2. When introducing new concepts and procedures, use accessible numbers to support learning. 3. Sequence instruction so that the mathematics students are learning builds incrementally. 4. Provide visual and verbal supports. 5. Provide immediate, supportive feedback to students to address any misunderstandings. *U.S. Department of Education. (2021). Assisting Students Struggling with Mathematics in the Elementary Grades. Washington D.C.: What Works Clearinghouse. Strong/Moderate/Minimal Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations * shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal) 2. Develop awareness of the segments of sounds in speech and how they link to letters. (Strong) 3. Teach students to decode words, analyze word parts, and write and recognize words. (Strong) 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate) *U.S. Department of Education. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Washington D.C.: What Works Clearinghouse.		

	Strong/Moderate Evidence Note: The HESD English Language Arts Pacing Calendar provides teachers with specific information and support to carry out each of the following recommendations * shows strong evidence from at least 1 well-designed and well-implemented experimental study: 1. Provide explicit vocabulary instruction (Strong) 2. Provide direct and explicit comprehension strategy instruction. (Strong) 3. Provide opportunities for extended discussion of text meaning and interpretation. (Moderate) 4. Increase student motivation and engagement in literacy learning. (Moderate) 5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong) *U.S. Department of Education. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Washington D.C.: What Works Clearinghouse.		
1.2	Supplemental & Intensified Support (Tier 2 & 3) Tier 2: Students Identified as Needing Additional Support/Supplemental Interventions. As students demonstrate a need for additional support through the analysis of formative assessment data, they receive increasingly more targeted and intensive help. Responding to academic needs through a Multitiered system of supports, ensures students receive the additional time and support needed to learn at high levels. Tier 2, supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through differentiated instruction/small group instruction provided by an Educational Tutor or paraprofessional. Formative assessments may include: Running Records (Rigby unseen, Teacher College), Fountas & Pinnel assessment kits, site-based assessments, teacher anecdotal notes. Students (including English Learners) will participate in explicit instruction in reading and math and make appropriate academic growth. The school will provide differentiated small group language arts instruction, within the classroom, based on identified student need. Differentiated small group language instruction will be focused on gaps within literacy skills that can include/cover: reading comprehension, word work, vocabulary, fluency, phonemic awareness, and letters/sounds. Students not responding to differentiated small group language arts instruction will be monitored for their need of intervention services. Students (including English Learners) will participate in explicit math instruction and make	Some Students (Students Identified as Requiring Additional Support	

	appropriate academic growth. The school site will provide differentiated small group mathematics instruction, within the classroom, based on identified student need. Focus of differentiated small group math instruction will be focused on gaps within a student's foundational math skills. Site Leadership and Teachers to monitor students' academic levels within small group instruction. Monitoring of goals and progress. Students not responding to differentiated small group ELA or math instruction will be monitored for their need of intervention services. Implement school-wide differentiated small group reading, writing, and mathematics instruction and in-class interventions. "At risk" students will participate in explicit reading and/or math instruction delivered by the teacher and will progress in reading levels. Students receive small group instruction from Ed. Tutors using a push-in model and/or pull-out out. (Students are receiving an additional small group lesson, before or after their small group lesson with the teacher, when they would otherwise be working independently.) Teachers will monitor progress and adjust small group instruction based on the assessment of students once per month. Students needing additional support will participate in a reading intervention program supported by an Ed Tutor. Provide tutoring and intervention opportunities for identified students scoring in the intensive range on language arts and/or mathematics assessments for grades K-6. Additional supplemental materials and supplies, such as leveled books and intervention materials to support students' academic needs. Student Goals/Records Assessment Results (Formative and Summative) Lesson Plans/Group Calendars Status of the Class Notes Supplemental Digital Content/APP reports Tier 3: Students Identified as Needing Intervention Tier 3: Intensive Student Supports/Interventions. As students demonstrate a need for additional support, beyond what Tier 2 supplemental interventions/small group instruction can provide, students are identified as Tier 3 and needing intensive supports/interventions. Tier 3 students need an intensive remediation in universal skills that goes above what students receive in Tier 1 (core instructional program) and Tier 2 (Small		

	group instruction). Tier 3, intensive student supports supplemental interventions will provide timely, targeted, and systematic interventions to students who demonstrate a need through a lack of progress within differentiated instruction/small group instruction. Teachers, alongside the Learning Director, will begin to identify students who are considerably below grade level and in need of intervention services at the beginning of the year. Intervention will be provided in cycles depending on student needs. Teachers and/or Educational Tutors/Paraprofessionals will provide additional intervention instruction that supplements the instruction that the students receive from the classroom teacher and that is focused on building foundations skills in reading and math including phonemic awareness, letters and sounds, sight words, and early reading fluency, decode multisyllabic unknown words, fluency and reading comprehension skills and/or improve number sense and basic mathematical problem solving skills. Students in TK-6 (including English Learners) that are identified as struggling and have not responded to Tier 2 differentiated instruction/small group instruction within the classroom will be identified as needing additional supports/interventions. Learning Director to secure teachers to provide before school, lunch time, or after school intervention instruction. Provide identified students with before school, lunch time, or after school intervention instruction. Intervention teacher and classroom teacher to monitor student progress during weekly grade level collaboration. Site Administration and teachers to monitor student achievement data. Site Administration to monitor schedules and rosters. Site leadership and teachers will monitor formative assessment data to monitor student progress and determine student needs. Teachers will monitor students' needs on an ongoing basis. Teachers will use multiple assessments to assess students' instructional needs in ELA and math. Site leadership monitors assessment data from both formative & summative assessments. Teachers will monitor student growth by conducting pre and post assessments during an intervention cycle. Data Monitoring Sheets Student Attendance Records/Tracking Student Goals/Records Assessment Results (Formative and Summative) Intervention Calendars Intervention Rosters Timecards Status of the Class Notes Intervention EVIDENCE		

	Strong Evidence Fountas and Pinnell Benchmark Assessment System (Tier 1 Strong) Center for Research in Educational Policy (CREP). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Washington D.C.: What Works Clearinghouse.		
1.3	Academic Enrichment To further support and enhance student learning, students will be provided with the opportunity to participate in enrichment activities such as clubs, assemblies, awards assemblies, art lessons (LCFF), guest speakers, study trips, video conferences, Read Across America activities and virtual study trips that align to grade level content and themes. These enrichment opportunities aree developmentally appropriate for students' ages. In addition, in order to increase student background knowledge and vocabulary necessary to access grade level content in units of study, grade level teams will collaborate to develop an instructional calendar that will include academic study trips and virtual study trips that support units of study. Supplemental academic and enrichment activities to support instruction in ELA, Math, Science, and History/Social Science. -Videoconferencing -Study Trips -Zoom Field Trip -Book Fair and Read Across America Activities -Medals and Trophies that celebrate academic achievement -Art Lessons (LCFF) Most afterschool enrichment will be ran through the ELOP (Extended Learning Opportunities Program) funding by the ELOP funds. Prop 28 funds are utilized to expand the Art and Music programs.	All Students, English Learners	
1.4	Digital Subscriptions Supplement the school's board approved instructional materials in ELA, math, science, and history/social science/Physical Education with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.	All Students	18,174 School Wide Program (SWP) 5800: Professional/Consulting Services And Operating Expenditures Digital Content & Subscriptions 19083.42 Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures

	Supplemental digital content through Title 1 centralized services may include, but is not limited to: Renaissance Learning (School City) Parent Square Document Tracking Services (DTS) Empowering Education (Homeless Students) Supplemental digital content through the LCAP (LCFF) or other funding sources may include, but is not limited to: Lexia Learning Systems IXL Learning Learning A-Z (Raz-Plus) Explore Learning LLC (Reflex) Kahn Academy Kids Newsela Discovery Education Zoom IVS Computer Technology & Renewals (SMART Notebook) SHI International Corp (Adobe Creative Cloud) Learning A-Z ELL Edition (Title III) Learning A-Z Parent Academies (Raz-Plus & ELL-Title III) Gravic Document Tracking Services (DTS) Survey Monkey Edupoint Synergy MTSS Module Supplemental digital content through the School Site Title 1 fund may include, but is not limited to: Flocabulary Kahn Academy Seesaw Learning Nearpod (Flocabulary) WeVideo IXL-ELA Up The Ladder Live School Starfall Writebright AR STAR MyON Mystery Science Education.com Screen-Cast-O-Matic Field Trip Zoom Omega Labs - Boom Learning Committee for Children - Second Step Learning Without Tears Tumbleweed Read Naturally Educational Design Discovery Techbooks Kuta Software Online books, periodicals, etc. Pioneer Valley Books - Digital Reader Kuypers Consulting, Inc. Novel Effect, Inc. BrainPop		Digital Content & Subscriptions

	EVIDENCE Strong Evidence Lexia® Core5® Reading Program – Struggling Readers (Essa Rating: Strong) Evidence for ESSA: Hurwitz, L.B., & Vanacore, K.P. (2020). Impact of the Lexia® Core5® Reading program on students with reading and language impairments. Concord, MA: Lexia Learning Systems LLC, a Rosetta Stone company. Strong Evidence Lexia PowerUp Literacy (Essa Rating: Strong) Evidence for ESSA: Hurwitz, L. B. (2020). Supporting Struggling and Non-Proficient Middle School Readers with the Lexia® PowerUp Literacy® Program. Concord, MA: Lexia Learning Systems LLC, A Rosetta Stone Company.		
1.5	Integrated ELD (Core Program ELD/EL Support) The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. Have classroom practices, curriculum and instruction that is responsive to different EL student characteristics and experiences. *Teachers provide integrated ELD in all academic content areas. * Intentional supports and scaffolds. *Preview or pre-teach to build background knowledge for topic *Provides connections to what students already know. *Hands on activities and discussions, with language supports as needed. EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. Integrated ELD: • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning	English Learners	None Specified None Specified Director of Curriculum (Core Program funded with LCFF) None Specified None Specified School Site Learning Director (Core Program funded with LCFF)

	• Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics. A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III. A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.		
1.6	Designated ELD (Core Program) EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English	English Learners	None Specified None Specified Director of Curriculum (Core Program funded with LCFF) None Specified None Specified

	proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction. Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program. Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the ELPAC annually. EL Self-Contained and Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to determine teachers who will be self-contained w/ their EL students and also plan deployments to ensure that ELs are instructed at their ELD level. EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.		School Site Learning Director (Core Program funded with LCFF)
1.7	Trimester Monitoring of ELs Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD	English Learners	None Specified None Specified Core Program: Not Supported with Federal Funds

	standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations. Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database. School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students. Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years. Data Analysis Data, including local scoring of ELPAC, information from the master EL database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.		
1.8	Supplemental, After-Hours ELD Instruction English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD. After-School ELD: Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department	English Learners	Title III None Specified Funding for this action is detailed in the LCAP Federal Addendum Spending Plan

	of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education. EL students will be provided with after-hours intervention and enrichment with an English Language Development focus. Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.		

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In comparing our ELA and Math CAASPP scores to years past we have continued to see an increase in most areas and subgroups. Here is a breakdown of how our school did based on Percent Proficient:
ELA: All Students: 23-24: 36%% vs 24-25: 40%. (Increase of 4%).
ELA: African Americans: 23-24: 25% vs 24-25: 38% (Nice Increase of 13%. However, this subgroup does not count for us, as our population of African American students is too low).
ELA: Hispanics: 23-24: 36% vs 24-25: 40% (Increase of 4%).
ELA: White: 23-24: 42% vs 24-25: 50% (Nice Increase of 8%).
ELA: English Learners: 23-24: 14.9% vs 24-25: 14.7% (Very slight Decrease of .2%).
ELA: Socioeconomically Disadvantaged: 23-24: 34% vs 24-25: 37% (Increase of 3%).
ELA: Students with Disabilities: 23-24: 3% vs 24-25: 10% (Nice Increase of 7%).

Math: All Students: 23-24: 27% vs 24-25: 36% (Very Nice Increase of 9%).
Math: African Americans: 23-24: 17% vs 24-25: 25% (Nice Increase of 8%, but this subgroup does not count for us, as noted above.
Math: Hispanics: 23-24: 29% vs 24-25: 36% (Nice Increase of 7%).
Math: White: 23-24: 26% vs 24-25: 33% (Nice Increase of 7%).
Math: English Learners: 23-24: 13% vs 24-25: 26% (Very Nice Increase of 10%).
Math: Socioeconomically Disadvantaged: 23-24: 27% vs 24-25: 34% (Nice Increase of 7%).
Math: Students with Disabilities: 23-24: 5% vs 24-25: 15% (Very Nice Increase of 10%).

Implementation
The actions and services under Goal 1 were well implemented overall and when comparing our state CAASPP scores to the past several years, it shows an overall increase in our scores since 20-21. Standards-based ELA and mathematics instruction, as defined by the Common Core Standards incorporating state-adopted text and HESD pacing calendar is expected and implemented in all classrooms. School site leadership, with support from the district office curriculum and instruction department, monitors schools, classrooms, and student progress. Students requiring intervention are identified and provided with supplemental instruction/intervention including after-hours instruction supporting their individual needs. Integrated ELD (Core Program ELD/EL Support) instruction and EL support in academic content areas were implemented across the school at all grade levels. English learners received language instruction supporting access to the state-adopted content standards in ELA, mathematics, science, and history/social science. Designated

ELD (Core Program) Students received 30 minutes of ELD instruction at their English language development level during the ELD instructional block. EL students received ELD instruction at their English language development level during the ELD instructional block. Teachers documented the progress of EL students using the district's EL rubric forms.

Effectiveness
The actions under Goal 1 continue to be effective showing students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. Since 20-21, CAASPP scores for students have increased overall, showing an effective use of instructional time and materials. When comparing scores over the last several years, proficiency levels are improving, showing students are making gains in academics. Based on the increase in achievement levels, there is not a need to make significant changes to the instructional program; rather, it indicates a need to continue to build upon and strengthen the school's existing instructional programs.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

Although the strategies/activities in the plan were implemented, newer categorical funding was used to support some of the activities in this school plan. Struggling students received interventions through the Extended Learning Opportunities Plan (ELOP) tutoring. Enrichment opportunities through Prop 28 for music and art provided additional time for students to broaden their horizons and ELOP funds for after-school Enrichment activities have created opportunities for a variety of students.

Changes during the school year:
During the 2025-2026 school year, students continue to receive afterschool tutoring with credentialed teachers, to address academic needs in ELA and math. As stated above, due to the extra (ELOP) funding received, all students had an opportunity to be a part of the after-school enrichment opportunities. This allowed us to help provide more experiences for students, such as (art club, yearbook club, sign-language club, knitting club and drama club), to help foster their creativity. Additionally, through the support of the district instructional team, Hamilton received biweekly coaching cycles in grades 3rd-6th in ELA and math. Collaborations with like schools and grade-levels were organized, and support was provided and led by the assistant superintendent of curriculum and instruction, instructional coaches and school site administration, with an intense focus on analyzing data, planning reteach cycles and follow-up assessments, to determine student growth/improvement.

The Curriculum and Instruction Department also created targeted English Language Development (ELD) lessons to support instruction for our English Learners (ELs), during their daily English Language Development (ELD) block. Training was provided for admin and teachers, along with an ELD handbook for all grades, to explicitly teach a month-long cycle, to help improve our ELs progress towards English proficiency, do well on the English Language Proficiency Assessments for California (ELPAC), to attain the intended goal of being reclassified.

We did not have any budget items that were under or overspent by more than 10% for this school year.

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.

The school will continue to provide standards-aligned instruction to all students, interventions, and support for struggling students, in addition to designated and integrated ELD for English learners. The school will continue to provide students with an extensive suite of digital/online supplemental instructional materials.

Student CAASPP scores have increased over the past several years showing there is not a need to make significant changes to the instructional program; rather, it indicates a need to continue to build upon and strengthen the school's existing instructional programs. The strategies and activities under Goal 1 will continue into the coming year.

After-school support and activities including enrichment and tutoring will continue to be funded through the district-wide Expanded Learning Opportunities Program (ELOP). All students will have the opportunity to participate in these programs.

Changes to Goal 1:
There are no major changes for Goal 1. Hamilton's focus will continue to be that all students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

The school will support teachers and staff with professional development, training, and collaboration time.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The district will support teachers and staff with professional development, training, and collaboration time.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The rigor of CCCS and state assessments continues to create a demand for professional development to support teaching staff. District surveys of teachers and site administrators, as well as classroom observations all indicate a need for further professional development related to the implementation of the Common Core Standards.

There is a need to provide teachers with professional development and in-class coaching in the integration of technology resources with classroom instruction and the work students do.

There is a need to provide teaching staff with PD to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis.

Although English learners are performing well on the CA School Dashboard English Learner Progress Indicator, English learners are performing at lower levels in ELA and Math than their peers (overall) on the dashboard academic indicators. This indicates that there is a need to provide students who are English learners with language support in all academic areas (called Integrated ELD) and to provide these students with specific English language development instruction (instruction in learning the English language (called Designated ELD). In order to provide effective Integrated ELD and Designated ELD, there is a need to provide classroom teachers with leadership, training, and support in these areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Led Professional Development	All Teachers Receive Professional Development	All Teachers Receive Professional Development
School Site Led Professional Development	The School Provides Opportunities for Professional Development	The School Provides Opportunities for Professional Development
Teacher Collaboration	Teachers Attend Collaboration Each Wednesday	Teachers Attend Collaboration Each Wednesday

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School Site Professional Development Teachers and administrators will participate in district professional development and site based systematic professional development that is specific to the needs of the school site and/or teacher (NGSS, Math, ELA, and Spanish language arts. This is determined by site leadership observations, student data trends, and input from teachers at the school site. PD will include whole group PD, in class coaching, support from leadership during collaboration, lesson development and planning, backwards-mapping, and analysis of formative and summative student achievement data. Teachers are provided with collaboration time every Wednesday (student early release days) to analyze data to identify at-risk students, plan lessons, and have discussions about effective teaching strategies and resources/materials. Teachers will understand and effectively implement the collaboration protocol used in a professional learning community. Teachers will utilize this time to use the formative assessment cycle to inform instruction, small groups, and students needing Tier 2 intervention. During this time, teachers will look at data pertaining to EL's, SED, and SPED. Teachers analyze student achievement data from district and site-based assessments and use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention. Data will be disaggregated to show overall performance as well as performances of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or coaching support based on identified needs. As needed (based on data) coaching will include focus on EL strategies. Teachers will have access to district instructional coaches who specialize in reading, writing, math and science. To ensure we are meeting the needs for all English Learners through designated and integrated ELD, PD and support will be provided to teachers. All professional development will be driven by the needs and interest of the students, staff, and school. Professional development may consist of workshops, conferences, and instructional consultants focused on topics, but not limited to:	All Students	500 School Wide Program (SWP) 4000-4999: Books And Supplies Books for PD

	- Understanding and implementation of Common Core State Standards, Next Generation Science Standards and Language arts/foundational skills. - Implementation of effective teaching strategies and techniques: hands-on activities, cooperative learning, direct instruction, and interdisciplinary teaching, etc. (planning and delivering units of study in science across disciplines/language arts) - Integration of technology into content areas and the use of online tools and resources to develop and teach lessons. - Classroom management and discipline - Differentiated Instruction for low and high achieving students - English Language Development and English Language Learners - Strategies for scaffolding and Backwards Mapping Substitutes may be utilized to relieve teachers to allow teachers to attend Professional Development or Status of the Class meetings.		
2.2	Instructional Coaches A professional development team consisting of a Curriculum Specialist in English language arts, a Curriculum Specialist in Mathematics, and four instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement. Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of English Learners	All Students	98,468.67 Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Six Instructional Coaches 833.33 Title I Centralized Service 5000-5999: Services And Other Operating Expenditures School Site Portion for Mileage Six Instructional Coaches
2.3	Induction Coaches The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program. The district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.	All Students	28,746.33 Title I Centralized Service 1000-1999: Certificated Personnel Salaries School Site Portion of Two Induction Coaches

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

IMPLEMENTATION
Teachers attended three district-led, full-day professional development sessions providing teachers with training in research-based instructional strategies for ELA, Math, and ELD. Teachers are provided with a “minimum day” each Wednesday to collaborate around student assessment data and to plan instruction and intervention based on this data.

A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in Mathematics, and five instructional coaches all provide high-quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into instructional programs, and the development of digital literacy skills to improve academic achievement. These coaches provide whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward mapping, and analysis of formative and summative student achievement data. The professional development team provides training and professional development specifically designed to improve the academic achievement of various subgroups including English Learners.

New teachers were served with a CTC-accredited new teacher induction program with a director and two full-time, full-release induction coaches. New teachers received induction support for two years and cleared their credentials through the induction program.

Additionally, Hamilton is a part of the districts' Targeted Assistance Initiative. Through the support of the district instructional team, Hamilton receives biweekly coaching cycles in grades 3rd-6th in ELA and math. Collaborations with like schools and grade-levels were organized, and support was provided and led by the assistant superintendent of curriculum and instruction, coaches and school site administration, with an intense focus on analyzing data, planning reteach cycles and follow-up assessments, to help foster teacher efficacy and student growth/improvement.

The Curriculum and Instruction Department provided ELD and ELPAC training for administrators and teachers. They created an organized ELD handbook for all grades, to explicitly teach a month long cycle. This was beneficial in helping to improve our ELs progress towards English proficiency, do well on the English Language Proficiency Assessments for California (ELPAC) and ultimately having our ELs attain the intended goal of being reclassified.

EFFECTIVENESS
Teacher surveys indicate that the professional development and collaboration time were effective and felt they were supported by this training, professional development, and collaboration.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

All strategies/activities under Goal #2 were well implemented. There were no material differences between proposed and actual 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.

There is a continuing need to provide professional development around grade-level standards-aligned instruction. There is a need to continue to use the district's instructional coaches while also providing professional development opportunities from outside the district, such as from Tulare or Kings County offices of Education. Teachers will continue to receive professional development from the district PD team. Teachers will continue to receive site-specific PD at their school sites.

There are no significant changes for Goal 2. At the district and school site level, we will continue to support teachers and staff with professional development, training, and collaboration time.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension
Although the school's suspension rate has decreased consistently over the last decade, the couple of years after COVID, there was an uptick in the number of students who were suspended. Even though our suspension rate has gone down since then, there is still an increase in behavioral and social-emotional concerns among our students. There is a need to continue to reduce the number of students who are suspended by supporting all students with incentives and rewards for good behavior, good choices, and proper self-management, by identifying students with behavior challenges, and by providing those students with increasing levels of support.

Chronic Absenteeism:
Although the Chronic Absenteeism rate has decreased over the past few years, it has not returned to pre-Covid levels. There is a need to continue to educate our families about when to send their child to school based on various symptoms their child may have, which in most cases are typical cold-like symptoms. There is a need to continue providing students and their families with social and emotional support to keep them engaged in school and to further reduce the number of students who are chronically absent, along with education around when to send their student to school and when not to.

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan (SWP) and Additional Targeted Support and Improvement, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan (LCAP).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate: California Dashboard: All Students	Green - Declined 0.4% (1.7% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 0.3% - Suspension Rate 1.4%
Suspension Rate: California Dashboard: Hispanic	Orange - Increased 0.3% (1.9% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 0.3% - Suspension Rate 1.6%
Suspension Rate: California Dashboard: White	Blue - Declined 6.1% (0% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Blue - Maintain - Suspension Rate no more than 0.2%
Suspension Rate: California Dashboard: English Learners	Blue - Declined 1.0% (0% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Blue - Maintain- Suspension Rate no more than 0.2%

Suspension Rate: California Dashboard: Economically Disadvantaged	Green - Declined 0.7% (1.7% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 0.3% - Suspension Rate 1.4%
Suspension Rate: California Dashboard: Students with Disabilities	Red - Increase 1.4% (8.0% Suspension Rate) (2025 Dashboard)	For 2026 Dashboard: Yellow - Decline by 0.6%- Suspension Rate 7.4%
Chronic Absenteeism: California Dashboard: All Students	Yellow - Declined 1.3% (15.9% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 0.5% - Chronic Absenteeism Rate 15.4%
Chronic Absenteeism: California Dashboard: Hispanic	Yellow - Declined 0.5% (16.9% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 0.5% - Chronic Absenteeism Rate 16.4%
Chronic Absenteeism: California Dashboard: White	Orange - Increased 1.2% (11.6% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 1%- Chronic Absenteeism Rate 10.6%
Chronic Absenteeism: California Dashboard: English Learners	Orange - Increased 2.8% (15.6% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green - Decline by 1% - Chronic Absenteeism Rate 14.6%
Chronic Absenteeism: California Dashboard: Economically Disadvantaged	Yellow - Declined 2.4% (17% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green- Decline by 0.5% - Chronic Absenteeism Rate 16.5%
Chronic Absenteeism: California Dashboard: Students with Disabilities	Orange - Declined 6.1% (22.2% Chronic Absenteeism Rate) (2025 Dashboard)	For 2026 Dashboard: Green-Decline by 1% - Chronic Absenteeism Rate 21.2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Universal Support (Tier 1) School Climate Multi-tiered System of Supports (MTSS) will be implemented school-wide in order to promote academic improvement, positive social behavior, and improve school climate. All staff will provide all students with activities and incentives to promote good attendance, strong character, academic achievement and good behavior. All students will be provided with Tier 1 MTSS supports to increase student academic achievement, student attendance, and improve student behavior (which includes participation in a variety of activities and incentives/reinforcement). Provide a school environment that will have a positive impact on the emotional, social and physical well-being of every child that will accelerate their learning. Through the use of MTSS we will develop a culture of positive behavior supports that will create an environment for great first teaching, high levels of learning and improved behavior within the general and special education classroom settings for all students. Promote student attendance and good citizenship to support daily access to core instruction and services (N.E.S.T. expectations, N.E.S.T. passport day, grade level assemblies, Awards Assemblies, Student of the Month, Monthly N.E.S.T. activities,	All Students	10,634 LCFF - Supplemental 4000-4999: Books And Supplies School Climate Activity Supplies/Rewards/Incentives/ Food/Enrichment Activities/PBIS/Student Store 3,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food for Student Incentives (District Kitchen) 500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Print Shop

	attendance incentives, attendance and citizenship rewards, Live School Points and Stinger school store). Teachers will provide for all student's clear classroom expectations, teach those expectations, and have a classroom reward system using our digital point system (Live School). Students can redeem points weekly in the school store. Monitor daily attendance with a daily perfect attendance chart. Create classroom environments that encourage students to be at school daily. as a monthly school-wide attendance incentive, classrooms compete to see who will have the highest percentage rate for the month! The classroom that wins is decorated in monthly-themed decorations, pizza/popcorn party and extra recess time! As a weekly schoolwide incentive, students whose classrooms reach 100% and/or if the entire school is above 96%, we have "Rock Your Socks and Crocs Day, and also Lunchtime Music. Student Specialist and Support staff will monitor student attendance and discipline to provide students with targeted supports. Use behavior data to provide students with targeted interventions. Progress will be monitored through CICO data. Letters are sent at the beginning of the year to all those who are on the chronic absenteeism list. Letters are also sent mid-year, to inform parents of those who are right on the cusp of being chronically absent, in hopes of them improving attendance until the end of the year. SARB letters are sent out to those who fit the criteria to go through the SARB board/process. Principal and Student-Specialist go on home visits to pick students who are not showing up for school. Student Specialist, along with our Multi-Tiered System of Supports (MTSS) Team, will continue to collaborate to analyze attendance and disciplinary data and plan activities that address student needs, to promote positive behaviors (Social Emotional Center (SEC) and classroom (SEL) lessons to support N.E.S.T. expectations). Students have the opportunity to participate in structured physical activities during recess and lunch that promote character-building to enhance our school culture beyond the classrooms. *We have the Red Zone (Adult supervised space for students to refine skills and behaviors, with guidance and feedback). The Yellow Zone (Students utilize this area for structured play activities, in the vicinity of adults) and The Green Zone (The grass area-students are able to access all areas of the yard). Through our principal's initiative, students with attendance goals have an opportunity to earn daily and weekly incentives. We will continue to focus on developing		

	preventative measures to support students who have developed chronic absenteeism patterns. Student Specialist check-ins with those who are struggling to get to school and developing a plan that is communicated to parents and our MTSS Team. Digital Resources to support school-wide systems: *LiveSchool *Second Step *Synergy MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Universal Behavior • Schoolwide Motto/Mantra • Schoolwide Positive Reinforcement system • Behavior Expectations Training (Assemblies/Passport Days/Presentations) • Bullying and Sexual Harassment Training • Student Announcements • Citizenship Award • Student of the Month • School-wide Positive Behavior Incentives/Rewards • School/Home Communication for Positive Behavior • MTSS Behavior Data review Attendance • Class Perfect Attendance Incentives (Group) • Good and Perfect Attendance Awards (Individual) • Attendance List Sent to Office Staff • Home visits • Local SARB Process • Attendance Celebrations (Announcements) • Attendance Incentives • MTSS Attendance Data review		
3.2	Supplemental & Intensified Support (Tier 2 & 3) Identify students with attendance or behavior challenges and provide them with additional support. Student specialist and principal, collaborate to review students with chronic absenteeism, make phone calls, do home visits, send attendance letters out to parents, conference with parents, make attendance notations in the notes section of our Synergy reporting system and refer students to SARB, if they meet the criteria. Monitor students' behavior contracts and Behavior Intervention Plans and reward for appropriate	Some Students (Students Identified as Requiring Additional Social/Emotional/Behavior/Attendance Support)	

	behaviors. Monthly reports of students on Behavior Intervention Plans. Students have the option to access our SEC on campus, the library and/or the yard during recess/lunch time for students who are in need of supplemental behavior/social support. Site leadership, student specialist and counselor, Library Media Technician (LMT), HESD Social Worker, monitor students Attendance Logs Discipline Referrals Monthly reports of students on CICO and Behavior Intervention Plans Behavior Support Provide teaching, intervention, and support for students, that will lead them to acquire and apply knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions. EVIDENCE Explicit instruction of skills, structured prompts for appropriate behavior and opportunity for students to practice skills and frequent feedback provided to student(s). Follow-up monitoring of data to determine improvement/success Communication with teachers and parents to ensure their involvement in the process of supporting their student(s). MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental Behavior • Check in/Check out • Structured Breaks • Collaboration with Families/Staff • Mediation • Proximity • Social Skills Groups • Level 1 BIP • Referral to Outside Agencies • In-class support and coaching • Student Study Team Meeting Attendance • Attendance Contracts • Attendance Parent Letters • Attendance Review: Parent Meetings • Home Visits • Attendance Student/Parent Workshop • Referral to Nurse • Parent notification for Tardies/Truancies		

	• Student Study Team Meeting MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Intensive Behavior • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Daily CICO/Higher Frequency • In-class support and coaching • Classroom Opportunity Transfer • Behavior Intervention Plan • Intensified behavioral supports for students with an IEP • On-Going Collaboration with Outside Agencies • Referral to Community Day School (CDS) • Referral for Assessment Attendance • Student Study Team Meeting/IEP/504 Reconvene • Collaboration with Outside Agencies • Individual Counseling • Home Visits with SRO • Supports for Foster/Homeless sub-group		
3.3	SEL (Social-Emotional Learning) Implement a social/emotional course of study that supports students and staff in order to acquire and apply the knowledge, attitudes, and skills to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships with peers and adults, and make responsible decisions. Improved social/emotional skills and decision-making will lead to an increase in academic achievement. The social-emotional learning (SEL) system will be designed to help leadership, staff, and students strengthen their social-emotional skills and create a positive and supportive school climate. This will also include increasing the neighborhood-to-school connection to build school pride and encourage a positive school community. MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Universal SEL • Schoolwide SEL Curriculum • Calming Area (Chill Zone, Wellness Room, De-escalation Location on Campus, etc.) • SEL Parent Workshops • Friendship Zone • Social Skills Classroom Lessons • Universal Student Risk Screener • MTSS SEL Data Review	All Students/High Needs Students	2,000 School Wide Program (SWP) 4000-4999: Books And Supplies Supplies and Materials to Support Social Emotional Learning (SEL)

	MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Supplemental SEL • Targeted Classroom Lessons • Group Counseling • Mediation/Restorative Circles/Conflict Resolution • Mental Health Referral to Outside Agencies • Student Study Team Meeting MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - Intensive SEL • Student Study Team Meeting/IEP/504 Reconvene • Individualized Counseling • Behavior Intervention Plan • Intensified SEL supports for students with an IEP • On-Going Collaboration with Outside Agencies • Mental Health Re-Entry Plan-Post Red SIB • Referral for Assessment		

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

IMPLEMENTATION
The actions under Goal #3 were well implemented. All students received support and participated in activities that promoted good citizenship and good behavior. High-need students received additional support through our MTSS process. Learning directors monitored the social-emotional and health needs of students and coordinated the support that students received from counselors, social workers, nursing staff, and student specialists.

EFFECTIVENESS
Over the last few years, our suspension rate has decreased, however, there is still a high level of behavioral and social concerns compared to years past. Over the last few years, the chronic absenteeism rate has improved. The steady decrease in chronic absenteeism rate over the last few years have shown the plans put in place have been effective.

Anecdotal observations along with internal data for the current school year show that students are still experiencing a decline in social-emotional well-being. Although support from school staff has mitigated this decline, there is a great need to continue providing support and interventions for our most fragile students.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

All strategies/activities under Goal #3 were well implemented. Although the strategies/activities in the plan were implemented, newer categorical funding was used to support some of the activities in this school plan. Struggling students received interventions through the Extended Learning Opportunities Plan (ELOP) tutoring. Enrichment opportunities through Prop 28 for music and art provided additional time for students to broaden their horizons and ELOP funds for after-school Enrichment activities have created opportunities for a variety of students.

Through the implementation of our MTSS process and bi-weekly meetings, we have been able to identify those who are struggling early on and put plans/incentives in place for students. We're also regularly communicating with parents to ensure they are a part of the plan and we're monitoring progress in their behavior, together. Teachers are also working hard to ensure that they have consistent systems in place to address student behaviors. Responsibility Center at morning recess time was reinstated as a consequence for inappropriate behavior/citations. During our MTSS meetings, we are really taking the time to analyze our attendance and behavioral data in various ways, IE: (days students are absent the most, reviewing the reasons parents have given, determining commonalities/trends to help devise viable action plans. For suspension data, we're looking at the day, time of day, PE/recess and content area (trends), to see how we can be proactive in addressing the root cause/reason that may have led to the suspension. We're also in the process of working on a re-entry plan for students who have been suspended.

There were no budget items that were under or overspent by more than 10%.

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.

All students will continue to receive support and will participate in activities to promote good citizenship and good behavior. High-need students will receive additional support. Learning directors will continue to monitor the social-emotional and health needs of students and coordinate the support that students will receive from counselors, social workers, nursing staff, and student specialists.

There will be a great need to continue to build a culture where students and their families view attending school every day, all day, as very important. There will be a need to continue, and build upon, services and programs for students to support social emotional wellbeing and to promote good school attendance and behavior.

We are not making any changes to Goal 3. We aren't looking at adding any new programs/plans at this time. We are still using Second Step and working on teachers building consistency with teaching the lessons and reinforcing those positive behaviors/character traits that students should be representing each day.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication between schools and home will be regular and meaningful.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communication between schools and home will be regular and meaningful.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In order for parents/guardians to actively participate in their children's education, there is a need for home-to-school communication and parent/guardian involvement. Parents need information and training to help their children achieve in school.

The HESD Parent Survey indicates the majority of parents agree or strongly agree with the statements:

- "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting ELA and math standards."
- "When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school"

There is a need to continue providing parents with information on their child's progress and provide assistance when they have questions about their student's work. Students whose parents are informed about their children's progress in school achieve at higher levels.

Parents have a right to be involved in the decision-making process at the school and district levels. (California Education Code 52062-52063). There is a continuing need to involve parents in the decision-making process through the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and Parent Advisory Committee (PAC).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent conferences.	25-26 Parent Conference Attendance: 100%	Parent conference attendance rate will be at least 95%.
Percentage of parents who Agree/Strongly Agree with the statement: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.) on the Annual HESD Parent Survey	25-26 HESD Parent Survey-- I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.) on the Annual HESD Parent Survey Agree/Strongly Agree: 98%	HESD Parent Survey: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.) on the Annual HESD Parent Survey Agree/Strongly Agree will be at least 90%.

Percentage of parents who Agree/Strongly Agree with the statement: There are adequate opportunities for me to become involved in my child's school on the Annual HESD Parent Survey	25-26 HESD Parent Survey--There are adequate opportunities for me to become involved in my child's school. Agree/Strongly Agree: 98%	HESD Parent Survey There are adequate opportunities for me to become involved in my child's school. Agree/Strongly Agree will be at least 90%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent Involvement We will implement a variety of parent education and outreach activities. We will continue to provide regular communication through Parent-Square, yellow cards, progress reports, classroom newsletters, after-school tutoring calendars, notes home, e-mails, phone calls and in-person contact, that continues to foster high parent communication and involvement. We will continue to plan, organize and implement a series of parent workshops that focus on assisting students with literacy, math, SPED resources, science, Kinder readiness skills, SES resources and homework. We will provide learning manipulatives/materials and engaging activities to increase parent, student and staff connection to the instruction that's occurring in the classrooms. We're excited about the high number of parent volunteers, becoming finger-printed to chaperone our grade-level study trips, and also volunteer during our monthly Buzzfest activities, our math and literacy nights, along with our SOM assemblies and trimester awards assemblies. We've seen an increase in attendance of these events from our Hamilton families and hoping that shows an increase in student engagement and success in the classroom. We appreciate our parents for being a part of their child's educational experiences/school life.	All Students	4,351 School Wide Program (SWP) 4000-4999: Books And Supplies Supplies Materials for Parent Involvement 2,250 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Food for Parent Involvement Activities 3,204 School Wide Program (SWP) 1000-1999: Certificated Personnel Salaries Teacher Overcontract for Parent Involvement Activities 500 School Wide Program (SWP) 5700-5799: Transfers Of Direct Costs Postage
4.2	Parent Communication Parents will be informed of students' academic and social progress via weekly/bi-weekly yellow cards, progress reports and/or throughout the year, through the use of the Synergy ParentVue online progress reporting system. Parents will attend parent/teacher conferences in November. Parents also attend individual classroom parent nights, informal meetings, SSTs, 504 and IEP meetings. Teachers will contact parents throughout the school year to schedule conferences as needed to address academic, behavioral, and social progress/concerns.	All Students	2,208.83 Title I Centralized Service 5800: Professional/Consulting Services And Operating Expenditures Software for Parent Communication

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

IMPLEMENTATION
The actions under Goal #4 were well implemented. The school held a variety of parent activities to educate and support parents. The school employs a suite of resources to facilitate and support communication with parents.

The school's electronic system for communicating with families, Parent Square, has been liked by the majority of our families. School leaders along with individual teachers made extensive use of online communication tools to communicate with families.

School Site Council meetings, District Parent Advisory Committee, and District English Learner Advisory Committees continue to support family engagement and input.

Effectiveness:
The school's parent-conference attendance rate was 100% with parent/teacher conferences. The strategies and activities were effective in achieving the goal, that communication between schools and home will be regular and meaningful. Data from the HESD Parent Survey indicate that parents are overwhelmingly satisfied with the level of support, outreach, and communication they receive from the school.

Note: For individual analysis of each action under this goal, please see the attached addendum to this school plan: SPSA: Evidence-Based Title I Funded Program Evaluation

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

The strategies/activities under Goal #4 were well implemented. There are no material differences between the Proposed Expenditures and Estimated Actual 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.

The school will continue to provide support, outreach, and education for parents. The school will continue to give parents a voice in the programs and activities that are developed and implemented. In-person parent involvement/education activities will continue to be expanded upon. The school will continue to implement the upgraded communication system (Parent Square). The SSC, PAC, and DELAC will continue meeting in-person to acquire input from our parental educational partner group.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$237,588.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$231,412.58
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
School Wide Program (SWP)	$62,253.00
Title I Centralized Service	$149,340.58

Subtotal of additional federal funds included for this school: $211,593.58

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$19,819.00

Subtotal of state or local funds included for this school: $19,819.00

Total of federal, state, and/or local funds for this school: $231,412.58

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	19,819.00
School Wide Program (SWP)	62,253.00
Title I Centralized Service	149,340.58

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	130,419.00
4000-4999: Books And Supplies	51,944.00
5000-5999: Services And Other Operating Expenditures	3,083.33
5700-5799: Transfers Of Direct Costs	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	39,466.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	14,069.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,250.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,500.00
1000-1999: Certificated Personnel Salaries	School Wide Program (SWP)	3,204.00
4000-4999: Books And Supplies	School Wide Program (SWP)	37,875.00
5700-5799: Transfers Of Direct Costs	School Wide Program (SWP)	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	School Wide Program (SWP)	18,174.00
1000-1999: Certificated Personnel Salaries	Title I Centralized Service	127,215.00

5000-5999: Services And Other Operating Expenditures	Title I Centralized Service	833.33
5800: Professional/Consulting Services And Operating Expenditures	Title I Centralized Service	21,292.25

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,216.42
Goal 2	128,548.33
Goal 3	16,134.00
Goal 4	12,513.83

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jen Pitkin (Principal)	Principal
Judy Johnson (2025-2026)	Other School Staff
Alyssa Hope (2025-2026)	Classroom Teacher
Dianne Dias (2025-2026)	Classroom Teacher
Monica Albert (2024-2025)	Classroom Teacher
Norma Casas (2025-2026) (EL)	Parent or Community Member
Sally Ortiz (2026-2027) (EL)	Parent or Community Member
Breanna Arroyos (2026-2027) (EO)	Parent or Community Member
Katherine Limas (2026-2027) (EO)	Parent or Community Member
Phillip Cook (2025-2026) (EO)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2026.

Attested:



Principal, Jen Pitkin on 5/11/2026



SSC Chairperson, Phillip Cook-Vice Chairperson on 5/11/2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
         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.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

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