School Year: **2026-27**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	19-64881-6021612	5/13/2026	June 26, 2025

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Creating our SPSA is a collaborative process involving district staff, site staff, and educational stakeholders. The plan was developed through a series of meetings with staff, the MTSS team, and the School Site Council (SSC). The final draft of the SPSA was reviewed and approved by the SSC on May 2026. Throughout the process, SSC members and other stakeholders actively engaged in reviewing data, identifying priorities, and shaping the SPSA goals.

Resource Inequities

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

As a result of the needs assessment, Hamilton Elementary identified resource inequities related to access to academic intervention support with ELD. In addition, the school has an ongoing need for more training support to address student social-emotional and behavioral needs. These inequities are being addressed through targeted use of Title I funds, LCAP actions, and strategic staffing.

School Vision and Mission

Hamilton Elementary Mission Statement
At Hamilton Elementary, we nurture, inspire, and challenge every student to become a confident, creative, and successful leader of tomorrow. Through a strong partnership among teachers, staff, families, and the community, we are committed to fostering academic excellence, character development, and a lifelong love of learning.
Hamilton Elementary Vision Statement
We envision a school where all students have access to a rigorous, engaging, and well-rounded education. By integrating academic, social-emotional, and creative learning experiences, we empower students to become innovative problem solvers, responsible citizens, and compassionate leaders in the 21st century. Our shared efforts aim to close achievement gaps and ensure that every child reaches their fullest potential in a safe, inclusive, and supportive environment.

School Profile

Hamilton Elementary School – School Profile 2025-2026
Hamilton Elementary School, located in the southern region of Pasadena, is one of 14 elementary schools in the Pasadena Unified School District. Serving approximately 489 students in grades PK–5, Hamilton is a neighborhood school that also welcomes families through open enrollment. The school is proud of its diversity, with students speaking more than 15 home languages and representing a wide range of backgrounds.

Demographics
English Learners: 11%

Foster Youth: 0.8%

Homeless: 0.2%

Socioeconomically Disadvantaged: 51.5%

Students with Disabilities: 12.4%

Race/Ethnicity Breakdown:

African American: 6.7%

Asian: 11.7%

Filipino: 3.3%

Hispanic/Latino: 40.9%

Two or More Races: 11.5%

White: 23.1%

Staff and Programs
Hamilton has a dedicated team that includes:

19 General Education Teachers (PK–5)

2 Special Day Class Teachers

2 Resource Specialist

.60 Intervention Teacher

1 Instructional Coach

1 Speech and Language Specialist

1 School Psychologist (80%)

1 Health Clerk (75%)

1 Librarian (50%)

1 Nurse (20%)

5 Special Education Aides

Office, cafeteria, and custodial support staff

Therapists from Foothill Family Services

Principal and clerical support staff

1 STEM Lab Coordinator

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

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

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

Students benefit from:

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

One-to-one Chromebooks in every classroom

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

Second Step SEL curriculum, PBIS strategies

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

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

School Structure
Hamilton offers a comprehensive grade-level structure:

1 Transitional Kindergarten

1 Pre-Kindergarten (AM/PM)

3 Classes each of Kindergarten through Third Grade

3 Fourth Grade Classes

2 Fifth Grade Classes

1 SDC Class (Grades TK-2)

1 SDC Class (Grades 3–5)

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

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hamilton Elementary School. 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	%	%	0.20%			1
African American	8.13%	8.04%	6.75%	41	41	33
Asian	11.11%	10.20%	11.66%	56	52	57
Filipino	3.77%	3.14%	3.27%	19	16	16
Hispanic/Latino	42.46%	43.14%	40.90%	214	220	200
White	20.63%	20.98%	23.11%	104	107	113
Multiple/No Response	12.10%	12.16%	11.45%	61	62	56
			Total Enrollment	504	510	489

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	0	25	23
Kindergarten	72	74	70
Grade 1	69	77	79
Grade 2	89	75	73
Grade3	77	96	75
Grade 4	92	70	98
Grade 5	77	93	71
Total Enrollment	504	510	489

Conclusions based on this data:

1. Enrollment Growth and Stability
   Hamilton Elementary School has experienced steady enrollment growth over the past three years, increasing from 482 students in 2022–23 to 510 students in 2024–25. This growth indicates that the school continues to attract and retain families within the community. The addition of Transitional Kindergarten in 2024–25 also reflects expanded early learning opportunities and increased support for younger learners entering the school system

2. Diverse Student Population
   The student population remains highly diverse, with Hispanic/Latino students representing the largest subgroup at approximately 43% across all three years. The school also serves significant populations of White, Asian, African

American, and students identifying as Two or More Races. The increase in students identifying as Two or More Races suggests growing diversity within the school community. This diversity highlights the importance of culturally responsive teaching practices and equitable access to academic and social-emotional supports for all student groups.

3. Shifts in Grade-Level Enrollment Patterns
Enrollment patterns across grade levels show fluctuations that may impact staffing, class sizes, and instructional planning. For example, Grade 3 and Grade 5 enrollment increased notably in 2024–25, while Grade 4 enrollment declined. These shifts suggest a need for ongoing monitoring of grade-level trends to ensure appropriate allocation of resources, intervention supports, and instructional staffing to meet student needs effectively.

School and Student Performance Data

Student Enrollment
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	63	64	54	11.8%	12.5%	11.0%
Fluent English Proficient (FEP)	49	42	48	10.4%	9.7%	9.8%
Reclassified Fluent English Proficient (RFEP)				8.7%		

Conclusions based on this data:

1. Stable English Learner Population
   Hamilton Elementary School has maintained a consistent population of English Learners over the past three years, increasing slightly from 57 students (11.8%) in 2022–23 to 64 students (12.5%) in 2024–25. This stability indicates an ongoing need for strong English Language Development (ELD) instruction, targeted academic support, and family engagement services for multilingual learners.
2. Decline in Fluent English Proficient (FEP) Students
   The percentage of students identified as Fluent English Proficient (FEP) has gradually decreased from 10.4% in 2022–23 to 8.2% in 2024–25. This trend may reflect changes in student demographics, enrollment patterns, or language classification processes. Continued monitoring of language acquisition progress and support systems will be important to ensure students successfully transition to full English proficiency.
3. Evidence of Student Reclassification Progress
   The presence of Reclassified Fluent English Proficient (RFEP) students demonstrates that English Learners are making progress toward English proficiency and meeting reclassification criteria. Although the RFEP data is limited, the increase to 8.7% in 2024–25 suggests positive outcomes for some multilingual students. The school should continue implementing effective interventions and instructional strategies that support language development and academic achievement for English Learners.

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	89	75	101	89	74	101	89	74	101	100.0	98.7	100
Grade 4	74	91	73	73	90	71	73	90	71	98.6	98.9	97.3
Grade 5	84	71	93	84	71	92	84	71	92	100.0	100	98.9
All Grades	247	237	267	246	235	264	246	235	264	99.6	99.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2451.	2453.	2480.	40.45	39.19	50.50	25.84	21.62	20.79	13.48	21.62	12.87	20.22	17.57	15.84
Grade 4	2532.	2492.	2510.	52.05	37.78	47.89	26.03	23.33	9.86	6.85	14.44	19.72	15.07	24.44	22.54
Grade 5	2523.	2542.	2515.	32.14	36.62	34.78	27.38	28.17	17.39	17.86	19.72	26.09	22.62	15.49	21.74
All Grades	N/A	N/A	N/A	41.06	37.87	44.32	26.42	24.26	16.67	13.01	18.30	19.32	19.51	19.57	19.70

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	29.21	27.03	32.67	56.18	51.35	51.49	14.61	21.62	15.84
Grade 4	35.62	25.56	35.21	53.42	61.11	49.30	10.96	13.33	15.49
Grade 5	26.19	33.80	27.17	58.33	53.52	55.43	15.48	12.68	17.39
All Grades	30.08	28.51	31.44	56.10	55.74	52.27	13.82	15.74	16.29

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	31.46	33.78	40.59	44.94	48.65	45.54	23.60	17.57	13.86
Grade 4	38.36	23.33	26.76	52.05	55.56	57.75	9.59	21.11	15.49
Grade 5	26.19	35.21	30.43	53.57	52.11	50.00	20.24	12.68	19.57
All Grades	31.71	30.21	33.33	50.00	52.34	50.38	18.29	17.45	16.29

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	22.47	20.27	20.79	64.04	62.16	66.34	13.48	17.57	12.87
Grade 4	31.51	20.00	22.54	61.64	68.89	70.42	6.85	11.11	7.04
Grade 5	17.86	26.76	13.04	67.86	67.61	75.00	14.29	5.63	11.96
All Grades	23.58	22.13	18.56	64.63	66.38	70.45	11.79	11.49	10.98

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	20.22	28.38	32.67	65.17	56.76	53.47	14.61	14.86	13.86
Grade 4	31.51	18.89	25.35	58.90	70.00	61.97	9.59	11.11	12.68
Grade 5	22.62	29.58	19.57	65.48	60.56	57.61	11.90	9.86	22.83
All Grades	24.39	25.11	26.14	63.41	62.98	57.20	12.20	11.91	16.67

Conclusions based on this data:

1. Overall ELA Achievement Remains Strong but Shows Areas for Improvement
Hamilton Elementary School maintained relatively strong English Language Arts/Literacy (ELA) performance across grades, with many students continuing to meet or exceed state standards. In 2024–25, 60.99% of students met or exceeded standards, demonstrating continued academic achievement; however, this reflects a slight decline from previous years. The increase in students scoring in the “Nearly Met” category suggests that additional targeted intervention and academic support may help more students reach proficiency.

2. Grade 3 Demonstrated Significant Academic Growth
Grade 3 students showed notable improvement across multiple ELA indicators in 2024–25. The percentage of students exceeding standards increased to 50.5%, while mean scale scores also rose substantially. Improvements were especially evident in reading, writing, and research/inquiry skills, indicating strong instructional practices and student growth in foundational literacy skills.

3. Writing and Listening Skills Show Positive Trends Across the School
Schoolwide writing performance improved in 2024–25, with an increase in students performing above standard and a decrease in students performing below standard. Listening skills also showed progress, as the percentage of students below standard decreased while more students performed at or near standard. These trends suggest that students are strengthening their communication, comprehension, and academic language skills, which are essential for overall academic success.

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	89	75	101	89	74	101	89	74	101	100.0	98.7	100
Grade 4	74	91	73	73	90	71	73	90	71	98.6	98.9	97.3
Grade 5	84	71	93	84	71	92	84	71	92	100.0	100	98.9
All Grades	247	237	267	246	235	264	246	235	264	99.6	99.2	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2454.	2451.	2465.	38.20	36.49	39.60	28.09	22.97	22.77	7.87	17.57	16.83	25.84	22.97	20.79
Grade 4	2522.	2490.	2521.	42.47	35.56	43.66	27.40	21.11	23.94	17.81	18.89	19.72	12.33	24.44	12.68
Grade 5	2484.	2518.	2497.	22.62	25.35	28.26	17.86	21.13	18.48	17.86	26.76	14.13	41.67	26.76	39.13
Grade 11															
All Grades	N/A	N/A	N/A	34.15	32.77	36.74	24.39	21.70	21.59	14.23	20.85	16.67	27.24	24.68	25.00

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	44.94	40.54	48.51	30.34	39.19	27.72	24.72	20.27	23.76
Grade 4	39.73	36.67	46.48	45.21	34.44	36.62	15.07	28.89	16.90
Grade 5	20.24	25.35	20.65	35.71	47.89	40.22	44.05	26.76	39.13
Grade 11									
All Grades	34.96	34.47	38.26	36.59	40.00	34.47	28.46	25.53	27.27

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	35.96	40.54	36.63	34.83	31.08	43.56	29.21	28.38	19.80
Grade 4	35.62	26.67	30.99	46.58	51.11	54.93	17.81	22.22	14.08
Grade 5	23.81	26.76	18.48	44.05	47.89	48.91	32.14	25.35	32.61
All Grades	31.71	31.06	28.79	41.46	43.83	48.48	26.83	25.11	22.73

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	41.57	36.49	34.65	47.19	43.24	52.48	11.24	20.27	12.87
Grade 4	43.84	37.78	46.48	43.84	41.11	42.25	12.33	21.11	11.27
Grade 5	15.48	19.72	22.83	51.19	60.56	56.52	33.33	19.72	20.65
All Grades	33.33	31.91	33.71	47.56	47.66	51.14	19.11	20.43	15.15

Conclusions based on this data:

1. Mathematics Achievement Remains Stable with Moderate Growth Schoolwide
   Hamilton Elementary School maintained steady mathematics performance across all grades, with the percentage of students exceeding standards increasing from 32.77% in 2023–24 to 36.74% in 2024–25. Additionally, the percentage of students performing below standard decreased slightly, indicating overall academic growth and continued progress in mathematics achievement.
2. Grade 4 Demonstrated Significant Improvement in Mathematics Performance
   Grade 4 students showed notable gains in 2024–25 across several mathematics indicators. The percentage of students exceeding standards increased substantially, and performance improved in concepts and procedures, problem solving, and communicating reasoning. These results suggest that instructional strategies and targeted supports in Grade 4 are positively impacting student understanding and mathematical thinking skills.
3. Writing and Listening Skills Show Positive Trends Across the School
   Schoolwide writing performance improved in 2024–25, with an increase in students performing above standard and a decrease in students performing below standard. Listening skills also showed progress, as the percentage of students below standard decreased while more students performed at or near standard. These trends suggest that students are strengthening their communication, comprehension, and academic language skills, which are essential for overall academic success.

School and Student Performance Data

ELPAC Results

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 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	*	1425.6	1443.3	*	1435.2	1453.4	*	1402.9	1419.7	7	14	14
1	*	*	*	*	*	*	*	*	*	4	6	9
2	1456.1	*	*	1480.2	*	*	1431.5	*	*	11	6	8
3	1494.9	1504.4	*	1510.6	1525.1	*	1478.8	1483.2	*	11	11	8
4	*	*	*	*	*	*	*	*	*	8	10	6
5	*	*	*	*	*	*	*	*	*	10	8	6
All Grades										51	55	51

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	*	21.43	21.43	*	21.43	42.86	*	42.86	28.57	*	14.29	7.14	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11	*	*
3	18.18	36.36	*	27.27	36.36	*	54.55	9.09	*	0.00	18.18	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	29.09	19.61	35.29	29.09	45.10	39.22	29.09	23.53	13.73	12.73	11.76	51	55	51

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	*	21.43	21.43	*	21.43	64.29	*	50.00	7.14	*	7.14	7.14	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11	*	*
3	36.36	72.73	*	45.45	9.09	*	18.18	0.00	*	0.00	18.18	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.25	50.91	39.22	37.25	21.82	43.14	17.65	18.18	9.80	7.84	9.09	7.84	51	55	51

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		14.29	21.43		21.43	35.71		50.00	35.71		14.29	7.14		14	14
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		0.00	*		27.27	*		36.36	*		36.36	*		11	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	1.96	7.27	13.73	21.57	30.91	33.33	41.18	34.55	27.45	35.29	27.27	25.49	51	55	51

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	*	14.29	28.57	*	85.71	71.43	*	0.00	0.00	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
3	45.45	63.64	*	45.45	18.18	*	9.09	18.18	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.53	41.82	41.18	56.86	52.73	52.94	19.61	5.45	5.88	51	55	51

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	*	28.57	28.57	*	50.00	64.29	*	21.43	7.14	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	45.45	*	*	36.36	*	*	18.18	*	*	11	*	*
3	45.45	81.82	*	54.55	0.00	*	0.00	18.18	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.94	61.82	41.18	39.22	23.64	49.02	7.84	14.55	9.80	51	55	51

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	*	7.14	7.14	*	78.57	85.71	*	14.29	7.14	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
3	0.00	0.00	*	63.64	45.45	*	36.36	54.55	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.88	9.09	15.69	60.78	58.18	52.94	33.33	32.73	31.37	51	55	51

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	*	21.43	57.14	*	57.14	28.57	*	21.43	14.29	*	14	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
3	0.00	0.00	*	81.82	90.91	*	18.18	9.09	*	11	11	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.84	20.00	23.53	64.71	61.82	56.86	27.45	18.18	19.61	51	55	51

Conclusions based on this data:

1. Overall English Language Proficiency Shows Gradual Improvement
Hamilton Elementary School's ELPAC results indicate steady progress in English language proficiency among English Learners. The percentage of students performing at Level 4 and Level 3 in Overall Language increased over the three-year period, while the percentage of students at Level 1 decreased slightly. These trends suggest that students are developing stronger English language skills and benefiting from targeted English Language Development (ELD) instruction and support programs.

2. Strengths in Oral Language Development
Students demonstrated stronger performance in oral language domains, particularly in speaking and listening. In 2024–25, a large percentage of students performed at the “Well Developed” or “Somewhat/Moderately Developed” levels in both speaking and listening. This indicates that students are building confidence and proficiency in verbal communication skills, which supports classroom participation, collaboration, and overall academic success

3. Written Language and Reading Continue to Be Areas for Growth
Although progress is evident, written language and reading remain areas where additional support is needed. A significant percentage of students continue to perform in the “Beginning” or lower performance levels in reading and writing domains. These results highlight the importance of continued targeted interventions, vocabulary development, and literacy-focused instructional strategies to strengthen academic language and comprehension skills for English Learners.

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**
510	**52.7%**	**12.5%**	**1.4%**
Total Number of Students enrolled in Hamilton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	64	12.5%
Foster Youth	7	1.4%
Homeless	3	0.6%
Socioeconomically Disadvantaged	269	52.7%
Students with Disabilities	89	17.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	8%
American Indian	0	0.0%
Asian	52	10.2%
Filipino	16	3.1%
Hispanic	220	43.1%
Two or More Races	62	12.2%
Pacific Islander	0	0.0%
White	107	21%

Conclusions based on this data:

1. Hamilton Elementary serves a highly diverse and high-needs student population.

More than half of the students (52.7%) are socioeconomically disadvantaged, and 17.5% are students with disabilities. In addition, 12.5% are English Learners. This suggests the school must provide strong academic supports, intervention programs, and family resources to meet a wide range of student needs.

2. The school has a culturally and ethnically diverse student body, with Hispanic students representing the largest group.
Hispanic students make up 43.1% of enrollment, followed by White students at 21%, students of Two or More Races at 12.2%, and Asian students at 10.2%. This diversity highlights the importance of culturally responsive teaching practices and inclusive school programs that reflect multiple backgrounds and experiences.

3. Student support services are especially important for vulnerable student groups.
Although smaller in number, the school serves foster youth (1.4%) and homeless students (0.6%), who may face additional academic and emotional challenges. Combined with the large percentage of economically disadvantaged students, this indicates a need for strong counseling, social-emotional learning, attendance support, and community partnerships to help students succeed.

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.

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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Hamilton Elementary demonstrates strong academic achievement, earning Green performance levels in both English Language Arts and Mathematics.

2.

Chronic absenteeism remains an area of concern, as the school received an Orange performance level in Academic Engagement.

3. The school maintains a moderate school climate with a Yellow suspension rate, indicating continued focus is needed on student behavior and support systems.

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	2	1	1	1

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

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

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	
34.5 points above standard	25.3 points below standard	
Increased 6.5 points	Increased 6.8 points	
250 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.4 points below standard
7 Students	1 Student	Increased 7.9 points
		137 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
81.3 points below standard	19.2 points below standard	0 Students
Increased 6.8 points	Declined 8.7 points	
45 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
126.8 points above standard	Fewer than 11 students - No Data for Privacy	7.5 points below standard
Increased 28.5 points	8 Students	Declined 3.7 points
18 Students		108 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
86.5 points above standard	0 Students	72.9 points above standard
Increased 66.7 points		Increased 6 points
30 Students		59 Students

Conclusions based on this data:

1. Overall English Language Arts achievement is strong and improving.
   All Students scored 34.5 points above standard and increased by 6.5 points, earning a Green performance level. This indicates that the school is making positive progress in ELA achievement overall and that instructional efforts are supporting continued academic growth.
2. Achievement gaps still exist among student groups, especially for Students with Disabilities and English Learners.
   Students with Disabilities performed 81.3 points below standard and received an Orange rating, showing they remain the lowest-performing subgroup despite a 6.8-point increase. English Learners also scored 25.3 points below standard, though they improved by 6.8 points and earned a Yellow rating. These results suggest that targeted interventions and additional academic supports are still needed to close achievement gaps.
3. Some student groups are demonstrating exceptionally high performance, while others declined.
   White students earned a Blue rating with performance 72.9 points above standard, and students identifying as Two or More Races scored 86.5 points above standard with a significant 66.7-point increase. In contrast, Hispanic students declined by 3.7 points and African American students declined by 8.7 points.

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	4	0	0	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	
9.4 points above standard	42.8 points below standard	
Increased 5 points	Declined 12.9 points	
252 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.8 points below standard
7 Students	1 Student	Maintained -1.3 points
		139 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
96.5 points below standard	45.2 points below standard	0 Students
Increased 27.5 points	Declined 10.1 points	
46 Students	22 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
97.3 points above standard	Fewer than 11 students - No Data for Privacy	39.6 points below standard
Increased 15.3 points	8 Students	Declined 5.7 points
18 Students		108 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
50.1 points above standard	0 Students	69 points above standard
Increased 55.5 points		Increased 8.7 points
31 Students		60 Students

Conclusions based on this data:

1. Overall math performance is strong, with All Students performing in the Green category and improving by 5 points above the previous year.

2. Achievement gaps remain significant for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, all of whom scored below standard in the Orange category.

3. Students with Disabilities showed the most growth, increasing 27.5 points, while White and Asian students continued to perform at the highest levels, highlighting ongoing disparities between student groups.

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
 Green	 No Performance Color	 No Performance Color
58 science points	48.1 science points	0 Students
Declined 2.7 points	14 Students	
89 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	52.7 science points
2 Students	1 Student	Increased 5.8 points
		56 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
37.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
16 Students	9 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	53.3 science points
6 Students	2 Students	Maintained -0.3 points
		44 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	0 Students	70.7 science points
6 Students		Declined 3.3 points
		21 Students

Conclusions based on this data:

1. Overall science performance is positive, with All Students performing in the Green category, although scores declined slightly by 2.7 points.
2. Socioeconomically Disadvantaged students showed growth, increasing 5.8 points and also performing in the Green category, indicating successful progress for this group.
3. Hispanic students performed in the Yellow category and maintained performance, while several student groups had no performance color due to small student populations, limiting subgroup comparisons.

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
	
No Performance Color	No Performance Color
51.7 making progress.	making progress.
Number Students: 29 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
17.2%	31%	0%	51.7%

Conclusions based on this data:

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

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

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**
 Orange	 Orange	
13% Chronically Absent	16.9% Chronically Absent	
Increased 1.7	Increased 1.7	
537 Students	71 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	18% Chronically Absent
10 Students	8 Students	Increased 0.7
		305 Students

Students with Disabilities	African American	American Indian
 Red	 Red	 No Performance Color
35% Chronically Absent	23.8% Chronically Absent	0 Students
Increased 11.5	Maintained 0	
103 Students	42 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
5.3% Chronically Absent	12.5% Chronically Absent	19.5% Chronically Absent
Increased 3.5	Declined 3.3	Increased 3
57 Students	16 Students	226 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
9.9% Chronically Absent	0 Students	2.6% Chronically Absent
Increased 4.2		Declined 1.2
81 Students		115 Students

Conclusions based on this data:

1. Overall chronic absenteeism remains a concern, with 13% of students chronically absent and the school receiving an Orange performance level after increasing by 1.7%.

2. Students with Disabilities and African American students had the highest absenteeism rates, with both groups performing in the Red category, showing a continued need for targeted attendance support.

3. White students showed the strongest attendance outcomes, performing in the Green category with only 2.6% chronically absent, while Hispanic, English Learner, and Socioeconomically Disadvantaged students remained in the Orange category.

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
0	2	1	0	5

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
 Yellow	 Blue	
0.7% suspended at least one day	0% suspended at least one day	
Increased 0.4%	Maintained 0%	
542 Students	71 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.3% suspended at least one day
10 Students	8 Students	Maintained -0.1%
		308 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
1.9% suspended at least one day	4.7% suspended at least one day	0 Students
Increased 0.9%	Increased 2.3%	
104 Students	43 Students	

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	0% suspended at least one day	0.9% suspended at least one day
Maintained 0%	Maintained 0%	Increased 0.4%
57 Students	16 Students	228 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Maintained 0%
82 Students		116 Students

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

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

Identified Need

There is a need to continue improving English Language Arts (ELA) performance among specific student subgroups at our school. Recent data shows encouraging growth across several groups, even though some student groups continue to perform below standard.
Students with Disabilities increased by 6.8 points, improving from -88.1 to -81.3 points below standard, but continue to perform at a Very Low status (Orange). English Learners also increased by 6.8 points, improving from -32.1 to -25.3 points below standard, while maintaining a Low status (Yellow). Socioeconomically Disadvantaged students increased by 7.9 points, moving from -10.2 to -2.4 points below standard, reaching a Medium status (Green).
At the same time, some student groups experienced decreased performance. African American students declined by 8.7 points, and Hispanic or Latino students declined by 3.7 points, indicating that continued attention is needed to prevent widening achievement gaps.
Overall, the data reflects both meaningful growth and areas of continued need. These trends demonstrate that current supports are contributing to progress for several subgroups, while also highlighting the importance of targeted intervention, differentiated instruction, and progress monitoring to accelerate student achievement in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in ELA grades 3-5	Students with Disabilities increased 6.8 points with a baseline score of -81.3 distance from standard. n-45	CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of -81.3 (Red) from 2025 by a total of 3 or more (to reach Orange) with a stretch goal of 15 or more (to reach Yellow) to end at -78.3 or higher by the end of the 2026-2027 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in ELA grades 3-5	African American students decreased -8.7 points, with a baseline score of -19.2 points below standard n-22	Local educational agencies, schools, and student groups do not receive a Status level when there were less than 30 students during the 2025-2026 school year. African American Students will decrease their baseline of -19.2 (no color) by a total of 3 or more points with a stretch growth of 15 or more points to end at -16.2 or higher by the end of the 2026-2027 school year.
CAASPP scores in ELA grades 3-5	English Learners increased -10.2 points, with a baseline score of -59.6 distance from standard of - n - 33	CAASPP ELA Average Distance From Standard for Hispanic or Latino Students will improve the baseline of -7.5 (Orange) from 2025 by a total of 3 or more with a stretch goal of 15 or more to end at -4.5 or higher by the end of the 2026-2027 school year.
CAASPP Scores in ELA grades 3-5	Hispanic students decreased -3.7 points with a baseline of -7.5 distance from standard n 108	CAASPP ELA Average Distance From Standard for Hispanic or Latino Students will improve the baseline of -7.5 (Orange) from 2025 by a total of 3 or more with a stretch goal of 15 or more to end at -4.5 or higher by the end of the 2026-2027 school year.
CAASPP Scores in ELA grades 3-5	Socioeconomically Disadvantaged students increased 7.9 points with a baseline score of -2.4 distance from standard n-137	CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged Students will improve the baseline of -2.4 (Yellow) from 2025 by a total of 3 or more with a stretch goal of 15 or more to end at 0.6 or higher by the end of the 2026-2027 school year.

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 deleted.

ANALYSIS

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

The implemented strategies—including small group instruction, targeted interventions, differentiated instruction, and the use of data from iReady diagnostics and formative assessments—were implemented across grade levels to support student progress in English Language Arts. These efforts contributed to measurable growth for several student groups, including Students with Disabilities, who increased by 6.8 points, English Learners, who increased by 6.8 points, and Socioeconomically Disadvantaged students, who increased by 7.9 points.

The data indicates that these strategies are having a positive impact, particularly for student groups that have historically performed below standard. While some subgroups continue to need additional support to close achievement gaps, the overall growth demonstrates progress toward the articulated goal. A small number of student groups experienced decreased performance, including African American and Hispanic or Latino students, which highlights the need to continue refining instructional supports and monitoring subgroup progress.

Overall, the effectiveness of the strategies was positive, as multiple targeted student groups demonstrated improvement in ELA performance. Moving forward, the school will continue strengthening small group instruction, targeted intervention, differentiated supports, and data-driven progress monitoring to accelerate growth and support all students in moving toward proficiency.

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

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students; Subgroups: Hispanic, English Learner, African American, Students with Disabilities

Strategy/Activity

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

Proposed Expenditures:

Certificated Staff Time (ie: Intervention/Extended Learning, programs before and after school), Supplemental Curriculum Materials, incentives, supplies for Art and Academics, Professional Development:
$3262

Student Support Activity Aides: $64,553

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

Amount(s)	Source(s)
64553	Title I Part A: Allocation
3262	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

Strategy/Activity 2

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

All students, with focused support for Hispanic, Students with disabilities, African American, English Learners

Strategy/Activity

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

Proposed Expenditures:

Certificated Intervention Teacher (Tier 2 Support): $28673

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

Amount(s)	Source(s)
28673	LCFF Supplemental and Concentration (S/C)
	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

All students—including English Learners, Foster Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other historically underserved groups—will demonstrate improved performance in Mathematics through access to high-quality instruction, targeted intervention, small group support, and data-driven instructional practices. The goal is to increase student achievement and growth in Mathematics, as measured by iReady diagnostics, formative assessments, and CAASPP results, with an emphasis on accelerating progress for student groups performing below standard and increasing the percentage of students meeting or exceeding grade-level standards by the end of the 2026-2027 school year.

Identified Need

MATH:

There is a need to improve student performance in Mathematics, particularly among student subgroups that continue to perform below standard, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other historically underserved groups. Current data indicate the need for continued targeted instruction, small group support, and differentiated intervention to strengthen students' foundational math skills, problem-solving strategies, and overall progress toward grade-level standards.

Additionally, by analyzing individual students' iReady Math growth data, grade-level Professional Learning Teams will identify specific students for targeted instruction and progress monitoring to improve outcomes in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in Mathematics grades 3-5	English Learners: Performance declined, with Distance from Standard (DFS) decreasing by -12.9 points, moving to -42.8 DFS, resulting in a Low status and Orange performance level (n=34).	CAASPP Math Average Distance From Standard for English Learners will improve the baseline of -42.8 (Orange) from 2025 by a total of 3 or more points with a stretch goal of 15 or more points to end at -39.8 or higher by the end of the 2026-2027 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores in Mathematics grades 3-5	Socioeconomically Disadvantaged Students: Performance was maintained, with Distance from Standard (DFS) changing by -1.3 points, moving to -33.8 DFS, resulting in a Low status and Orange performance level (n=139).	CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged Students will improve the baseline of -33.8 (Orange) from 2025 by a total of 3 or more points with a stretch goal of 15 or more points to end at -30.8 or higher by the end of the 2026-2027 school year.
CAASPP scores in Mathematics grades 3-5	Students with Disabilities: Performance increased significantly, with Distance from Standard (DFS) improving by +27.5 points, rising to -96.5 DFS, resulting in a Very Low status and Orange performance level (n=46).	CAASPP Math Average Distance From Standard for Students with Disabilities will improve the baseline of -96.5 (Orange) from 2025 by a total of 3 or more points with a stretch goal of 15 or more points to end at -93.5 or higher by the end of the 2026-2027 school year.
CAASPP scores in Mathematics grades 3-5	Hispanic or Latino Students: Performance declined, with Distance from Standard (DFS) decreasing by -5.7 points, moving to -39.6 DFS, resulting in a Low status and Orange performance level (n=108).	CAASPP Math Average Distance From Standard for Hispanic or Latino Students will improve the baseline of -39.6 (Orange) from 2025 by a total of 3 or more points with a stretch goal of 15 or more points to end at -36.6 or higher by the end of the 2026-2027 school year.
CAASPP Scores in Mathematics grades 3-5	African American Students: Performance declined, with Distance from Standard (DFS) decreasing by -10.1 points, moving to -45.2 DFS, resulting in a Low status and no color due to the student group size (n=22).	CAASPP Math Average Distance From Standard for African American Students will improve the baseline of -45.2 (no color) from 2025 by a total of 3 or more points with a stretch goal of 15 or more points to end at -42.2 or higher by the end of the 2026-2027 school year.

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 deleted.

ANALYSIS

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

During the 2025–2026 school year, Hamilton Elementary implemented several strategies to support student growth in mathematics. These included small group instruction, data-driven instruction through Professional Learning Communities (PLCs), targeted classroom interventions, and the use of iReady diagnostic data to identify students in need of additional support.

These strategies contributed to positive growth in several areas. All Students increased by 5.0 points, moving to 9.4 Distance from Standard (DFS) and maintaining a High status/Green performance level. Students with Disabilities showed significant growth, improving by 27.5 points, moving from -124.0 to -96.5 DFS, while continuing to perform at a Very Low status/Orange performance level. White students increased by 8.7 points, and students of Two or More Races increased significantly by 55.5 points, reflecting strong progress in mathematics.
At the same time, some student groups continue to need targeted support. English Learners declined by 12.9 points, Hispanic or Latino students declined by 5.7 points, and Socioeconomically Disadvantaged students maintained performance with a slight change of -1.3 points. African American students also declined; however, this group did not receive a performance color due to having fewer than 30 students.

Overall, the data shows that current math strategies are supporting growth for several student groups, especially Students with Disabilities, while also highlighting the need to refine and strengthen targeted intervention for English Learners, Hispanic or Latino students, Socioeconomically Disadvantaged students, and other student groups performing below standard. Moving forward, Hamilton Elementary will continue to use iReady data, small group instruction, and targeted interventions to accelerate math achievement and close performance gaps.

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

There were no major differences between the intended implementation and the budgeted expenditures. The strategies and activities were implemented as planned to support progress toward 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.

Due to budget constraints, Hamilton will reduce the number of intervention personnel hours in the 2026–2027 school year. However, the school will continue to identify and support students needing Tier 2 Math Interventions through ongoing use of iReady data. The revised strategy will focus on maintaining effective small group instruction with limited personnel resources. Adjustments related to this goal—such as reduced personnel time and continued data-driven intervention targeting—can be found in the updated sections of the SPSA under Goal 2: Math Achievement, and corresponding Action Steps and Funding Allocations.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Professional Development Needs:
Workshops and training in classroom management and classroom climate strategies.

Budget Items May Include:
Online Subscription, training stipends, Substitute coverage for teacher release time Instructional materials to support PD implementation, Substitutes $3000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental and Concentration (S/C)
1357	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology integration for instruction and intervention, Ongoing support using data to drive instruction
Technology Tools, Assessment & Data Software Licenses (e.g., literacy tools, educational technology, radios, listening devices, online platforms)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2400	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student Support aides for push in support and supervision ($64,553 as indicated in Goal 1)

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

Amount(s)	Source(s)
	Title I Part A: Allocation

Strategy/Activity 4

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

All student demographics performing below grade level

Strategy/Activity

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

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 7

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC State Assessment - English Learner Performance Indicator (ELPI) - CA Dashboard	2025 Hamilton ELPAC ELPI results: • 51.7% increased at least 1 ELPAC level • 31% maintained ELPAC level • 17.2% decreased at least 1 ELPAC level	All EL's increase ELPI by at least 1 level; decrease number of students who drop one level or more
CA Dashboard 2024 ELPAC Performance Level	2024 Hamilton ELPAC progress: • 66.7% made progress or 11.9% increase from 2023 • "Blue" status - highest indicator	Increase % of EL's making progress on 2025 ELPAC by 15%

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

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 deleted.

ANALYSIS

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

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

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

Hamilton funds the intervention teacher position, while supplemental materials are provided through the Pasadena Unified School District Language Assessment and Development Department (LADD) office. The PUSD LADD office also funded ELPAC training and certification for three staff members, who subsequently administered the ELPAC to all English Learners.

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.

2026-27 Hamilton will not continue to have an assigned Intervention to facilitate TCM EL Curriculum, thisnrole will be with teachers in the classrooms.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners (ELL's)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Hamilton Elementary has significantly reduced chronic absenteeism by 6.6 percentage points to 11.3% (512), earning a Yellow performance level and a High status on the California School Dashboard. To maintain and further this progress, the school must continue to address factors influencing attendance—including health, socio-emotional needs, and family engagement—while enhancing data-driven interventions and communication strategies that promote regular school attendance. *** 2025 attendance was adversely affected by the Eaton Fire***

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA State Dashboard data, Aeries Attendance reports	All Students: Chronic absenteeism increased by 1.7 percentage points, moving from 11.3% to 13.0%, resulting in a High status (Orange).	The chronic absenteeism rate for All Students will decrease from the baseline of 13.0% (Orange) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 10.0% or lower by the end of the 2026-2027 school year.
CA State Dashboard data, Aeries Attendance reports	English Learners: Chronic absenteeism increased by 1.7 percentage points, moving from 15.2% to 16.9%, resulting in a High status (Orange).	The chronic absenteeism rate for English Learners will decrease from the baseline of 16.9% (Orange) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 13.9% or lower by the end of the 2026-2027 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA State Dashboard data, Aeries Attendance reports	Socioeconomically Disadvantaged Students: Chronic absenteeism increased by 0.7 percentage points, moving from 17.3% to 18.0%, resulting in a High status (Orange).	The chronic absenteeism rate for Socioeconomically Disadvantaged Students will decrease from the baseline of 18.0% (Orange) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 15.0% or lower by the end of the 2026-2027 school year.
CA State Dashboard data, Aeries Attendance reports	Students with Disabilities: Chronic absenteeism increased by 11.5 percentage points, moving from 23.4% to 35.0%, resulting in a Very High status (Red).	The chronic absenteeism rate for Students with Disabilities will decrease from the baseline of 35.0% (Red) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 32.0% or lower by the end of the 2026-2027 school year.
CA State Dashboard data, Aeries Attendance reports	African American Students: Chronic absenteeism was maintained at 23.8%, resulting in a Very High status (Red).	The chronic absenteeism rate for African American Students will decrease from the baseline of 23.8% (Red) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 20.8% or lower by the end of the 2026-2027 school year.
CA State Dashboard data, Aeries Attendance reports	Hispanic or Latino Students: Chronic absenteeism increased by 3.0 percentage points, moving from 16.5% to 19.5%, resulting in a High status (Orange).	The chronic absenteeism rate for Hispanic or Latino Students will decrease from the baseline of 19.5% (Orange) by 3 or more percentage points, with a stretch goal of 5 or more percentage points, to end at 16.5% or lower by the end of the 2026-2027 school year.

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 deleted.

ANALYSIS

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

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

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

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Hamilton Elementary will strengthen student attendance, behavior, and school climate through the following interventions: student support aides will provide targeted push-in support, supervision, and assistance with student engagement and on-task behavior; staff will use attendance data to identify students who are chronically absent or at risk of chronic absenteeism; families will receive timely outreach and communication regarding attendance concerns; students will receive support to address barriers related to health, wellness, and social-emotional needs; parent engagement meetings will be held to strengthen school-family partnerships; and supplemental supplies, incentives, and staff training/PD will be used to support positive attendance, behavior, and school climate. These interventions will address the increase in chronic absenteeism for All Students, which rose from 11.3% to 13.0%, with focused support for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic or Latino students.

Proposed Expenditures:

Supplemental supplies and incentives to address this multi-tiered approach (i.e. Math Field Day/Spelling Bee Innovation Club, training after hours, homework folders, agendas, science fair boards, Math Field Day shirts, 5th gr promotion certificates, toner, bulbs, etc...)

Training/PD opportunities for teachers

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

Amount(s)	Source(s)
9085	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 2

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

Parents and Guardians

Strategy/Activity

Monthly Parent Involvement Meetings: Discuss at monthly parent meetings: key topics such as student attendance, behavior expectations, socio-emotional learning, and available support services. These meetings will serve as a platform for two-way communication
Data Sharing and Transparency: Use parent meetings to share attendance trends, chronic absenteeism data, and progress toward schoolwide goals. This transparency builds trust and empowers families to become active partners in promoting regular attendance and positive behavior.
Collaboration and Support: Collaborate with community agencies, health providers, and district personnel to bring resources directly to families during meetings—addressing barriers to attendance such as health and transportation

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

Amount(s)	Source(s)
1100	LCFF Supplemental and Concentration (S/C)

Strategy/Activity 3

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

All students

Strategy/Activity

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

Behavioral and Supervision Support: Increase the presence and effectiveness of supervision during high-traffic times (recess, lunch, arrival, dismissal) by assigning trained staff to key campus areas.

Staff supervisors will implement consistent behavioral expectations and use positive reinforcement strategies to encourage respectful, responsible student behavior.

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

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

Amount(s)	Source(s)
1495	Title I Part A: Parent Involvement

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$103122
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$103122
Other State/Local Funds provided to the school	$47520

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs Funding Sources	Allocation ($)

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

Total of federal, state, and/or local funds available for this school: $150,642

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	47520	0.00
Title I Part A: Parent Involvement	1770	275.00
Title I Part A: Allocation	101352	35,442.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	47,520.00
Title I Part A: Allocation	65,910.00
Title I Part A: Parent Involvement	1,495.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

0 Other School Staff

4 Parent or Community Members

Name of Members	Role
Erika Cooper	Principal
Kahlmus Eatman	Parent or Community Member
Solomon Cross	Parent or Community Member
Kirsten Jackson	Parent or Community Member
Blaine Campbell	Parent or Community Member
Kim Enriquez	Classroom Teacher
David Berk	Classroom Teacher
Ana Negrete	Classroom Teacher
Alden Denila	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/13/2026.

Attested:

	Principal, Erika Cooper on 5/13/2026
	SSC Chairperson, Kahlmus Eatman on 5/13/2026

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 process.

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Hamilton Elementary School
School Site Council (SSC) Meeting Agenda
Date: May 13, 2026 **Time:** 8:am **Location:** virtual

I. Welcome *Chairperson, Mr. K. Eatman*

II. Call to Order and Roll Call *Chairperson, Mr. K. Eatman*

III. Approval of Minutes

- Approval of March 2026 Meeting Minutes/ No meeting in April
  Chairperson, Mr. K. Eatman; Secretary Mrs. K. Jackson

IV. Approval of Agenda

- Approval of May 13, 2026 Agenda
  Chairperson

V. Report from ELAC (English Learner Advisory Committee)
MTSS Coach & ELAC Report, Ms. C. Novelo

VI. Unfinished Business
Discussion and updates on any outstanding items

VII. New Business

1. SSC Election Timeline

2. **Single Plan for Student Achievement (SPSA) – *Vote Required***

VIII. Public Comment
Opportunity for members of the public to address the Council

IX. Adjournment
Chairperson

May Tasks

- Hold elections for new SSC members (happening now ballot sent out on 5/10)
- Approve the new SPSA for the next school year (draft below)

Items to Carry Forward from April, as Needed

- Obtain input from advisory committees.
- Review the SPSA for changes and updates.
- Identify root causes of academic needs.
- Continue writing new goals and planning strategies.

Thank you for your continued collaboration and support in completing these important end-of-year responsibilities.

SSC Meeting

Wednesday, May 13 · 8:00 – 9:00am

Time zone: America/Los_Angeles

Google Meet joining info

Video call link: https://meet.google.com/hdo-jhwq-tqi

Or dial: (US) +1 720-466-5710 PIN: 830 805 977#

More phone numbers: https://tel.meet/hdo-jhwq-tqi?pin=3259465597293Sincerely,

Hamilton Elementary School
School Site Council (SSC) Meeting Agenda
Date: May 13, 2026 **Time:** 8:am **Location:** virtual

I. Welcome *Chairperson, Mr. K. Eatman*

II. Call to Order and Roll Call *Chairperson, Mr. K. Eatman*

III. Approval of Minutes

- Approval of March 2026 Meeting Minutes/ No meeting in April
  Chairperson, Mr. K. Eatman; Secretary Mrs. K. Jackson

IV. Approval of Agenda

- Approval of May 13, 2026 Agenda
  Chairperson

V. Report from ELAC (English Learner Advisory Committee)
MTSS Coach & ELAC Report, Ms. C. Novelo

VI. Unfinished Business
Discussion and updates on any outstanding items

VII. New Business

1. SSC Election Timeline

2. **Single Plan for Student Achievement (SPSA) – *Vote Required***

VIII. Public Comment
Opportunity for members of the public to address the Council

IX. Adjournment
Chairperson

May Tasks

- Hold elections for new SSC members (happening now ballot sent out on 5/10)
- Approve the new SPSA for the next school year (draft below)

Items to Carry Forward from April, as Needed

Hamilton Elementary School

School Site Council (SSC) Meeting Minutes

Date: May 13, 2026
Time: 8:00 a.m. – 9:00 a.m.
Location: Virtual (Google Meet)

I. Welcome

Principal E Cooper welcomed members and called the meeting to order at 8:00 a.m.

II. Roll Call

Members Present:

- Mr. K. Eatman, Chairperson
- Mrs. K. Jackson, Secretary
- Ms. C. Novelo, MTSS Coach/ELAC Representative
- SSC Members Present (quorum established)

Members Absent:

- Solomon Cross, Taylor McBride

III. Approval of Minutes

The March 2026 SSC Meeting Minutes were presented for review. There was no SSC meeting held in April 2026.

Motion: Approve the March 2026 SSC Meeting Minutes.
Vote: Digital Vote Conducted
Result: Unanimous Approval

IV. Approval of Agenda **Unanimous Approval**

V. ELAC Report

Ms. C. Novelo provided the ELAC report and shared updates regarding:

- Student academic progress and interventions
- English Learner supports
- Recommendations to support student achievement

The SSC acknowledged receipt of the report.

VI. Unfinished Business

Members reviewed outstanding items from previous meetings:

VII. New Business

1. SSC Election Timeline

The Council reviewed the election timeline for new SSC members. Members were informed that ballots were distributed on May 10, 2026, and the election process is currently underway.

2. Single Plan for Student Achievement (SPSA)

The Council reviewed the proposed SPSA for the 2026–2027 school year. Discussion included:

- Academic goals and measurable outcomes
- Proposed expenditures and resource allocations
- Strategies to support student achievement
- Alignment with identified student needs

Motion: Approve the 2026–2027 Single Plan for Student Achievement (SPSA).
Vote: Digital Vote Conducted
Result:

VIII. Public Comment

No public comments were received.

IX. Adjournment

There being no further business, the meeting was adjourned at 8:45a.m.

Pasadena Unified School District
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Hamilton Elementary School	**Principal:**	Erika Cooper
School Number:	#26	**Counselor:**	N/A
Date Completed:	May 11, 2026	**Principal Signature:**	Erika Cooper

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

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
10.77% as of January 30, 2026 Compared to 16.21% on January 30, 2025 2024-2025 EOY: 13.06%	10% or less	Maintain 10% or less

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency Daily/Weekly/Monthly/Yearly**	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Use AERIES attendance reports and queries to identify students who are chronic, at risk of becoming chronic, or truant. Review students by attendance band, with special attention to students in the high yellow range who are close to becoming chronic and students in the low orange range who are just above 10% and can be re-engaged quickly. Use no-show lists, office referrals, teacher input, CWAS bed checks for address concerns, and family contact notes to identify barriers and assign supports.	Daily attendance entry and monitoring by office staff. Weekly review of students in yellow/orange attendance bands. Monthly Attendance Improvement Team data review and action-plan updates.	Reduce chronic absenteeism from 10.77% as of January 30, 2026 to 10% or less by the end of the 2025-2026 school year. Maintain improvement compared with the January 30, 2025 rate of 16.21%. Decrease the number of students moving from high yellow to orange/red bands.
b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	Hamilton has an Attendance Improvement Team composed of the principal, office manager, attendance/office staff, teacher leaders, and support staff as appropriate. The team uses a current action plan to review data, monitor targeted student lists, assign outreach (Teachers CWAS Staff), and coordinate prevention and intervention supports.	Monthly meetings, with brief weekly check-ins during high-need attendance months or when new data shows students approaching chronic absenteeism.	Meeting notes and action steps are maintained. Students needing support are identified, contacted, and monitored. The team documents progress for high yellow and low orange students and adjusts interventions based on updated AERIES data.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency Daily/Weekly/Monthly/Yearly**	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	Use trauma-informed, restorative, and relationship-centered practices to support school connectedness. Continue the 16 Proactive Classroom Management Skills. Recognize strong and improved attendance through class incentives, monthly celebrations, and semester awards. Prioritize students in the high satisfactory/high yellow range before they become chronic.	Daily engagement practices; weekly teacher/office monitoring; monthly celebrations; semester and end-of-year recognition.	More students maintain satisfactory attendance. Fewer students move from high yellow into chronic absenteeism. School meets the 10% or less chronic absenteeism goal.
b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	Share attendance expectations through the principal's Smore, Sunday Blackboard messages, PTA/coffee meetings, teacher outreach, and direct phone calls. Use SEL supports and family conversations to identify barriers and connect families with help.	Weekly school-wide and teacher communication; monthly newsletter/meeting reminders; individual outreach when patterns emerge.	Families receive timely information and respond to outreach. Unexcused absences, truancy, and chronic absenteeism decrease.

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency Daily/Weekly/Monthly/Yearly**	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	Use tiered intervention for attendance concerns. For low orange students just above 10%, conduct individualized outreach, review patterns, identify barriers, and set short-term goals. Provide check-ins, resource connections, restorative conversations, and family meetings as needed. Continue incentives and frequent progress monitoring.	Daily absence monitoring; weekly targeted review of high yellow and low orange students; monthly team review.	Low orange students improve toward below 10% where possible. Total absences, truancy, and chronic absenteeism decrease. Schoolwide rate reaches 10% or less.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	Build school connectedness through adult check-ins, positive routines, SEL, restorative practices, and recognition. Welcome students back after absences, provide makeup support, and coordinate among teachers, office staff, and families.	Daily re-engagement routines; weekly check-ins for identified students; monthly progress monitoring.	Students feel connected to school and classroom adults. Identified students show improved attendance, fewer repeated absences, and increased participation.

PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 is as below:

School: Hamilton Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	246	$79,455.54