Hamilton Elementary

Stockton Unified School District

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary	39686760111369		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs

funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Hamilton's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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

Hamilton staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Hamilton's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 28, 2023
- October 26, 2023
- November 17, 2023
- February 23, 2024
- September 27, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting last year on August 8, 2023

- Title 1 Parent Meeting this year on August 6, 2024

- Monthly Coffee Hour on August 16, 2024
- English Language Advisory Committee on Setpetmber 6, 2024
- English Language Advisory Committee on Ocotber 4, 2024
- Monthly Coffee Hour on September13, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on August 6, 2024
- Leadership Meeting on August 19, 2024
- Faculty Meeting on August 20, 2024
- Leadership Meeting on Setpermber 18, 2024
- I-Ready Walkthrough Data and Lesson studies September 5, 2024
- Academic Data review with faculty on September 17, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Hamilton, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	126.2 points below standard (red)	131.2 points below standard (orange)	X	X	X	N/A

Foster Youth	population too small, no indicator	population too small, no indicator	X	X	X	N/A
Homeless Youth	X	X	28% suspended at least one day (red)	X	X	N/A
Students with Disabilities	186.1 points below standard (red)	209.1 points below standard (red)	15.3% suspended at least one day (red)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Comprehensive School Improvement(CSI): Hamilton has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Hamilton is part of the lowest performing 5% of Title I schools.

Hamilton also has identified resource inequities for our students to be internet connectivity at home, reduced access to a steady healthy food source, reduced access to stable housing, heightened exposure to violence, drugs (vape, marijuana, etc), and emotionally unstable home-lives, lack of proper mental health assessment and care, school and home messages differ on attitudes towards education, reduced access to proper ELD support, and reduced ability to provide some of the items necessary for learning. We provide many of learning materials necessary, such as chrombooks, hotspots, school supplies, and backpacks. The school attempts to provide SEL via the counseling team and mental health support, but the needs often outweigh our ability. Most of these items were provided by donations from area organizations. The district also provides the students with oportunity to take part in free breakfast and lunch.

Hamilton has a high turnover over new teachers each year and currently has about 25% (8/33) of its teachers that are not fully credentialed. About a quarter of the teachers are relatively new to Hamilton, three years or fewer. Professional development of the staff has been limited to 2 hours per month during faculty meetings due to lack of substitute coverage. The trainings include: AVID, Step-Up to Writing, Tier I & II classroom management strategies, new teacher, PBIS, PLC, and equity in the classroom. These teacher trainings are aligned with content standards and are used to supplement district curriculum that are based on state content standards. Teachers work collaboratively in their PLC's grade level teams to create common assessments, analyze the their data and make decisions for instruction based on this data. Teachers assess and analyze student performance on content standards based on SMART goals that are created during PLC's, Benchmark & Ready math assessments, I-Ready scores, and SIPPS scores.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	110.5 points below standard (red)	128.5 points below standard	13% suspended at least one day (red)	44.4% chronically absent (red)	---	---
Foster Youth	---	---	---	---	---	---
English Learner	126.2 points below standard (red)	131.2 points below standard (orange)	7.4% suspended at least one day (red)	34.1% chronically absent (red)	---	---
Long Term English Learner	---	---	---	---	---	---
Homeless Youth	---	---	28% suspended at least one day (red)	66.7% chronically absent (red)	---	---
Socioeconomically Disadvantaged	113.7 points below standard (red)	131.4 points below standard (red)	13.6% suspended at least one day (red)	44.5% chronically absent (red)	---	---
Student with Disabilities	186.1 points below standard (red)	209.1 points below standard (red)	15.3% suspended at least one day (red)	47.4% chronically absent (red)	---	---
African American	128.1 points below standard (orange)	156.8 points below standard (red)	28.2% suspended at least one day (red)	52.4% chronically absent (red)	---	---
American Indian/ Alaskan Native	---	---	---	---	---	---
Asian	---	---	7.5% suspended at least one day (red)	---	---	---

Filipino	---	---	---	---	---	---
Hispanic	115.2 points below standard (red)	131.4 points below standard (red)	10% suspended at least one day (red)	44.6% chronically absent (red)	---	---
Two or More Races	---	---	22.6% suspended at least one day (red)	54.8% chronically absent (red)	---	---
Pacific Islander/ Native Hawaiian	---	---	---	---	---	---
White	---	---	---	---	---	---

No significant major gaps were observed between student groups on the CA Dashboard Indicators for Hamilton School.

Trend data was also reviewed year over year which resulted in observing flat growth with end of year I-Ready Math Diagnostic at 24% on grade level and a 3% increase in increase in Reading from prior year (21-22). Our suspensions and chronic absenteeism are also in the red according to CA dashboard indicators. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with educational partners to identify the specific needs of our students. In this process, we identified EL reclassification (with focus on ELD), ELA and Math instruction, and PBIS implementation to decrease suspension and chronic absenteeism, as an area of focus for this 2024-2025 school year due to red indicators in the CA dashboard. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support school-wide improvement:

Math: Last year, percent on grade level for Hamilton ended flat from prior year at 24% on grade level This was an 8% gap to the District (32% versus 24%). CAASP Math: Nearly 16% of students met or exceeded Math standards (lower than the district at 16.76%) This was an increase of 3.48% versus previous year

Reading: Last year, percent on grade level for Hamilton ended with an increase of +3% from prior year. This was a 9% gap from the district, which is at 37%. CAASPP ELA: Almost 12% of students met or exceeded ELA standards (16% lower than the district at 27.78%)

EL Progress: Hamilton has maintained above 30% of their student population as English Learners. 221 students took the ELPAC in 2022-2023: 3rd and 4th had the highest number of students. 6th grade had the lowest number of students at 6. Written language had 41% at level 1

Here are the overall trends which were reviewed by our school site council and ELAC committee.

1. EL Reclassification: The reclassification rate for English Learners (EL) has shown improvement over the past few years. This indicates that more students are achieving proficiency in English and moving out of the EL program.

   Suspension Rates: The suspension rates have been a concern, with fluctuations over the years. Recently, there has been a slight decline in suspension rates, which is a positive trend.

   Math Scores: Math scores have been below the state standards, but there has been a small increase in performance compared to the previous year. This suggests some progress, though there is still room for improvement.

   ELA Scores: Similar to Math, English Language Arts (ELA) scores have also been below the state standards in the red indicator. However, there has been a

gradual improvement in scores, indicating ongoing efforts to enhance student performance in this area.

2. Surveys: PLUS CA Health Kids Survey, ELAC Parent Needs Survey, Teacher/Staff Surveys. Classroom Walkthroughs: AVID Walkthroughs, PLC Collaboration, General Instructional Walkthroughs, SIPPS Walkthroughs.

Analysis of Current Instructional Program:

Committees that met to develop and make recommendations for the SPSA are:

1: Leadership and Guiding Coalition Team consisting of Administration, Program Specialist, Instructional Coach, Teachers, Secretary and Counselors.

2: ELAC

3: School Site Council

Standards, Assessment, and Accountability:

CAASP Testing, I-Ready, SIPPS Screeners, CAST Testing, CA Accountability Dashboard.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	ELA: By May 2025, we will improve the number of students performing at grade level by 20 students from ELA Diagnostic assessment. EL: By EOY 2025, per ELPAC, we will increase the percentage of students who reclassify to 10% of our EL population. (25 RFEPS) EL: By EOY 2025, 40% of the initial students will increase their performance by one band level. A school-wide focus on Step-Up to Writing with paragraph construction & deconstruction and close Reading strategies to master basic understandings such as ID main details/ summarize/ site evidence A school- wide focus on building a culture of College & Career Readiness using AVID strategies to support critical thinking, organizational skills, and effective communicators. Math: By May 2025, we will improve the number of students performing at grade level by 20 students from Math Diagnostic assessment .

Identified Need

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

Substitutes for teacher pull outs for Academic Conferences (4x per year) , district PD, PLC collaboration, Pull-outs for PLC coach training days (8 days) and PLC Coaching academy pull-outs (6 days)

Continue with current full -time Instructional Assistant. Current funding source is ELSB which will run out at the end of this academic year. (approximate $55,000). Funding source will switch to Title 1 and LCFF.

Hamilton needs a full time Intervention Teacher to provide Tier 2 interventions for students who are determined by the teacher's PLC teams to require further interventions on an essential standard as part of Hamilton's MTSS.

Our goal to increase the number of students performing at grade level in Math and ELA was not successful as it relates to Goal #1 in the SPSA.

Library Media Assistant salaries will need to supplemented from CSI funding by $20,000 (FTE 0.25)

Middle School and intermediate teachers do not consistently collaborate regarding student achievement and working to collaborate on the 4 guiding questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

New and newer teachers are in need of AVID training focusing on AVID strategies in the classroom. Hamilton Elementary's goals for this academic year is AVID recognition and consistent use of AVID strategies across the board(focus notetaking, interactive notebooks, inquiry embedded in lessons, etc.)

All student subgroups are underperforming in ELA, Math, and Science standards and lack access to high quality instruction and interventions through instructional technology. Opportunities for interactive, collaborative, and engaging learning are needed.

According to California Science Test (CAST) results 93% of Hamilton students are below grade level in NGSS standard proficiency. There is a need for more engaging Science supplemental curriculum such as PLTW (Robotics, Computer Science, etc.).

ESGI software for TK/Kindergarten and 1st grades. ESGI is used to assess and store student data. Current ESGI licensing funded by ELSB which will end of the academic school year. (approx. $5000 for about 12-14 licenses)

A small percent of students demonstrate mastery of NGSS standards and the development of essential 21st century life skills. More opportunities are needed for students to engage students in project based learning of STEAM fields and empower them with critical thinking and career skills necessary to find solutions to global needs.

Majority of students are below proficient (below grade level) in Math, ELA, and ELD.

Students are not getting adequate support services to deal with Tier II and Tier III social emotional needs, such as "check-in and check-outs" and robust Tier III interventions in place (restorative circles, check-ins, parent conferences with counseling team, etc).

We need an additional full -time Assistant Principal. We are unable to provide maximum safety for students in many of the common areas on campus. Students & parents are reporting incidents of being bullied and harassed in certain common areas due to lack of staff coverage.

We need to continue to utilize services of Improve Your Tomorrow (IYT) for our middles school males of color to assist with disciplinary issues and college and career guidance.

More recess engagement/structure programs are needed to promote positive play during recess and PE times. Majority of our suspensions arise during recess / unstructured times (79 days suspended / 156 days total as of Mid-May, 2024)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing at or above grade level	ELA 17.8% (104 students) (2023 -2034 iReady Dashboard) Math 14.1% (83 students)	ELA 133 students 22.8% (5% increase) Math 112 students 19.1% (5% increase)
Percentage of EL students improving by 1 performance band level on the summative ELPAC.	41.1% of EL increase 1 performance band level, number of EL students: 185	46.1% of EL will go up 1 performance band level.

| | Percentage/Number of EL Students reclassifying to Fluent English Proficient (RFEP) | 8.6% of ELs or 23 RFEPS | 10% of ELs or 25 RFEPS |

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education ----1.1.1.A.---- Teachers will be trained in the NGSS (Science) curriculum and enhance instruction through hands-on Science experiments integrating Science Technology Engineering Mathematics (STEM) projects to include STEM project materials. Applicable supplemental instructional materials include Math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including project materials, Science specific project materials, and specific project materials such as magnetic building blocks, STEM toys/games, and puzzles. Many teachers Hamilton teachers use resources to supplement STEM Science curriculum using resources online such as Teachers Pay Teachers platform that has a plethora of differentiated resources. Furthermore, Administration will use their credentialed expertise to train teachers on real world connections in Mathematics through the NGSS phenomena. We will integrate Math standards by grade level for cross curricular collaboration as a supplement to Math core curriculum. This training will be trimester projects included in the teacher staff meetings. Each Math standard will be grade level scaffold and appropriate according to the Math standard Equipment to be used will reinforce concepts of Algebraic standards (Seeing structure in expressions, Reasoning with equations, Using & Creating mathematic Models using real world connections): ---Measurement tools to learn the metrics system calculating (length, volume, speed, temperature etc.) ---Materials used to conduct mathematical calculations (phenomena with heat/ kinetic energy [$KE= 1/2 MV2$], geometric patterns, volume [L x W x H, $pr2$ x h,] space comparisons, etc.) Materials to assist with algebraic calculations in Genetics such as $A2 + AB + B2$, ratio/statistics 9:3:3:1/ 3:1 of Hybrid Punnet square calculations Project Based Learning - STEAM - 3-D Printers - Robots. Build capacity for STEM project-based learning, increase proficiency in Science	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,308 $12,000	3182 - CSI 2023/24 0100 - LCFF/S&C (site)

	standards (NGSS), and prepare students for Career Technical Education (CTE) pathways. STEM and NGSS initiatives will also support PBIS strategies to design classrooms with visual supports and assistive technology promoting learning for all student and stimulate the development of positive school culture and climate. Implementation of supplemental curriculum and platforms, such as Project Lead the Way (PLTW) and others, to engage students in project-based learning and develop CTE job-based skills. Integration of fabrication laboratory apparatus is essential in providing opportunities for students to build STEM related skills and engage in project-based learning for application of NGSS standards. Fab Lab resources will provide the tools necessary to foster student innovation, collaboration, entrepreneurship, and engineering ---- 1.1.1.B---- Large Smart Screens for classrooms in need for projection, playing videos, displaying lessons. Replacing old projectors with Smart Touch Screens displays is vital to teaching and learning. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: Equipment: $12,000 Comprehensive School Improvement (CSI): Conference/Workshop: $10,308			
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No additional site CSI is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I is being allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No additional site CSI is being allocated for this strategy.			
1.1.4	Bilingual Instructional Support Hamilton Elementary utilizes a Bilingual Assistant (District Funded) who collaborates with the EL Coordinator to provide support with intervention and rigorous first instruction, focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/ small group setting. In addition, Hamilton will have an EL Site Coordinator who will administer local assessment & the ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. The Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the Coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. They assist in the implantation of instructional activities such as assisting limited English speaking students in the development of English language, and reinforce concepts taught by teacher using the students' primary language as directed by the certificated instruction. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

1.1.5	English Learner Professional Development Hamilton Elementary participates in District level English Language development and coaching supports for designated and integrated English Language Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
1.1.6	English Learner Programs and Supports English Learner Progress: Students receive targeted daily Designated ELD instruction through small group and one- in-one instruction focusing on pre-teaching or re-teaching instructional concepts to advance language acquisition and English language proficiency resulting in reclassification. Staff conducts monitoring and observation of ELD instruction to verify implementation of the new curriculum for designated ELD and will implement the Board adopted curriculum with integrity and fidelity. EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the Coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Books and Materials: $500	English Learners	$500	3182 - CSI 2023/24

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support

Teachers will be provided the opportunity to attend county and district professional development focused on high quality first instruction, intervention, equity, differentiation, and classroom management. Teachers who participate in professional development outside of contractual hours will be compensated. In addition, teachers will be provided the opportunity to attend conferences focused on improving outcomes for students through high quality first instruction, intervention, and classroom management/relationship building.

Title I Funding Allocation:
No additional site Title I funding is being allocated for this strategy.

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support:
Workshop & Trainings: $2,000
Additional Teacher Compensation: $5,987

Comprehensive School Improvement (CSI):
Conferences: $20,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $2,000

$5,987

$20,000 | 0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site)

3182 - CSI 2023/24 |

| 1.1.8 | School Site Administrators Leadership Professional Development

Staff development with Safe & Civil Schools Program empower staff to develop consistent procedures with visible, positive outcomes. Consultants guide staff through a process of data-driven continuous improvement and problem solving, applying the STOIC framework:

* Structure for success
* Teach expectations
* Observe (and adult supervision)
* Interact positively (spend more time with appropriate behavior)
* Correct calmly, fluently, and efficiently to improve school, classroom, and individual student behavior

Safe & Civil Schools equips educators and administrators with the skills needed to evaluate the efficacy of processes and procedures and ensure necessary improvements.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.8 School Site Administrators Leadership Professional Development:
 Conferences & Workshops: $3,000

Comprehensive School Improvement (CSI):
Conferences & Workshops: $6,500 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $6,500

$3,000 | 3182 - CSI 2023/24

0100 - LCFF/S&C (site) |

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Hamilton will continue to improve the implementation of Professional Learning Communities (PLC)s. Teachers will collaborate as grade level teams focusing on data analysis and common formative assessments to improve high quality Tier 1 instructional and provide targeted tier 2 supports to students as a grade level. PLC coaches will be brought in to provide teachers and administrators targeted support on the implementation of PLCs focused on individual team's area of needs. Substitutes will be provided for teachers to work with coaches and consultants during the school day in additional to additional compensation for time spent outside of contractual hours to collaborate or participate in professional development and coaching. Staff will be sent to a Professional Learning Community focused conferences to support staff understanding of the process and develop administrator's and support staff's ability to support implementation. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): Consultants: $48,000 Additional Substitute Teacher Compensation: $9,600 Additional Teacher Compensation: $19,500 Conference & Workshops: $18,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$48,000 $9,600 $19,500 $18,000	3182 - CSI 2023/24 3182 - CSI 2023/24 3182 - CSI 2023/24 3182 - CSI 2023/24
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 1.1.11 | Access to Foundational & Outdoor Learning Spaces

Provide students opportunities to:
*Interact with their peers who will attend their kindergarten class promoting social skills,
*Establish a connection between the kindergarten teacher and preschooler,
*Practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
*Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 1.11 Access to Foundational & Outdoor Learning Spaces:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

1.1.12	Acceleration of Learning	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$11,400	3182 - CSI 2023/24
	Hamilton will provide students with access to a supplemental program that allows students access to differentiated reading practice focused on providing reading material that at each student's individual reading level, focused on their interests and available for students to access where ever they go. This supplemental program will be provided through a digital license. The supplemental program will strengthen and support our academic programs and to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards. Teachers will be able to monitor and assess students independent reading practice. Teachers will be provided training on implementing the program through site resources. Any training that happens outside of contractual hours will be compensated. Nearpod interactive engagements that include prebuilt grade level lessons in English & Math as well as lessons for socio-emotional support and development. This service comes with a site analysis available to support and assist with ideas around teacher and site goals. This program supports instruction in English & Math as well as digital citizenship, and media literacy. We will also retain four PD consultant services via webinar to support teachers on how to use the tools most effectively to meet our SMART goals. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): License Agreement: $11,400 Consultants: $2,000		$2,000	3182 - CSI 2023/24

1.1.13	Literacy and Library Supports Library Media Assistant (0.75 FTE - 0.375 Centralized Funding, 0.375 Site Funding) will utilize Step Up to Writing and SIPPS supplemental resources for literacy intervention for targeted groups at least 2 hours per day. Library Media Assistant will assist students with appropriate book selection based on Lexile levels and allow access to the library for additional access to books/literature. The Program Specialist will monitor the library's usage in support of our EL students. Library Assistant will also work in the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Library Assistant will support Tier II groups of TK- 3rd grade students 2 hours per day (ELSB funds) to have students practice reading books of their choice, with phonetic support. This will expose students to more vocabulary, language acquisition, and improve reading fluency. This time will provide more opportunities for the students in this Tier II group to access the schools Library/Media Center. The Library Media Assistant will be utilized to support K-3 teachers in helping them maintain materials for the classroom, do read aloud' s with the students and offer story hours that will spark students interest in literacy. The Library Media Assistant will spend the other 4 hours per day (LCFF funds) maintaining a school-wide schedule for library use, checkout books, and support & distribute instructional materials & technology to teachers and students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.13 Literacy and Library Supports: Library Media Assistant Salary & Benefits (0.375 FTE): $22,804 Additional Library Media Assistant Compensation: $500 Books and Reference Materials: $1,644 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$22,804 $500 $1,644	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

| 1.1.14 | Advancement Via Individual Determination (AVID)

Hamilton will implement the supplemental program AVID to provide students with the skill necessary to be successful in school and career. AVID provides techniques on organization, writing across content areas, and synthesis of understanding. Through collaboration, Hamilton will establish school-wide AVID expectations focused on common instructional practices, common templets for writing templets for notetaking, summarizing, Cornell Notes, color coded paragraph construction. Strategies such as sentence stems, word banks, and graphic organizers. Hamilton will work to get every teacher trained in AVID for school -wide implementation of AVID strategies and professional Development opportunities will support teachers in implementing AVID-based instructional practices. Conference attendees will use their training to further refine instructional practices and support in the implementation of AVID strategies site-wide through PLC discussions and calibration. Instructional leaders will also utilize their training to guide site-based Professional Development to enhance classroom instruction. Teacher additional comp. to pay teachers after contract hours to collaborate on grade- level and school wide PLC collaboration with AVID instructional strategies.

Instructional materials and supplies including; tape, erasers, markers, crayons, colored pencils, project boards, presentation boards, scissors, glue sticks, mounting tape, paint, poster markers, sharpies, index cards, organizational tools (dividers, 1", 2", and 3" binders (AVID) highlighters, highlighter tape, and student planners/agendas). Materials will be utilized by students for project-based activities, inquiry/research assignments, and presentations. Students in grades TK - 8th grade will have access to materials to support their development of executive function & leadership skills which will positively impact students' academic success through equitable access based on individual learning needs. Supplemental materials, resources, and technology will support core instruction. These include but are not limited to the following instructional support materials: chart paper, manipulatives for kinesthetic learners (such as counters, playdough, dominoes, tiles, blocks etc.) for direct use in Math and ELA, whiteboards, pocket charts, expo markers, paper, pencil sharpeners, ink cartridge, computer printers, document cameras, folders, post-its, 1", 2", and 3" binders (AVID), poster boards, organizing bins, colored paper, construction paper, and color pencils.

Title I Funding Allocation:
Instructional Materials & Supplies: $5,000

LCAP 1.14 Advancement Via Individual Determination (AVID):
Teacher Additional Compensation: $5,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $5,000

$5,000

$5,000

$2,000

$5,000

$6,000 | 0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site)

3010 - Title I

3182 - CSI 2023/24 |

	Duplicating Instructional Materials: $5,000 Non-Instructional Materials & Supplies: $2,000 Substitute Teacher Additional Compensation: $5,000 Comprehensive School Improvement (CSI): Instructional Materials & Supplies: $6,000			
1.1.15	Recapturing Learning Loss Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
1.1.16	Outdoor Education/Science Camp Hamilton students will have the opportunity to participate in Science Camp. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Implementation of Strategy 1 was primarily dependent on teacher training during the school day, but due to the unprecedented shortage in substitutes we had to modify our planed trainings. We were able provide 10 hours of Step Up To Writing training for our 6-8th grade teachers during a few staff meetings as well as subs obtained in January. We also paid 4-8th grade teachers additional compensation to watch a Step Up to Writing video training outside of contractual hours as well as attend a webinar outside of school hours. During staff meetings the Administration Team trained teachers in the PLC process and AVID strategies. Administrators, Program Specialist, and Instructional Coach visited the classroom using the visitation tool to monitor implementation of strategies and identify academic needs. Strategies 2 & 3 were Implemented successfully in which the Program Specialist & Bilingual Assistant were pivotal in ensuring that over 95% of our students took district assessments & high stakes test such as ELPAC, I-Ready, and SBAC. Our Library Assistant provided hours of reading intervention and library access for students to improve with literacy. Strategy 4 was not implemented due to the districts purchase of NGSS materials similar to the STEM resources described in our plan. Also, teachers were unwilling to work outside of the contractual day. Tier II & III goals were not met due to the discontinuance of mentor service from Consultant.

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 major difference between the intended implementation budgeted and actual expenditures was that we spent less on substitute coverage and professional development for teachers. 80% of the teachers were unwilling to train outside of contractual hours, which in turn limited the amount of professional development available.

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.

We will make plans to have most PD during the school day to ensure most are trained in AVID, Step Up to Writing, and PLC. The following goals will remain as is from prior year: ELA: By May 2025, we will improve the number of students performing at grade level by 20 students from ELA diagnostic assessment. EL: By EOY 2025, per ELPAC, we will increase the percentage of students who reclassify to 10% of our EL population. (25 RFEPS). EL: By EOY 2025, 40% of the initial students will increase their performance by one band level. A school-wide focus on Step-Up to Writing with paragraph construction & deconstruction and close reading strategies to master basic understandings such as ID main details/ summarize/ site evidence. A school- wide focus on building a culture of College & Career Readiness using AVID strategies to support critical thinking, organizational skills, and effective communicators. Math: By May 2025, we will improve the number of students performing at grade level by 20 students from Math Diagnostic assessment .

Goal 2.1

Goal #	Description
Goal 2.1	We will decrease from the 2023-24 suspension rate for all students by 20 days total according to the California Dashboard by May 2025 - (From Synergy reports mid May baseline). We will decrease from the 2023-24 suspension rate for the African American subgroup by 10 days according to the California Dashboard by May 2025 - (From Synergy reports mid May baseline). We will decrease from the 2023-24 suspension rate for the Students with Disabilities subgroup by 10 days according to the California Dashboard by May 2025 - (From Synergy reports mid May baseline). We will decrease from the 2023-24 chronic absentee rate for all students by 3% according to the California Dashboard by May 2025 - (From Synergy reports mid May baseline). We will decrease from the 2023-24 chronic absentee rate for the African American subgroup by 3% according to the California Dashboard by May 2025 - (From Synergy reports mid May baseline). We will decrease from the 2023-24 chronic absentee rate for the Students with Disabilities subgroup by 3% according to the California Dashboa by May 2025 - (From Synergy reports mid May baseline).

Identified Need

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

Students are not getting adequate support services to deal with Tier II and Tier III social emotional needs, such as "check-in and check-outs" and robust Tier III interventions in place (restorative circles, check-ins, parent conferences with counseling team, etc).

We need an additional full -time Assistant Principal. We are unable to provide maximum safety for students in many of the common areas on campus. Students & parents are reporting incidents of being bullied and harassed in certain common areas due to lack of staff coverage.

We need to continue to utilize services of Improve Your Tomorrow (IYT) for our middles school males of color to assist with disciplinary issues and college and career guidance.

We are in need for an IYT Counterpart Program for our young females of color to assist with their needs and disciplinary issues and college and career guidance as our middles school males of color receive.

4th-8th grade classroom back pack carts for students to place backpacks and phones on to prevent distractions in the classroom during instruction.

More recess engagement/structure programs are needed to promote positive play during recess and PE times. Majority of our suspensions arise during recess / unstructured times (79 days suspended / 156 days total as of Mid-May, 2024)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy report chronic absenteeism & Suspension rate African American (Synergy Report from Mid May 2024)	42.7% absenteeism 25 suspension days	39.7% 15 suspensions days
Synergy report chronic absenteeism & Suspension rate Students with Disabilities (Synergy Report from Mid May 2024)	49% absenteeism 48.6 Suspension Days	46% 38 Suspension Days
Site overall chronic absenteeism & Suspension Rate (Synergy Report from Mid May 2024)	35% absenteeism 184 Suspension Days	32% Absenteeism 164 Suspensions

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			

2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.5	Positive Behavior Interventions and Support (PBIS) Replication: PBIS posters, signs, window decals, and supplies for PBIS branding for the school. SUSD Reprographics and https://www.pbis-custom-graphics.com/value-packages/ School branding for PBIS Bronze recognition. Title I Funding Allocation: Replication Title 1: $2,970 Non-Instructional Materials: $650 LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF funding has been allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,970 $650	3010 - Title I 3010 - Title I

2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

2.1.10	Central Enrollment Direct Services to Families			
	Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			
2.1.11	Student Attendance and Truancy Consistent attendance is closely linked to better academic performance. Incentives can motivate students to attend regularly, leading to improved grades and overall achievement. When students see a tangible reward for their efforts, they are more likely to participate actively in their education. Hamilton Elementary will implement multiple attendance challenges over the course of the school year, through "Attendance Weeks" were we incentivize perfect attendance one week (Mon - Fri) for raffled awards. Attendance incentives may include: Class parties and Parent Recognition: Acknowledge parents of students with high attendance in PBIS Assemblies or through thank-you notes and school-based swag bags (Tangible gifts such as bikes, skateboards, plush toys, crocs, etc.). School supplies such as backpacks, pencils, notebooks, will also be made available to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: Non-Instructional Materials: $5,000 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	0100 - LCFF/S&C (site)

2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.13	Mental Health Resources and Supports for Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.14	Social Emotional and Restorative Practices and Responsive Schools Hamilton Elementary participates in District level restorative practices and responsive schools' resources, training and professional development. In addition, Hamilton will be utilizing restorative practices, will provide training to staff on restorative practices, trauma-informed care and instruction, and will seek consultant services and / or conferences to provide training for staff on trauma informed care and instruction. Multiple consulting firms will provide coaching and support to address social-emotional learning (SEL) needs, which may include F.I.T, and Brandon Leake's Poetry Plug In. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Consultants: $10,000 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$10,000	0100 - LCFF/S&C (site)

| 2.1.15 | School Connectedness

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.15 School Connectedness:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | | | |
|---|---|---|---|---|
| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

Hamilton Elementary received the support of a full time and part time Assistant Principals (1.5 FTE District Funded) through the District. The Assistant Principal provides mentoring to teachers and leadership support to the principal. They oversee and support structured student engagement activities, coach students, counseling team, and provide mentoring and weekly check-ins for students struggling academically and behaviorally. The Assistant Principal will set goals with individuals students and conduct check-in and check outs (CICO) to ensure they are meeting their goals or receive support to meet their goals. The Assistant Principal will support instruction and behavior though classroom presentations and common area evaluations.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

2.1.17	Additional School Site Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$6,000	3182 - CSI 2023/24
			$58,999	0100 - LCFF/S&C (site)
	-2.1.17.A- Program Specialist (1.0 FTE District Funded) will provide professional development and co-teaching opportunities to individual and grade level teachers. The Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with teachers to assist with planning, collaboration and the data cycle for analyzing student assessment results. The Program Specialist will lead the implementation and support of the ELSB grant. The Program Specialist will assist and organize with facilitation of academic conferences three times a year per grade level. Program Specialist will coordinate all state and district assessments such as ELPAC and CAASP and PSAT. The Program Specialist will serve as the I-Ready Coordinator, one of the EL Coordinators, and the AVID Coordinators (along with an Assistant Principal). The Program Specialist will also oversee the after-school program. To meet the expectation of 2 hours per day in classrooms, the Program Specialist will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity, thus increasing student achievement. Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement. Program Specialist and Administrators (Principals) will remain visible in the classrooms where administration can serve as an instructional leader for teachers. Program Specialist would take over the responsibilities of ELPAC Coordinator which test students (ELPAC, IREADY, SBAC/CAASP), monitors reclassifications, monitors student progress and creates and monitors the part-time Bilingual & Instructional Assistants schedule. Program Specialist will provide support for the Bilingual Assistant in supporting EL students and support for the Instructional and Library Assistant for TK-3rd grade literacy goals. Provide AVID trainings as well as PBIS-related initiatives. The Program Specialist will be compensated for work performed outside contractual hours such as collaboration, professional development, and teacher coaching. -2.1.17.B- Instructional Coach (1.0 FTE) provides individual teachers with support in lesson planning, evaluation, lesson modeling, creating SMART goals, and implementing additional professional development provided throughout the year, along with facilitating SIPPS coaching / implementation. -2.1.17.C-		$179,363	3010 - Title I

	Instructional Assistant (0.75 FTE) will provide support in the classrooms by providing one-on-one instructional support. small group intervention or enrichment, and targeted student supports. The Instructional Assistant will also help with classroom management and creating a welcoming learning environment for all students to achieve at high levels. The Instructional Assistant will supervise students during activities, transitions, and breaks. They also provide behavioral support and complete administrative tasks assigned by the teacher. Title I Funding Allocation: Instructional Coach Salary& Benefits (1.0 FTE): $179,363 LCAP 2.17 Additional School Site Support: Instructional Assistant Salary & Benefits (0.75 FTE): $58,999 Comprehensive School Improvement (CSI): Additional Program Specialist Compensation: $6,000			
2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 2.1.20 | Instructional Technology

Supplemental Curriculum, Materials, and Programs to Support Improvement

ESGI Easy Progress Monitoring, assessments, and data reporting for TK/K, 1st, 2nd, and 3rd grades. ESGI is a progress monitoring system designed to support Pre-K through 2nd Grade foundational skills development. Teachers seamlessly collect, track, and analyze student data to inform classroom instruction. Administrators have real-time, district-wide visibility into where students stand. ESGI delivers actionable data, enabling educators to close skill gaps and improve learning outcomes.

Nearpod interactive engagements that include prebuilt grade level lessons in English & Math as well as lessons for socio-emotional support and development. This service comes with a site analysis available to support and assist with ideas around teacher and site goals. This program supports instruction in English & Math as well as digital citizenship, and media literacy. We will also retain four PD consultant services via webinar to support teachers on how to use the tools most effectively to meet our SMART goals.

29 classrooms at Hamilton have received View Sonic Smart Boards for their classrooms. Training on these boards have not been provided. To make better use of the curriculum materials, increase student use, classroom engagement and the abilities of the smart boards, teacher training is required.

Title I Funding Allocation:
Maintenance Agreements: $6,000
Duplicating (Reprographics): $1,750

LCAP 2.20 Instructional Technology:
Consultants: $2,000
Duplicating (Reprographics): $2,000
Duplicating: $1,250

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $2,000

$6,000

$2,000

$1,250

$1,750 | 0100 - LCFF/S&C (site)

3010 - Title I

0100 - LCFF/S&C (site)

0100 - LCFF/S&C (site)

3010 - Title I |

2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

| 2.1.24 | Student and Campus Safety

Vape Detectors:
To decrease accounts of student vape usage in the restrooms, we would like to purchase two vape detectors for the intermediate side restrooms. Vape detectors have been used in instances of high usage in high schools to help deter students from smoking in the restroom. When vape is detected, students can be identified and offered proper supports to quit smoking, such as the TUPE program provided by Counselors.

Surveillance:
There are many blind spots on campus at Hamilton Elementary. There is an increased need for cameras to be installed to cover blind spots on site including hallways, breezeways, outside of restrooms, play grounds, courtyard, and parking lots.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.24 Student and Campus Safety:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

Annual Review
SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We were able to bring PlayWorks 4 Day, Recess Reboot to our campus during the '23-'24 school year. This program implementation reduced the number of referrals

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

We were not able to get Elevo Curriculum onboard for school year as it is only being piloted at particular sites. F.A.C.E.S is not vetted by the district so this is not possible. We were denied by district another full-time AP position to help support with discipline and reflection center MTSS initiative. We were able to reduce our chronic absentee rate by 6% as shown by our Synergy Data. our total number suspension days were up higher this than last year due.

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.

To avoid inconsistency with outside consultants we will identify SUSD staff that can provide mentor and socio-emotional supports. We will create an intervention room and identify a credentialed middle school teacher to implement socio-emotional curriculum that will support student needs daily throughout the year on his/her prep period. This space will be for students identified by Teachers, Administrators, and Counselors through the SAP/CARE team process as needing Tier II intervention. The socio-emotional curriculum will be divided into units and broken into three life levels to be taught on set days of the week. 2 days a week for 7-8, 2 days 5-6 grade, and 1 day for 3-4th grade for one hour. The students will go through a 4-6 week cycle based on need and space. The focus will be primarily to train students on how to readjust to school wide expectations, coping with trauma, grief, and other socio-emotional supports for their age group. Hamilton will continue with following goals for the '24-'25 school year: We will decrease from the 2024 suspension rate for all students by 20 students according to the California Dashboard by May 2025. We will decrease from the 2024 suspension rate for the African American subgroup by 6 students according to the California Dashboard by May 2025. We will decrease from the 2024 suspension rate for the Students with Disabilities subgroup by 5 students according to the California Dashboard by May 2025. We will decrease from the 2024 chronic absentee rate for all students by 3% according to the California Dashboard by May 2025. We will decrease from the 2024 chronic absentee rate for the African American subgroup by 3% according to the California Dashboard by May 2025. We will decrease from the 2024 chronic absentee rate for the Students with Disabilities subgroup by 3% according to the California Dashboard by May 2025.

Goal 3.1

Goal #	Description
Goal 3.1	By May 2025, Hamilton will increase the number of regular volunteers from 15 to 20. By May 2025, Hamilton will increase average parent class attendance from 15 to 20. By May 2025, Hamilton will host at least 8 community events.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records / Spreadsheets, Main office Parent Sign in	10 Regular Volunteers from Parent Liaison Data 15 average Parent Class attendance per Parent Liaison Data	15 Regular Volunteers 20 average Parent Class attendance

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

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities

Peer Leaders Uniting Students (PLUS) - We have a PLUS team to promote leadership, inclusion, and positive school climate. Their activities promote awareness and varied perspectives and how our actions impact our social and emotional wellbeing. PLUS students participate in student led forums focusing on inclusion. PLUS students plan and lead school-wide activities such as; White Out Tobacco, Red Ribbon Week, Suicide Prevention, Kindness Week, Anti-bullying, etc. The effectiveness of this strategy will be monitored by the School Climate Survey.

The students that receive training at this conference will then implement the ideas for building positive culture and climate for all students along with the PBIS team at Hamilton. They will use these skills for monthly themed assemblies on addressing bullying, the importance making good choices with health & academics. These students will also work with staff for power recess events to incorporate the physical health aspect of the training.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 3.1 Student Engagement and Leadership Opportunities:
Pupil Fees: $900

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $900 | 0100 - LCFF/S&C (site) |
| 3.1.2 | Youth Engagement Activities and Athletic Programs

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 3.2 Youth Engagement Activities and Athletic Programs:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy. | | | |

3.1.3	**Arts Programming** Purchasing art supplies aligns with the SPSA goals of enhancing student achievement, engagement, and well-rounded education. It demonstrates a commitment to providing diverse learning opportunities that cater to the holistic development of students. In addition to supporting the whole child academically, we'd like to promote a sense of belonging by posting student work around the school site. The wall mounted, enclosed cabinets allows us to do so without fear of student work being destroyed by other students walking by. Hamilton is in need of new instruments. Currently we are not able to accommodate every student interested in participating. Through Proposition 28 all students in K-8 will be exposed to the ARTS. Such activities include Music, Dance, Theater, Art/Crafts, Photography, Fieldtrips to Live Production, Arts Museum and Events, Virtual and on-site Consultants/ Vendors, with additional funds used for materials supplies, and Art Teacher. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students		
3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

The Parent Liaison was able to implement parent engagement events such as coffee hour, parent trainings such as Rosetta Stone, information classes on health, parent meetings such as ELAC & SSC. She also connected families to needed resources such as Food Bank, clothes closet, and district supports such as families in transition. Communications to families through Blackboard, PeachJar, ClassDojo, Hamilton Newsletters, Principal Office hours, and phone calls home. Parents, students, and students alike are comfortable reaching out to them as she makes herself available through as many outlets as possible. The PBIS Team implemented school wide rubrics for expected behavior and publicly rewarded students accordingly. Hamilton met our goal of parent involvement goals - increasing parent volunteers from 10- 15 as evidenced from parent sign ins. Also, Hamilton met its goals of May 2024, Hamilton will host at least 8 community events, we Monthly Zumba, Rosetta Stone Classes, and Character Trait PBIS Assemblies and IYT Parent nights combined were over 15 community events during '23-'24 school year.

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

Our Parent Liaison uses Rosetta Stone English to involve our EL parents, where she saw an increased usage in the number of parents using the program in '23-'24. Some Hamilton parents were not able to attend CABE 2024 Annual Conference due to dates in January and many parents were on vacation post Winter Break and we were not able to find a parent who was available to attend.

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.

Hamilton will update the current goals for meaningful partnerships as follow: By May 2025, Hamilton will increase the number of regular volunteers from 15 to 20. By May 2025, Hamilton will increase average parent class attendance from 20 to 25. By May 2025, Hamilton will host at least 8 community events, status quo from prior year.

Goal 4.1

Goal #	Description
Goal 4.1	.

Identified Need

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

Low attendance at School Site Council Meetings, ELAC Meetings, and Parent Coffee Hours.

Parent education on dangers of social media and accessing inappropriate materials on student cell phones. Misuse of phones by students (Social media and cyberbullying, inappropriate recording of other students, and refusing to put phones away in classrooms at school) lead to disciplinary problems such as cyberbullying, fighting, recording other students inappropriately, and

Increased parent/family on education on the dangers of vape/marijuana/edible usage on or outside of campus. Increasing usage and increase in usage of vape, vape pens (nicotine and THC) amongst students, hence there is a greater than ever need for parental involvement in their child's education. Need for more guest speakers for parents to discuss harm of substance use in elementary age students.

Parent Liaison needs more training and resources to help parents with students who have cell phone / vape or substance issues

Parent Liaison will continue technology to host classes (Zoomba, Rosetta Stone, guest speakers, etc) and engage parents with information to be presented regarding school functions, policies, and any other informational presentation. Parent Liaison will continue to renew licenses for Rosetta Stone.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Hamilton utilizes a Parent Liaison (0.75 FTE) to engage the community, increase parent involvement at the school site. The Community Assistant will reach out to parents, invite parents to events. They will support data-driven parent/ teacher conferences and assist with hands-on activities and strategies for parents to replicate at home. Parents will be engaged in monthly meetings to learn about the school, activities related to student achievement and engagement, and trainings for parents to support their students at home. Parents will be engaged through parent meetings, conferences, and trainings focused on Bilingual education, parent empowerment, and community resources. Light snacks and refreshments will be provided to support students in attending trainings during school hours such as parent coffee hour. Title I Funding Allocation: Parent Liaison Salary & Benefits (0.75 FTE): $119,686.02 Parent Meeting Non-Instructional Supplies: $2,000 - Title I Parent Conferences: $2,827 - Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Parent Liaison Additional Compensation: $500 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	Students with Disabilities, Low Income, English Learners, All Students, Foster Youth	$119,686 $500 $2,000 $2,827	3010 - Title I 0100 - LCFF/S&C (site) 3010 - Title I - Parent 3010 - Title I - Parent
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy			

4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

6.1.2	Strategic District Level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District Level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Hamilton Elementary library will provide culturally responsive books, along with class sets of books that represent the diverse population of students on campus. Title I Funding Allocation: No additional site Title I funds have been allocated for this strategy. LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: Books & Reference Materials: $500 Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	$500	0100 - LCFF/S&C (site)

6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 BSAP Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
6.1.8	BSAP Community-Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP6.8 BSAP Community - Based Safety Pilots: No additional site LCFF is being allocated for this strategy. Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$320,246.00
Total Federal Funds Provided to the School from the LEA for CSI	$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$624,138.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$315,419.00
3010 - Title I - Parent	$4,827.00
3182 - CSI 2023/24	$157,808.00

Subtotal of additional federal funds included for this school: $478,054.00

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

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$146,084.00

Subtotal of state or local funds included for this school: $146,084.00

Total of federal, state, and/or local funds for this school: $624,138.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: __12/13/2024__

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

__12/13/2024__
Date of Meeting

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

English Learner Advisory Committee   __12/06/2024__
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on   __12/13/2024__ .
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Attested:
Committee	Date of Meeting

Navdeep Sandhu   __12/17/2024__

Typed Name of School Principal   Signature of School Principal   Date

Alexander Hamilton Elementary

Explore the performance of Alexander Hamilton Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Red	Red	Red	Red

Mathematics
Orange
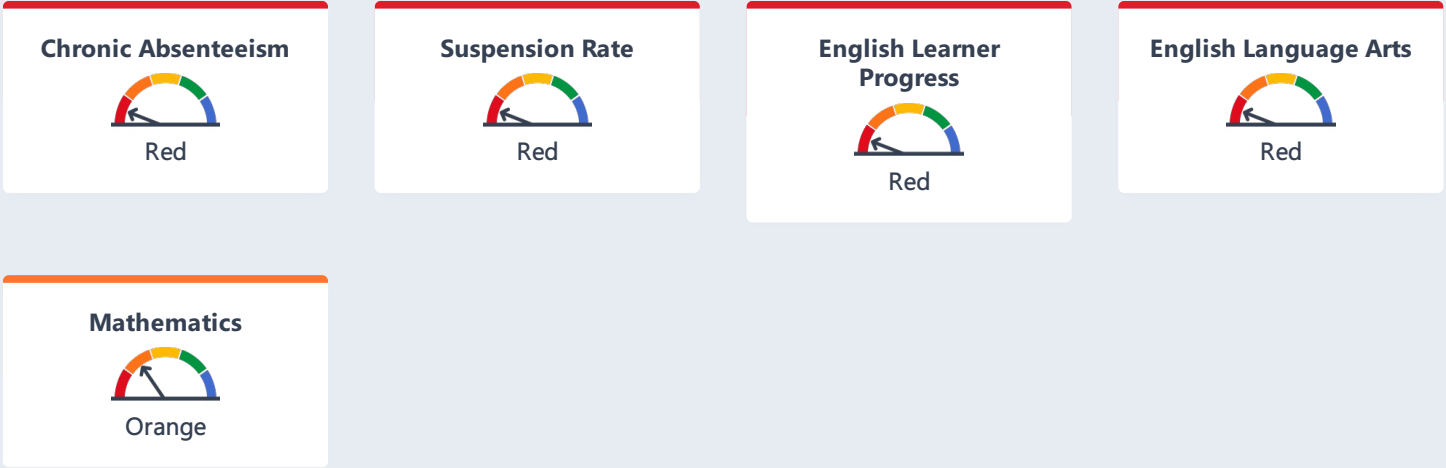
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Alexander Hamilton Elementary	2245 East 11th Street Stockton, CA 95206-3606	http://www.stocktonusd...	K-8

CHARTER	DASHBOARD ALTERNATIVE SCHOOLS STATUS
No	No

Student Population

Explore information about this school's student population.
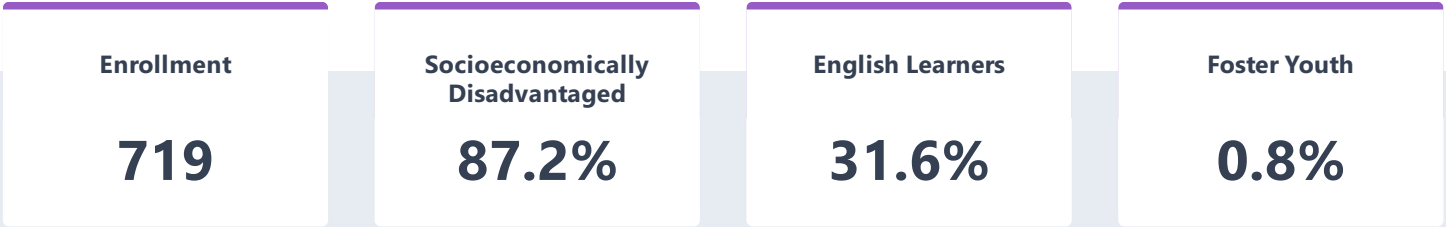
Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
719	87.2%	31.6%	0.8%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

Red

110.5 points below standard

Declined 3.4 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

4	1	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE
Mathematics

Orange

128.5 points below standard

Increased 3.8 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

4	1	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE
English Learner Progress

Red

41.1% making progress

Declined 12.3% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

Red

44.4% chronically absent

Increased 6% ▲

EQUITY REPORT
Number of Student Groups in Each Level

6	1	1

0 Green	**0** Blue
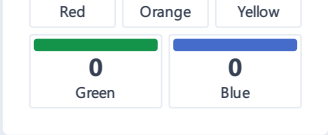
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
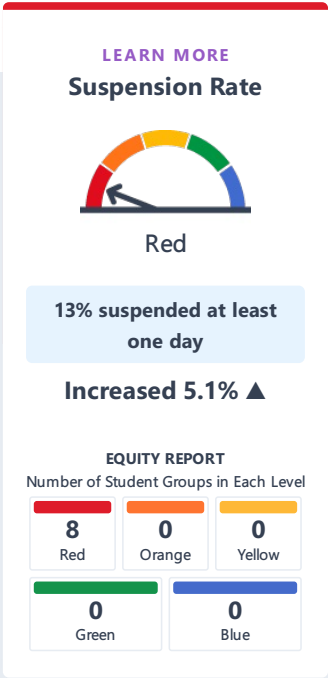
LEARN MORE

Suspension Rate

Red

13% suspended at least one day

Increased 5.1% ▲

EQUITY REPORT
Number of Student Groups in Each Level

8 Red	**0** Orange	**0** Yellow
0 Green	**0** Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Red

110.5 points below standard

Declined 3.4 Points ▼

Number of Students: 462

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Orange

African American

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

38.9 points below standard

Increased 27.8 Points ▲

Number of Students: 26

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

128.1 points below standard

Increased 29.8 Points ▲

Number of Students: 25

Two or More Races

No Performance Color

87.4 points below standard

Increased 29 Points ▲

Number of Students: 20

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners

Red

126.2 points below standard

Declined 13.3 Points ▼

Number of Students: 163

Hispanic

Red

115.2 points below standard

Declined 10.5 Points ▼

Number of Students: 344

Socioeconomically Disadvantaged

Red

113.7 points below standard

Declined 5.1 Points ▼

Number of Students: 401

Students with Disabilities

Red

186.1 points below standard

Maintained -2.6 Points

Number of Students: 67

African American

Orange

128.1 points below standard

Increased 4.7 Points ▲

Number of Students: 55

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	107.2 points below standard	110.5 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
157.3 points below standard	44.4 points below standard	119.3 points below standard
Declined 3 Points ▼	Declined 3.5 Points ▼	Maintained -0.8 Points
Number of Students: 118	Number of Students: 45	Number of Students: 234

Mathematics

All Students

Explore 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.

All Students

Orange

128.5 points below standard

Increased 3.8 Points ▲

Number of Students: 462

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

African American

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

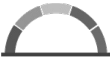English Learners

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian

No Performance Color

63.2 points below standard

Increased 36.2 Points ▲

Number of Students: 26

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

156.5 points below standard

Increased 29.2 Points ▲

Number of Students: 25

Two or More Races

No Performance Color

100.6 points below standard

Increased 47 Points ▲

Number of Students: 20

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

African American

Red

156.8 points below standard

Maintained -1.4 Points

Number of Students: 55

Hispanic

Red

131.4 points below standard

Maintained -0.8 Points

Number of Students: 344

Socioeconomically Disadvantaged

Red

131.4 points below standard

Maintained 2.4 Points

Number of Students: 401

Students with Disabilities

Red

209.1 points below standard

Maintained 1.2 Points

Number of Students: 67

English Learners

Orange

131.2 points below standard

Increased 11.5 Points ▲

Number of Students: 163

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	132.3 points below standard	128.5 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
152.5 points below standard	75.3 points below standard	138.5 points below standard
Increased 21 Points ▲	Increased 14.8 Points ▲	Increased 3.7 Points ▲
Number of Students: 118	Number of Students: 45	Number of Students: 234

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Red

41.1% making progress towards English language proficiency

Declined 12.3% ▼

Number of EL Students: 185

Student English Language Acquisition Results
Summative ELPAC

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.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111369&year=2022-23
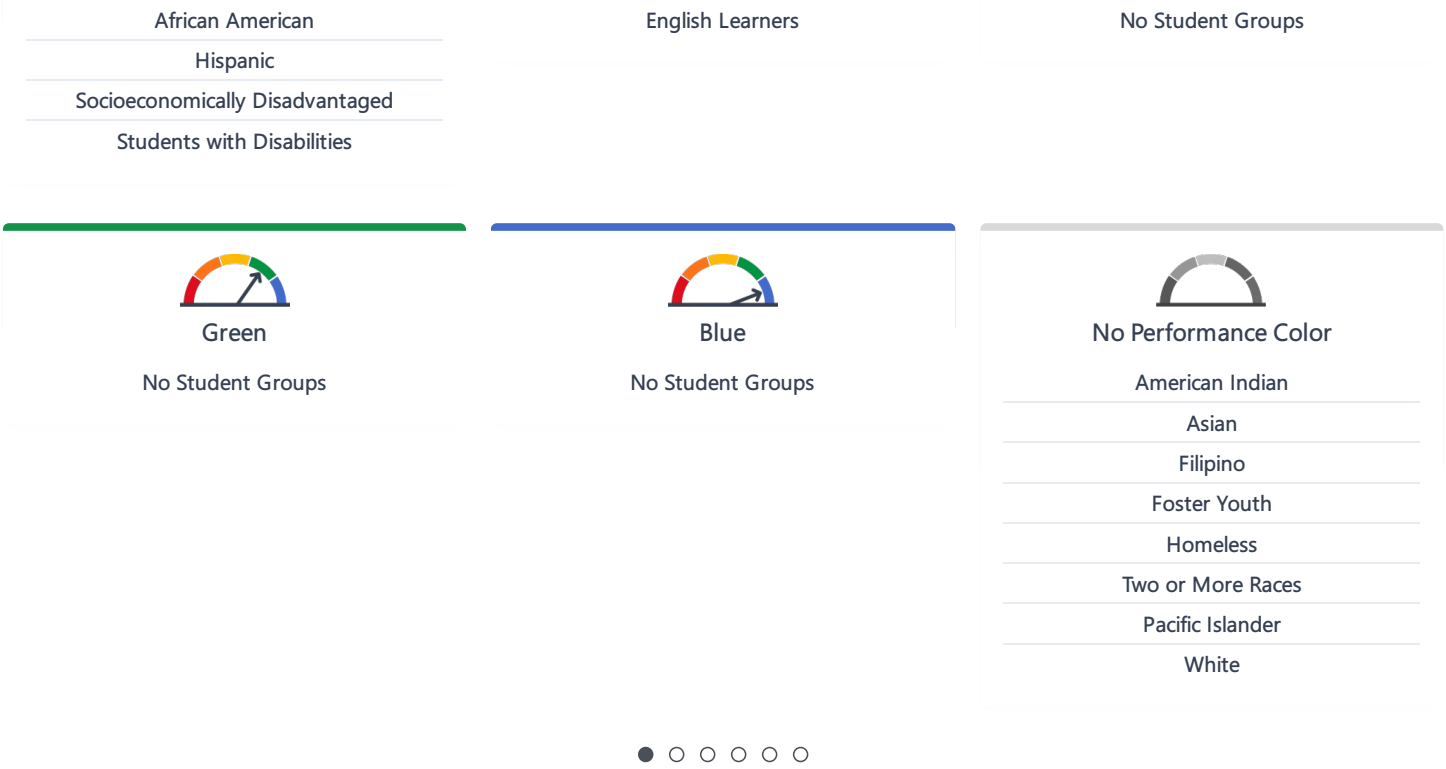
All Students

Red

44.4% chronically absent

Increased 6% ▲

Number of Students: 771

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

English Learners

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

Orange

Two or More Races

Yellow

Asian
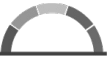
Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy
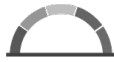
Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White
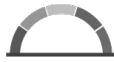
No Performance Color

46.2% chronically absent

Increased 12.8% ▲

Number of Students: 13

African American

Red

52.4% chronically absent

Increased 10.3% ▲

Number of Students: 103

English Learners

Red

34.1% chronically absent

Increased 4.5% ▲

Number of Students: 252

Hispanic

Red

44.6% chronically absent

Increased 6.7% ▲

Number of Students: 572

Homeless

Red

66.7% chronically absent

Increased 10.7% ▲

Number of Students: 42

Socioeconomically Disadvantaged

Red

44.5% chronically absent

Increased 4.9% ▲

Number of Students: 685

Students with Disabilities

Red

47.4% chronically absent

Increased 18.2% ▲

Number of Students: 114

Two or More Races

Orange

54.8% chronically absent

Declined 6.9% ▼

Number of Students: 31

Asian

Yellow

15.4% chronically absent

Declined 10.7% ▼

Number of Students: 39

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
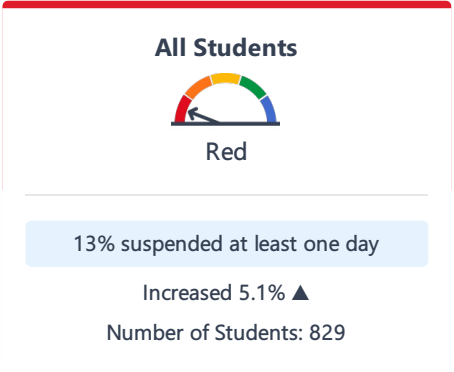
All Students

Red

13% suspended at least one day

Increased 5.1% ▲

Number of Students: 829

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Asian

English Learners

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White
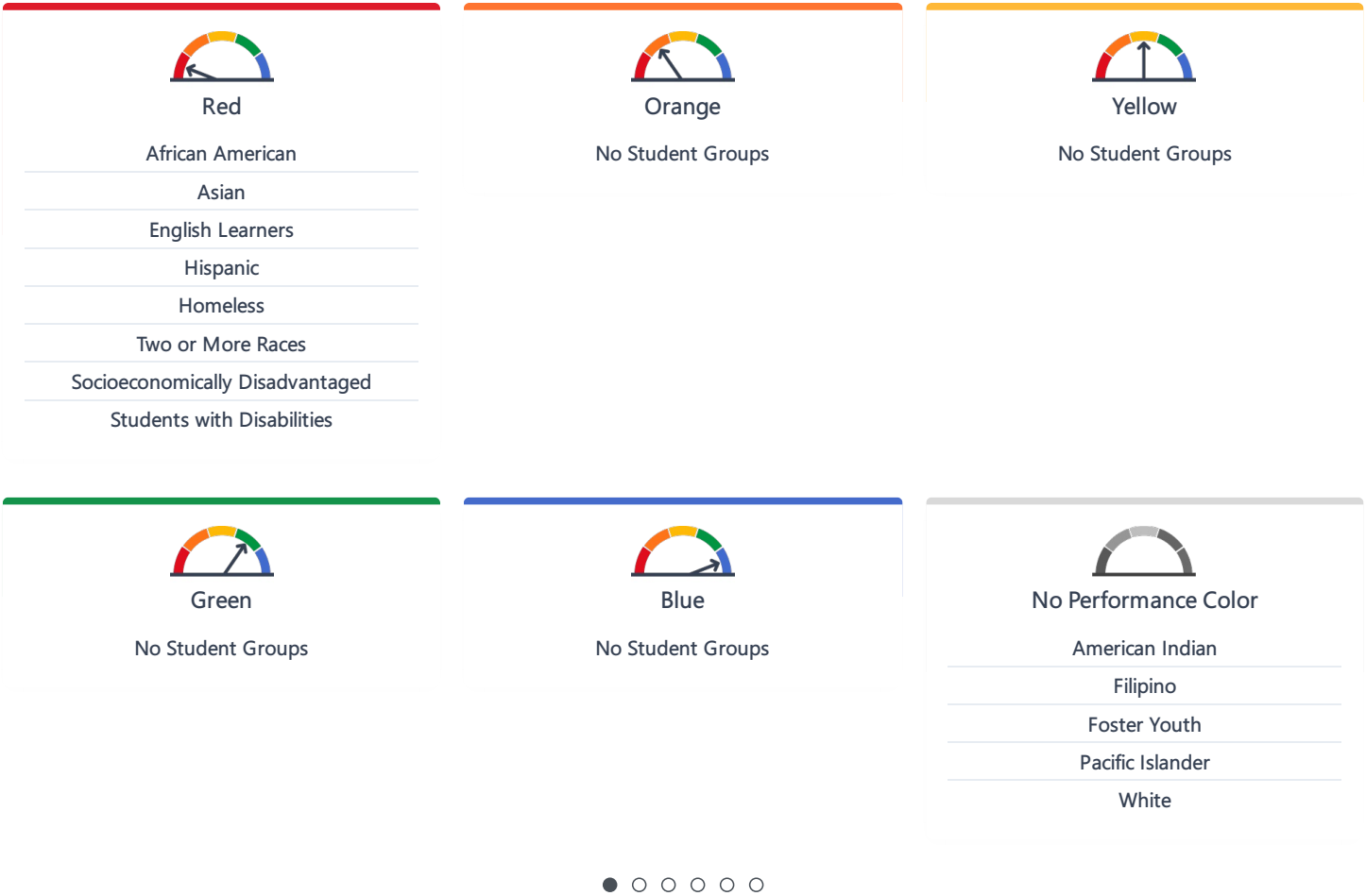
American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

8.3% suspended at least one day

Increased 2.1% ▲

Number of Students: 12

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

13.3% suspended at least one day

Declined 3.3% ▼

Number of Students: 15

African American

Red

28.2% suspended at least one day

Increased 8.2% ▲

Number of Students: 117

Asian

Red

7.5% suspended at least one day

Increased 3.3% ▲

Number of Students: 40

English Learners

Red

7.4% suspended at least one day

Increased 2.6% ▲

Number of Students: 269

Hispanic

Red

10% suspended at least one day

Increased 4.4% ▲

Number of Students: 613

Homeless

Red

28% suspended at least one day

Increased 28% ▲

Number of Students: 50

Two or More Races

Red

22.6% suspended at least one day

Increased 11.5% ▲

Number of Students: 31

Socioeconomically Disadvantaged

Red

13.6% suspended at least one day

Increased 5% ▲

Number of Students: 738

Students with Disabilities

Red

15.3% suspended at least one day

Increased 2.2% ▲

Number of Students: 118

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	8%	13%

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	8%	13%

Hamilton Data Review

March 2024

Summary

Accountability
- Hamilton's ESSA Status is **CSI** for having 4 areas in red (slide 10)
- Hamilton's State Indicator for **ELA and Math are red**, lower than the overall district (slide 11)
- Hamilton's State Indicators for **Chronic Absenteeism, Suspension Rate and ELPI** were the same as the district (slide 11)
- This year, Hamilton has drastically improved Chronic Absenteeism rates (slide 12)

Demographics
- Hamilton's demographics consists of a high population of Hispanic students with the native language Spanish (slides 3-8)Slide 3: Demographics
- Hamilton has 47% of students as Ever-ELs (either English Learners currently or have been Reclassified (slide 8)

State Assessments
- Percent of students meeting or exceeding standards on ELA (slide 12) and Math (slide 14) both decreased versus prior year
- ELPAC scores suggest English Learners are **stronger in Oral language skills** and challenged in Written Language skills (slide 16)

Local Assessments
- **SIPPS** meeting grade level targets increased from trimester 1 to trimester 2 (slide 25)
- i-Ready (slides 17-23): Hamilton's on grade level for **Reading and Math** is lower than the district, but some grade levels are excelling including Kindergarten in both Reading and Math and Seventh Grade in math
- **Engagement in curriculum** (Benchmark, Ready Math, and myPerspectives) is mixed across the grade levels (slides 30-36)
- **Geometry** is an opportunity area for math as indicated by i-Ready, and is lower than the district in all but one grade level (slide 23)

Grade Level Analysis
- Available for ELA starting on slide 45 and Math starting on slide 55

Demographics

Enrollment

Hamilton

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	863	818	750	770	719

SUSD

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169
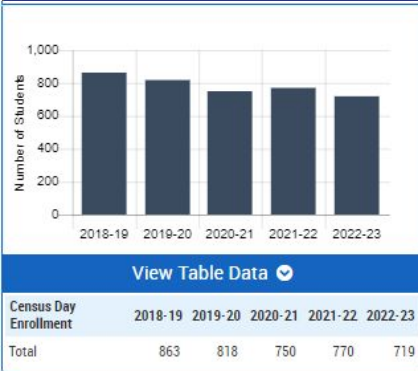
- **Hamilton's** enrollment has averaged 749 students in the last 5 years, declining 51 students from 2021-22 to 2022-23
- The district's enrollment has declined annually for the last 3 years as well
- Hamilton's **stability rate** (percent of students who start and end the school year at the school) is **81.5%**, almost 5% lower than the district (87%)

Sources: Enrollment: EdData, Hamilton
Stability Rate: DataQuest

Demographics

Hamilton

Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	1 %	1.5 %	1.3 %	0.6 %	0.6 %
Asian	6.3 %	5.9 %	5.2 %	5.6 %	5.3 %
Black or African American	11.5 %	11.5 %	12.3 %	12.5 %	12.8 %
Filipino	0.8 %	0.6 %	0.5 %	0.6 %	0.7 %
Hispanic or Latino	74.4 %	74.1 %	75.2 %	74.3 %	75.1 %
Native Hawaiian or Pacific Islander	0.1 %	0 %	0 %	0.5 %	0.4 %
None Reported	0 %	0 %	0 %	0 %	0 %
Two or More Races	4.5 %	4.6 %	4.3 %	4.4 %	3.6 %
White	1.4 %	1.8 %	1.2 %	1.4 %	1.5 %

- **Hamilton's** demographics are heavily Hispanic maintaining over 70% for the last 5 years
- This is **higher** than the district, which was between 66% and 70% for Hispanic students over the last 5 years

Source: EdData, Hamilton

English Learners

Hamilton
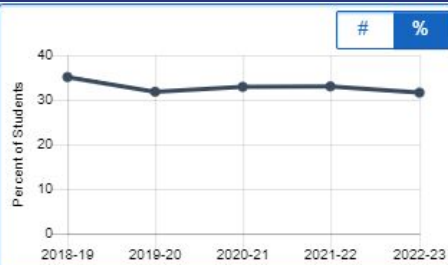
English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	35.1 %	31.8 %	32.9 %	33 %	31.6 %

SUSD

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- **Hamilton** has maintained above 30% of their student population as English Learners
- This is **higher** than the district (between 21% and 25% over the last 5 years)

Source: EdData, Hamilton

English Learners' Language

Hamilton

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0.1 %	0.2 %	0.3 %	0.5 %	0.3 %
Arabic	0.5 %	0.2 %	0.3 %	0.3 %	
Filipino (Pilipino or Tagalog)		0.1 %			
Greek					0.1 %
Hindi	0.1 %				
Hmong	1.4 %	0.7 %	0.7 %	0.5 %	0.7 %
Khmer (Cambodian)			0.1 %	0.1 %	0.1 %
Punjabi			0.1 %		
Spanish	32.8 %	30.3 %	31.5 %	31.3 %	30.2 %
Tongan				0.3 %	0.1 %
Urdu	0.2 %	0.1 %			

SUSD

View Table Data

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Source: EdData, Hamilton

ELs and RFEPs by Grade Level
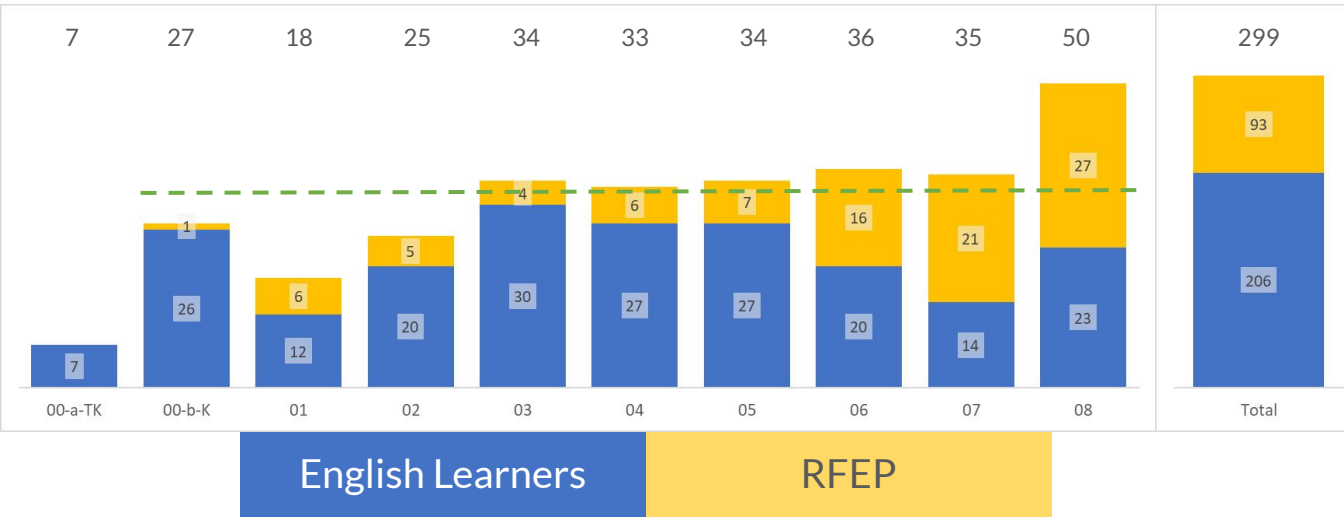
- Hamilton has 206 **English Learners** and 93 **RFEP** students*
- **49 RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **47% of students** are currently or were at one time English Learners (Ever-EL's)
- The average number of Ever-EL's (K-8) is 32 (green dashed line)

Source: Synergy, local data as of 2/28/24

State Assistance & Indicators

2023 ESSA Support

- Hamilton's status was CSI for 2023
- This means Hamilton had most indicators at the lowest level (Red)

Areas Identified:

➔ **ELA**
➔ **Absenteeism**
➔ **Suspension**
➔ **ELPI**

Year	Status
Current (2023)	CSI
2022	CSI
2021	CSI
2020	CSI
2019	CSI
2018	ATSI

Area	Current Indicator
ELA	(1) Red
Math	(2) Orange
Absenteeism	(1) Red
Suspension	(1) Red
ELPI	(1) Red

Note: These are the color indicators on the California School Dashboard (see next slide)

Source: ESSA 2023, visually on 2023 Indicator Dashboard

California School Dashboard

Stockton Unified

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Yellow	Orange	Orange	Orange	Orange

Hamilton

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts	Mathematics
Red	Red	Red	Red	Orange
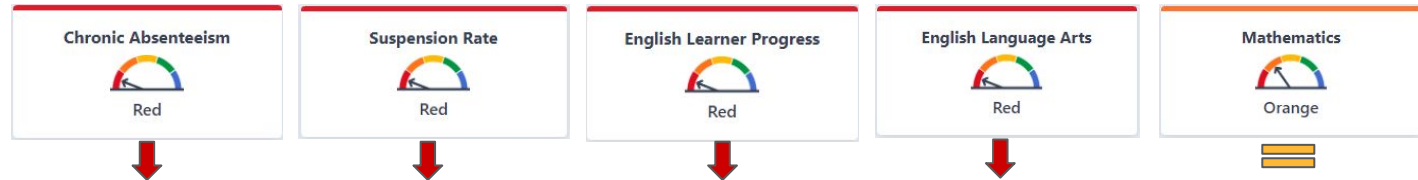
- All indicators were red and lower than the district, except Mathematics, which was orange (equal to the district)

Source: *California School Dashboard*

Chronic Absenteeism
Historical

Hamilton
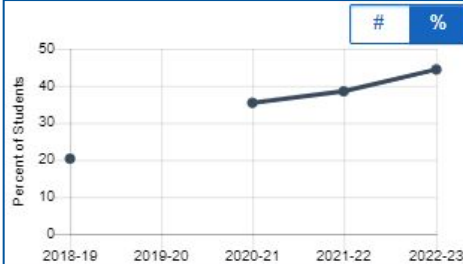
Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	20.3 %	N/A	35.4 %	38.5 %	44.4 %

SUSD

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Chronic absenteeism at Hamilton increased from 2021-22 to 2022-23
- Last year's rate was 44.4%, 7% higher than the district

Source: EdData, Hamilton

Chronic Absenteeism

Red

Chronic Absenteeism

Hamilton Chronic Absenteeism through mid-February

School Versus District %
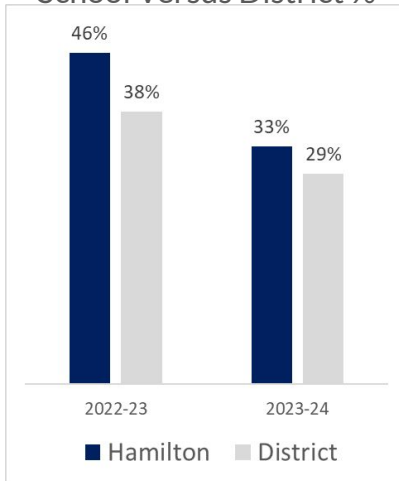
By Grade Level Number of Students and Percent

2022-23: Hamilton 46%, District 38%
2023-24: Hamilton 33%, District 29%

■ Hamilton ■ District

By Grade Level:
- TK: 8 students, 33%
- 00: 32 students, 48%
- 01: 21 students, 36%
- 02: 24 students, 37%
- 03: 27 students, 40%
- 04: 22 students, 34%
- 05: 16 students, 24%
- 06: 17 students, 25%
- 07: 17 students, 25%
- 08: 28 students, 30%

■ # of CA Students ● % of CA Students
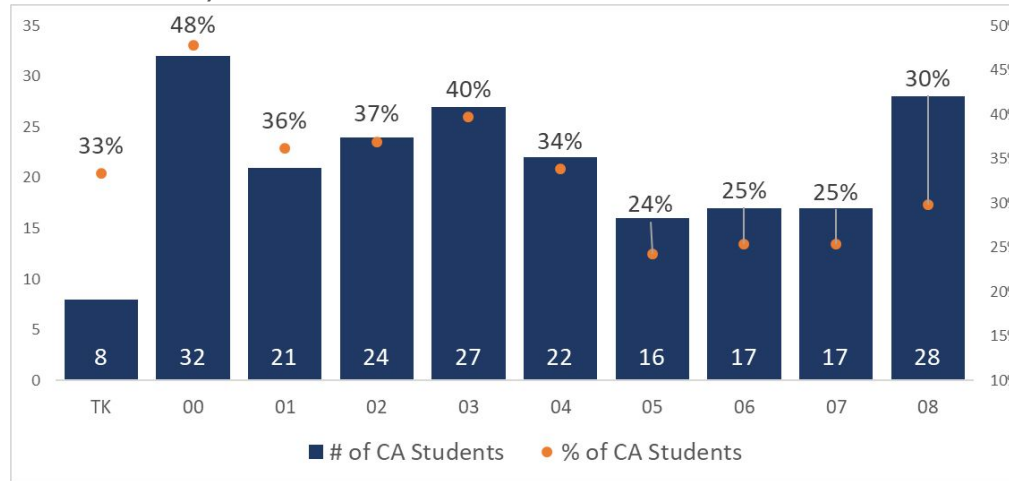
CA= Chronically Absent

- Hamilton has decreased the percent of students who are chronically absent from 46% to 33%
- Hamilton is still slightly higher than the district at 29%
- First grade has the highest chronically absent students at 48% (32 students) followed by Third and Eighth grades

Source: *Synergy, local data provided by Student Support services, Mid-February*

Chronic Absenteeism

Red

CAASPP ELA
2 years

2021-2022
Percent of students within each achievement level
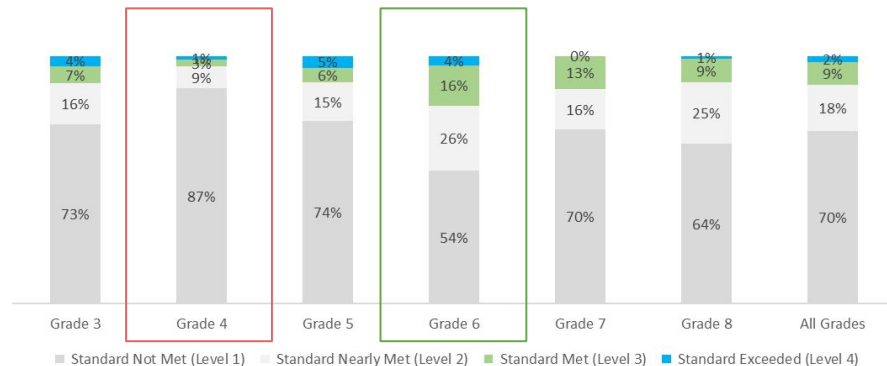
20.49% Standard Nearly Met (Level 2)

11.28% Standard Met (Level 3)
1.50% Standard Exceeded (Level 4)

12.78% Met or Exceeded *Standard for ELA*

66.73% Standard Not Met (Level 1)

2022-2023
Percent of students within each achievement level

18.42% Standard Nearly Met (Level 2)

9.31% Standard Met (Level 3)
2.43% Standard Exceeded (Level 4)

11.74% Met or Exceeded *Standard for ELA*

69.84% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	73%	87%	74%	54%	70%	64%	70%
Standard Nearly Met (Level 2)	16%	9%	15%	26%	16%	25%	18%
Standard Met (Level 3)	7%	3%	6%	16%	13%	9%	9%
Standard Exceeded (Level 4)	4%	1%	5%	4%	0%	1%	2%

- **Almost 12%** of students met or exceeded ELA standards (16% lower than the district at 27.78%)
- 6th grade had the **highest** percent who met or exceeded standards at 20%
- 4th grade had the **lowest** percent who met or exceeded standards at 4%

Source: Smarter Balanced Results, Hamilton

English Language Arts

Red

CAASPP ELA 2022-2023
By Area, percent meeting near+above

CAASPP ELA Areas	Reading	Writing	Listening	Research/ Inquiry
■ Above Standard	4%	2%	3%	4%
■ Near Standard	46%	28%	63%	54%
■ Below Standard	50%	70%	34%	42%

Reading Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above	5%	1%	5%	8%	1%	2%	4%
Near	40%	43%	51%	50%	55%	38%	46%

■ Near Standard ■ Above Standard ■ Below Standard

Listening Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above	4%	1%	2%	5%	1%	4%	3%
Near	63%	64%	60%	71%	66%	55%	63%

■ Near Standard ■ Above Standard

Writing Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above	0%	0%	1%	4%	1%	4%	2%
Near	33%	19%	32%	40%	24%	22%	28%

■ Near Standard ■ Above Standard

Research/Inquiry Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above	1%	1%	4%	8%	5%	3%	4%
Near	42%	54%	40%	71%	52%	63%	54%

■ Near Standard ■ Above Standard

- **Listening** had the highest near and above standard at 66%
- **Writing** scored the lowest, and was particularly challenged in **Grade 4** with only 19% of students meeting near standard and none above standard

English Language Arts

Red

CAASPP Math
2 years

2021-2022 | 2022-2023

Percent of students within each achievement level | Percent of students within each achievement level

8.60% Met or Exceeded *Standard for Math*

17.57% Standard Nearly Met (Level 2)
7.10% Standard Met (Level 3)
1.50% Standard Exceeded (Level 4)
73.83% Standard Not Met (Level 1)

7.87% Met or Exceeded *Standard for Math*

19.39% Standard Nearly Met (Level 2)
6.46% Standard Met (Level 3)
1.41% Standard Exceeded (Level 4)
72.73% Standard Not Met (Level 1)

2022-2023

Percent Met or Exceeded Standards by Grade Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	62%	74%	81%	54%	84%	78%	73%
Standard Nearly Met (Level 2)	22%	19%	15%	30%	14%	18%	19%
Standard Met (Level 3)	14%	7%	4%	13%	1%	3%	6%
Standard Exceeded (Level 4)	3%	0%	0%	4%	1%	1%	1%

- **Nearly 16%** of students met or exceeded Math standards (lower than the district at 16.76%)
- This was an increase of 3.48% versus previous year
- **3rd grade** was the highest at 21%
- **5th grade** was the lowest at 4%

Source: Smarter Balanced Results, Hamilton

Mathematics

Orange

CAASPP Math 2022-2023
By Area, percent meeting near+above

All Math Areas and Grade Levels
Near and Above Standard

	Near Standard	Above Standard
Concepts & Procedures	31%	8%
Problem Solving	40%	3%
Communicating Reasoning	47%	6%
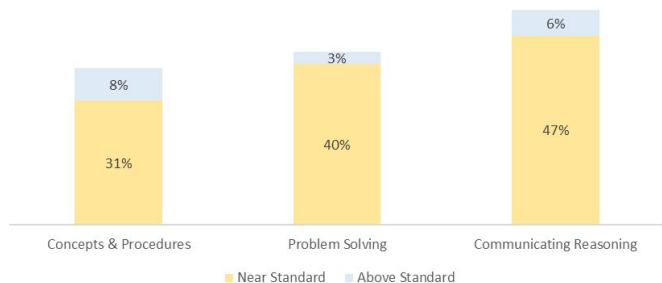
Concept & Procedures Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	14.89%	8.51%	9.43%	8.77%	8.20%	0.00%	8%
Near Standard	27.66%	36.17%	35.85%	40.35%	26.23%	20.00%	31%
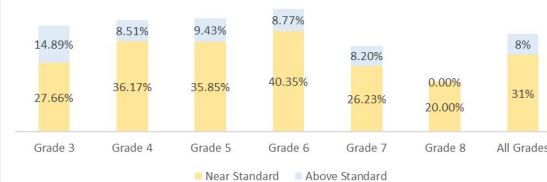
Problem Solving Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	4.26%	2.13%	1.89%	5.26%	4.92%	0.00%	3%
Near Standard	36.17%	40.43%	39.62%	40.35%	42.62%	40.00%	40%
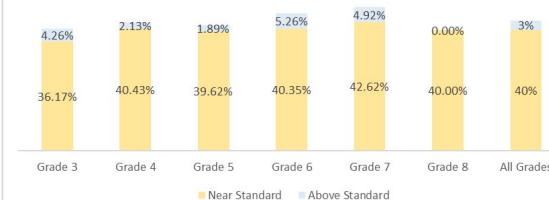
Communicating Reasoning Area
Near and Above Standard

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Above Standard	6.38%	6.38%	5.66%	7.02%	9.84%	1.82%	6%
Near Standard	57.45%	48.94%	41.51%	43.86%	57.38%	34.55%	47%
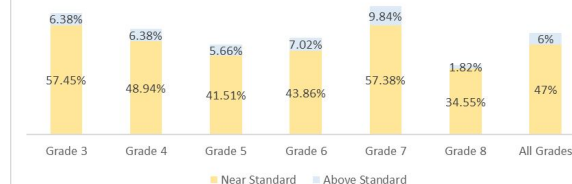
- Near/Above grade level, **Communicating Reasoning** was the strongest at 53%
- **Concepts & Procedures** scored the lowest, and was particularly challenged in **Grade 8** with only 20% of students meeting near standard and none above standard

Mathematics

Orange

ELPAC 2022-2023
Overall Results

ELPAC 2022-2023 **Oral** Language Performance Levels

ELPAC 2022-2023 **Written** Language Performance Levels

ELPAC 2022-2023 **Overall** Performance Levels
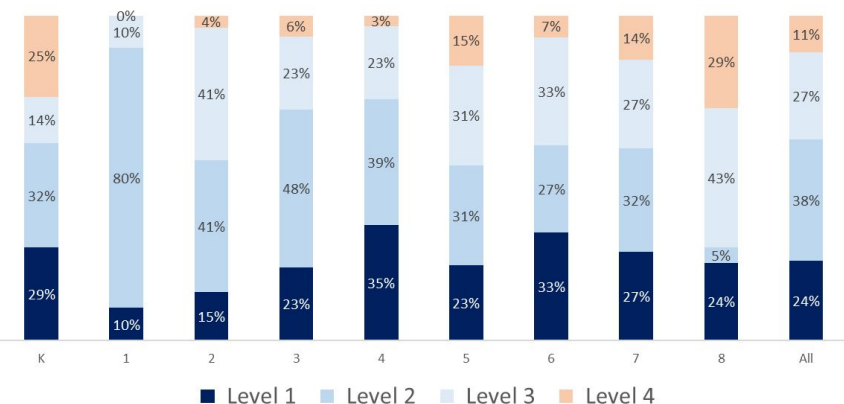
ELPAC 2022-2023 Number of Test Takers

- **221 students** took the ELPAC in 2022-2023
- **3rd and 4th** had the highest number of students
- **6th Grade** had the lowest number of students at 6
- **Written language** had 41% at level 1

English Learner Progress

Red
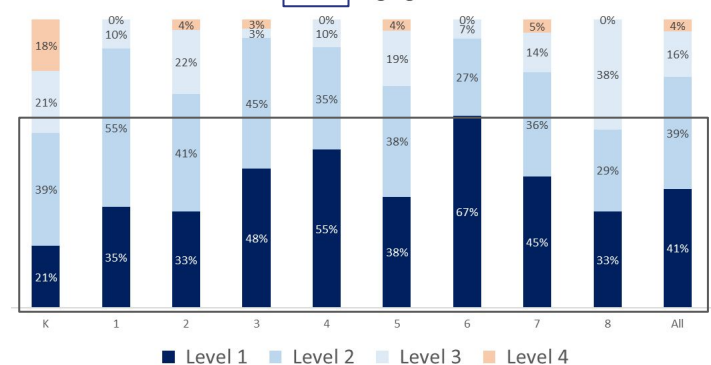
i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	34%	37%
Hamilton	25%	28%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Hamilton	12%	13%	14%

Diagnostic 3 - End of Year

- Last year, percent on grade level for Hamilton ended with an increase of **+3%** from prior year
- This was a **9% gap** from the district at 37%

Diagnostic 2 - Most Current

- Percent on grade level **increased** in Diagnostic 2 from 13% last year to 14% this year
- Percent on grade level was **8% gap** from the district

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Reading
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

Percent on Grade Level Versus Prior Year Diagnostic 2

Source: 2023-24 i-Ready Dashboard
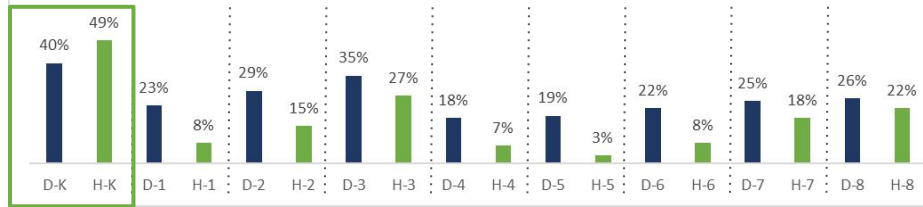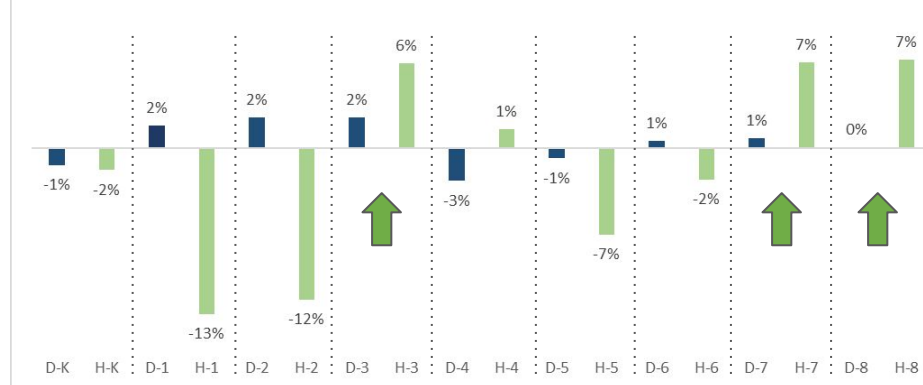
Strengths

- **Kinder** has a higher percent on grade level than the district
- **Third, Seventh, and Eighth grades** showed an increase for percent of students on grade level

Opportunities

- Where the district increased in **First and Second grade**, Hamilton is showing a decline from prior year for percent of students on grade level
- **Fifth grade** was the lowest on grade and also decreased from prior year

i-Ready Reading Domains
Percent on Grade Level

Strengths

- **Phonological awareness** is the same percent on grade level as the district (84%)
- Percent on grade level has remained relatively consistent year over year for most domains

Opportunities

- Phonics has the largest gap to the district for percent on grade level

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

	D PA	H PA	D PH	H PH	D HFW	H HFW	D VOCAB	H VOCAB	D LIT	H LIT	D INFO TEXT	H INFO TEXT
2022-23	84%	86%	58%	55%	75%	74%	24%	23%	29%	22%	27%	19%
2023-24	84%	84%	59%	49%	76%	72%	24%	22%	30%	21%	26%	19%

■ 2022-23 ■ 2023-24

Percent Difference from District

PA	PH	HFW	VOCAB	LIT	INFO TEXT
-0.1%	-9.5%	-4.0%	-2.3%	-8.5%	-7.0%
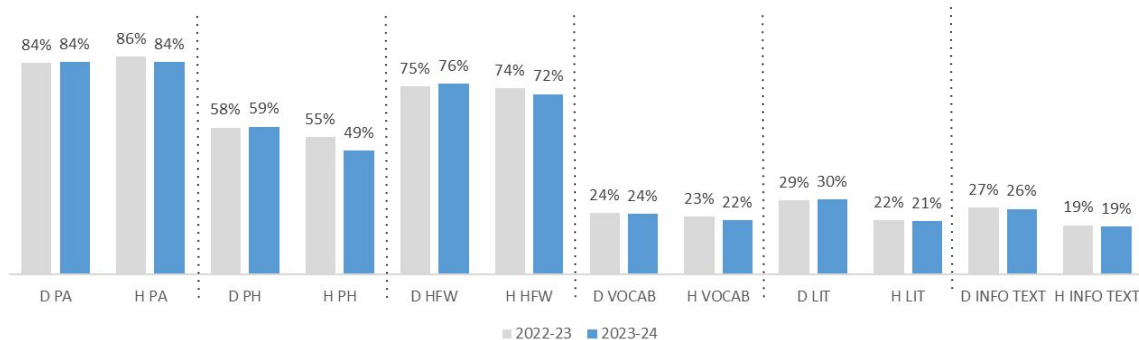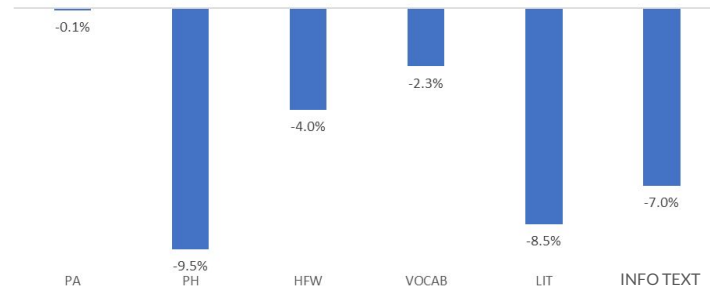
D = District
H = Hamilton
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

Source: 2023-24 i-Ready Dashboard

i-Ready Math

% on Grade Level Diagnostic 3

	2021-22	2022-23
District K-8	30%	32%
Hamilton	24%	24%

% on Grade Level Diagnostic 2

	2021-22	2022-23	2023-24
District K-8	16.3%	17.5%	17.1%
Hamilton	12.3%	13.4%	14.1%

Source: 2023-24 i-Ready Dashboard

Diagnostic 3 - End of Year

- Last year, percent on grade level for Hamilton ended flat from prior year at 24% on grade level
- This was an 8% gap to the District (32% versus 24%)

Diagnostic 2 - Most Current

- Percent on grade level **increased slightly** on Diagnostic 2 from 13.4% last year to 14.1% this year
- This was a 3% gap to the District (17.1% versus 14.1%)

i-Ready Diagnostic 2 Math
On Grade Level

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

D-K 17% | H-K 35% | D-1 14% | H-1 12% | D-2 14% | H-2 14% | D-3 14% | H-3 19% | D-4 16% | H-4 10% | D-5 17% | H-5 2% | D-6 21% | H-6 6% | D-7 17% | H-7 22% | D-8 16% | H-8 11%

Percent on Grade Level Versus Prior Year Diagnostic 2

D-K 0% | H-K 6% | D-1 -1% | H-1 -6% | D-2 0% | H-2 -4% | D-3 -1% | H-3 10% | D-4 0% | H-4 6% | D-5 0% | H-5 -7% | D-6 1% | H-6 -14% | D-7 0% | H-7 18% | D-8 0% | H-8 -3%

Source: 2023-24 i-Ready Dashboard

Strengths

- **Kindergarten, Third Grade, and Seventh Grade** has a higher percent on grade level than the district and increased versus prior year
- **Seventh grade** had the highest percent increase in percent on grade level

Opportunities

- **Sixth grade** had the largest percent on grade level decrease (-14%)
- **Fifth grade** had the least percent on grade level (2%)
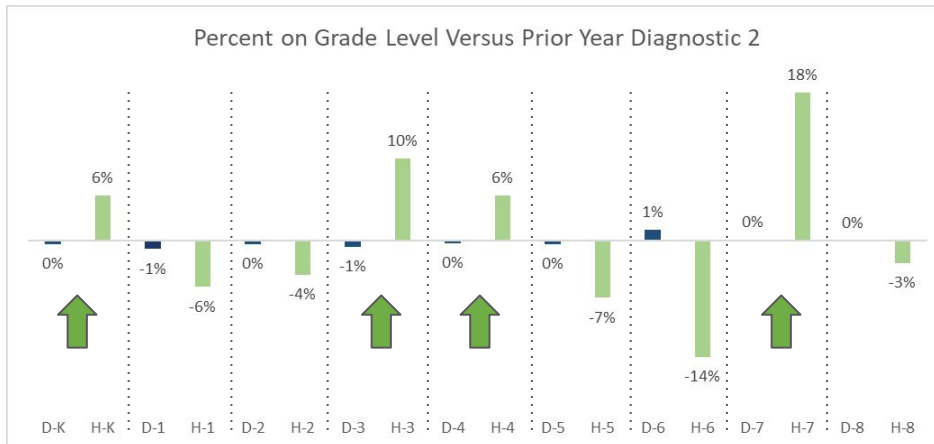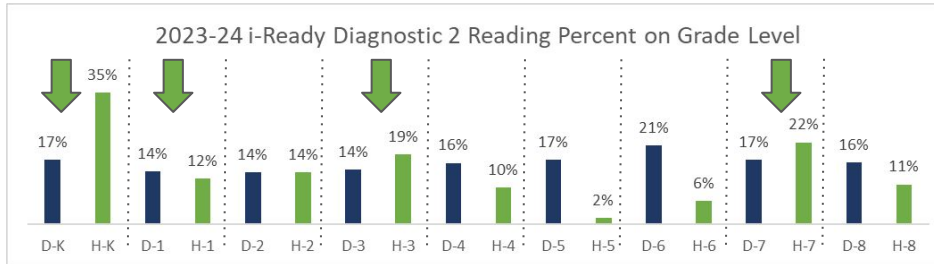
i-Ready Math Domains
Percent on Grade Level

Strengths

- Percent on grade level increased in Algebra % Algebraic Thinking

Opportunities

- All other domains showed decreases in percent on grade level

Percent on Grade Level by Diagnostic 2 This Year Versus Last Year

	D N&O	H N&O	D ALG	H ALG	D M&D	H M&D	D GEO	H GEO
2022-23	23%	20%	25%	18%	23%	20%	19%	15%
2023-24	23%	18%	25%	20%	22%	19%	18%	14%

■ 2022-23   ■ 2023-24

Percent Difference from District 2024

N&O	ALG	M&D	GEO
-6%	-5%	-4%	-4%
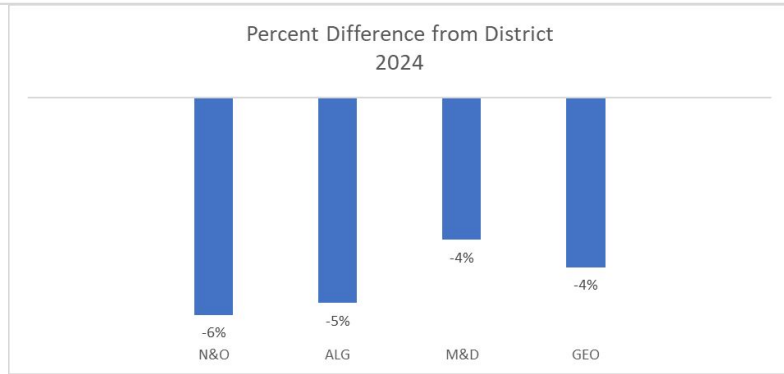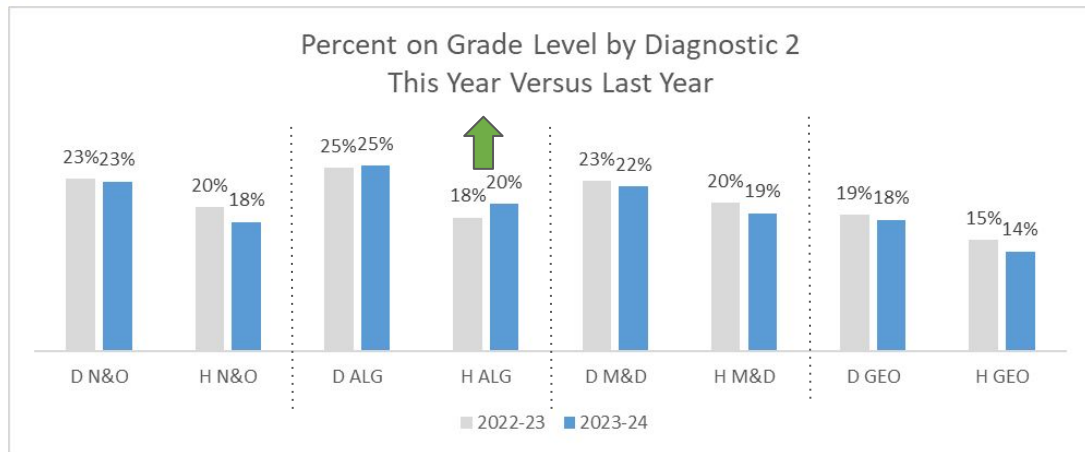
D = District
H = Hamilton
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Source: 2023-24 i-Ready Dashboard

SIPPS

SIPPS Mastery Tests Overview

Participation by Grade

First Grade		Second Grade	
80%	84%	0%	68%
T1	T2	T1	T2

Meeting Targets by Grade
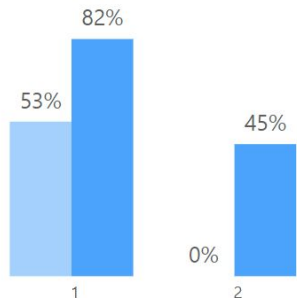
- Hamilton is engaging in SIPPS for First and Second grade
- First grade increased the percent of students hitting grade level goals from 53% in the first trimester to 82% in the second trimester

53% 82% 0% 45%

First Grade		Second Grade	
25	40	0	20
T1	T2	T1	T2

CORE

CORE Overview
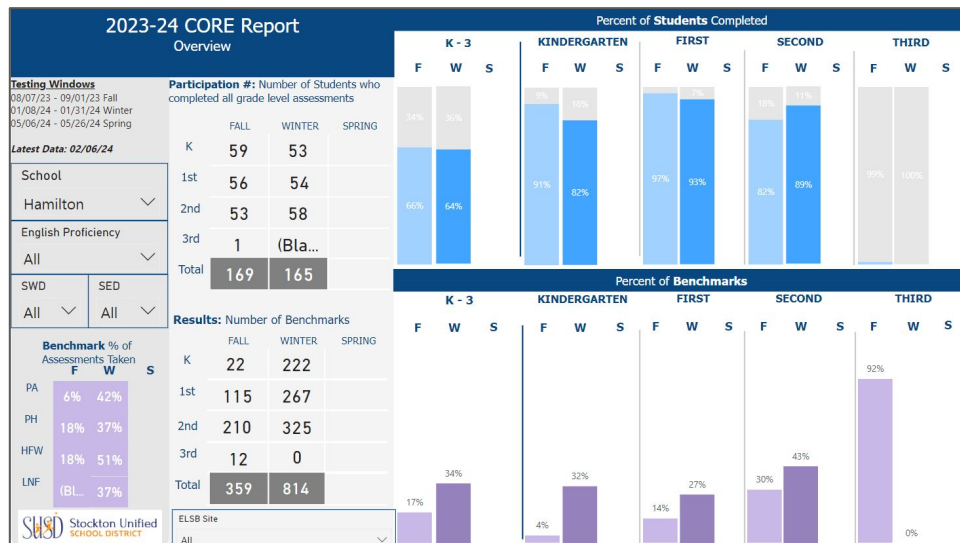
Participation

- **K-3** participation in CORE Assessments was 64%

Results

- **Kindergarten:** 32% of assessments resulted in benchmark for Winter (+28% from Fall)
- **First Grade:** 27% of assessments resulted in benchmark for Winter (+13% from Fall)
- **Second Grade:** 43% of assessments resulted in benchmark for Winter (+13% from Fall)

CORE Kindergarten

Source: 2023-24 CORE Dashboard
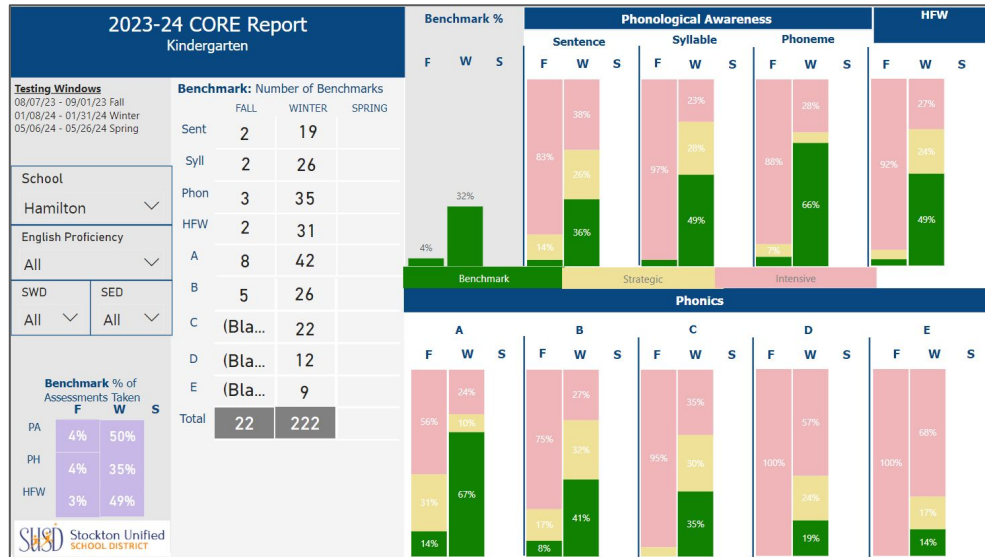
- 67% can name their **uppercase** letters (Phonics A) *(58% for district)*
- 41% can name their **lowercase** letters (Phonics B) *(37% for district)*
- 35% know their **consonant sounds** (Phonics C) *(32% for district)*
- 49% got at least 9 High Frequency Words correct (**HFW**) *(45% for district)*

Kindergarten is outperforming the district in letter recognition and high-frequency words

CORE First Grade
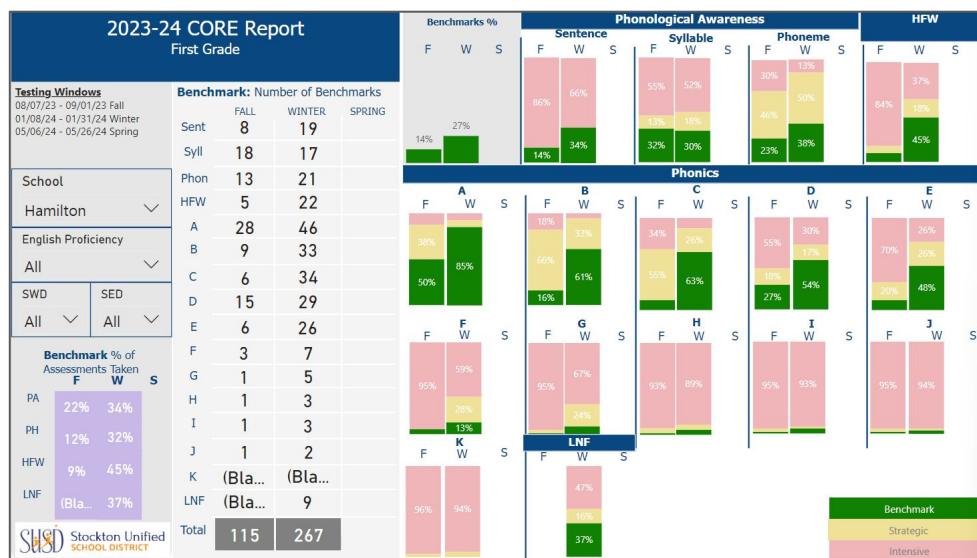
- 85% of students know their **uppercase** letters (Section A) *(80% for district)*
- 61% of students know their **lowercase** letters (Section B) *(60% for district)*
- 63% of students know their **consonant sounds** (Section C) *(52% for district)*
- 54% of students know their **vowel sounds** (Section D) *(55% for district)*
- 45% of students met benchmark for their **High-Frequency Words** *(51% for the district)*

➢ *Letter recognition is higher than the district, but blending sounds and word recognition is lower*

Source: 2023-24 CORE Dashboard

CORE Second Grade

- 91% of students know their **uppercase** letters (Section A) *(89% for district)*
- 76% of students know their **lowercase** letters (Section B) *(75% for district)*
- 62% of students know their **consonant sounds** (Section C) *(63% for district)*
- 74% of students know their **vowel sounds** (Section D) *(70% for district)*
- 59% of students met benchmark for **High-Frequency Words** *(67% for district)*

Letter recognition is high, but blending sounds (areas F through L) and recognizing words is very low

Source: 2023-24 CORE Dashboard

Curriculum Engagement and Results

Benchmark

Benchmark Engagement

Hamilton
Percent of Benchmark Unit Assessments Administered
2023-2024
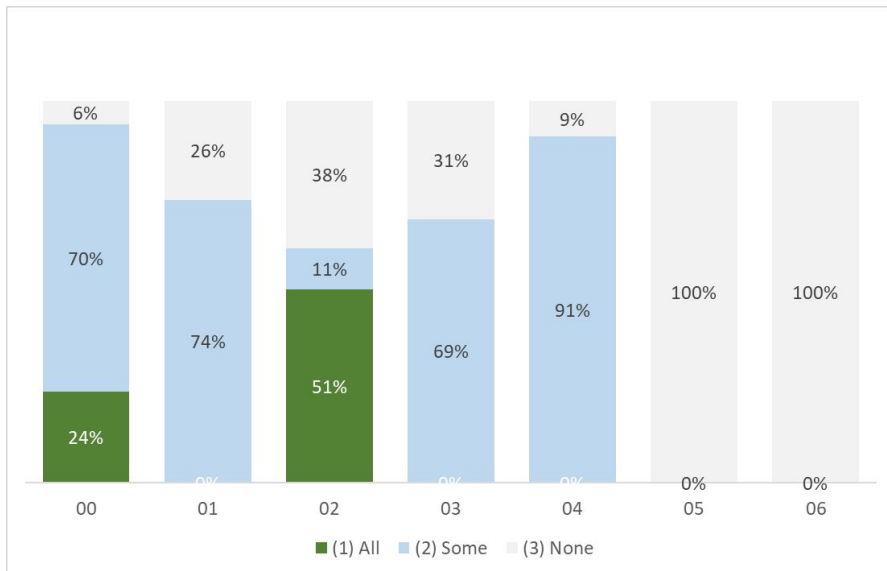
- At this point in the year, 4 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed:**
- ➔ **High Engagement (at least some students have all assessments)**
  - ○ 94% of **Kindergarten** students have taken at least 1 unit assessment, with 24% taking all 4 assessments
  - ○ 62% of **Second Graders** have taken at least 1 unit assessment, with over 50% taking all assessments
- ➔ **Some Engagement (most students have at least one assessment)**
  - ○ **First, Third, and Fourth grades** have between 1-3 unit assessments
- ➔ **No Engagement (no unit assessment data available)**
  - ○ **5th and 6th grades** have no unit assessments

Benchmark Standards Performance
Overall

Hamilton

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	54	67	42	53	57
Grade k	72	83	50	80	-
Grade 1	42	65	59	50	20
Grade 2	59	71	62	61	52
Grade 3	62	62	41	43	82
Grade 4	46	62	27	51	25
Grade 5	38	46	29	31	-
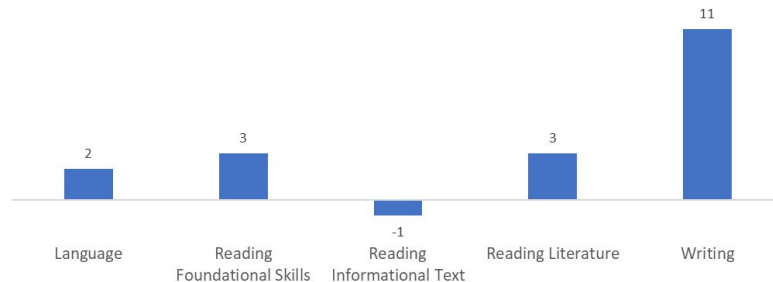
SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District

Language	Reading Foundational Skills	Reading Informational Text	Reading Literature	Writing
2	3	-1	3	11

- Reading Foundational Skills has the highest percent correct (67%)

Benchmark Standards Performance
By Grade Level

Average Percent Correct by Strand and Grade Level
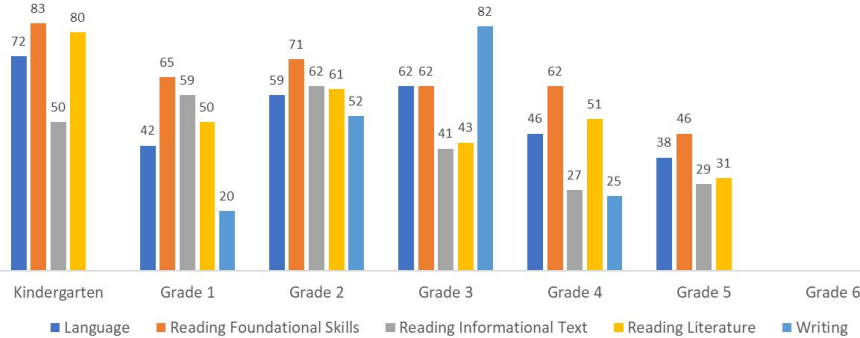
Gap to District

Strengths

- **Second grade** is outperforming the district in **all** standards
- **Third grade writing** is significantly higher than the district (+32%)
- **Kindergarten reading literature** is significantly higher than the district (+14%)
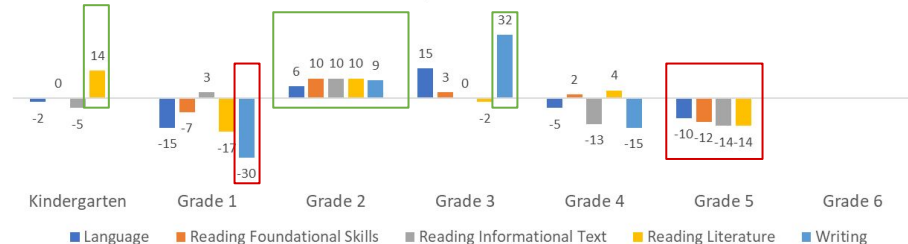
Opportunities

- **First grade** has a large gap to the district in writing (-30%)
- **Fifth grade** has a gap to the district in all standards

Curriculum Engagement and Results

Ready Math

Ready Math Engagement
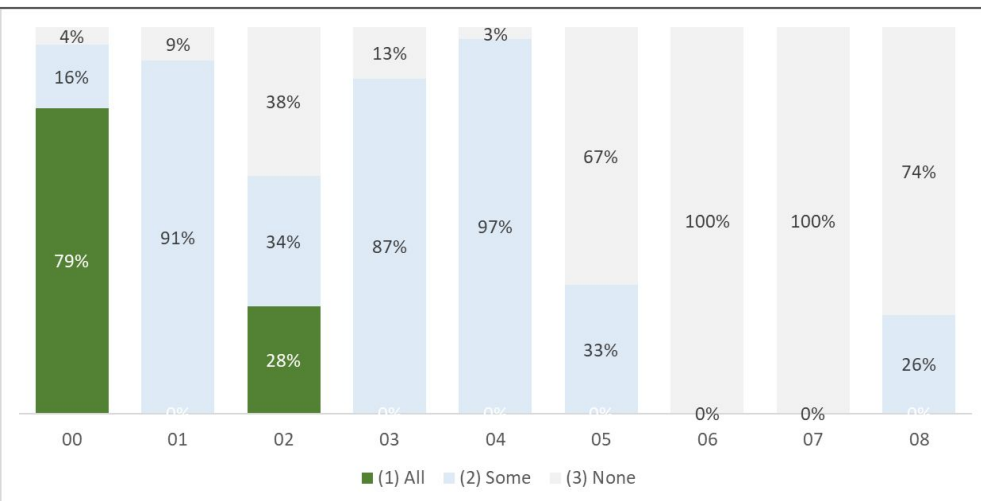
- Engagement in the Ready Math Unit Assessments is **mixed:**

➔ **High Engagement (at least some students have all assessments)**
  ○ 96% of Kindergarten students have taken at least 1 unit assessment
  ○ 62% of Second Graders have taken at least 1 unit assessment

➔ **Some Engagement (most students have at least one assessment)**
  ○ First, Third, and Fourth grade have between 1-3 unit assessments
  ○ Fifth and Eighth grade have minimal engagement

➔ **No Engagement (no unit assessment data available)**
  ○ 6th and 7th grades have no engagement

Ready Math By Grade

Empowering with data.
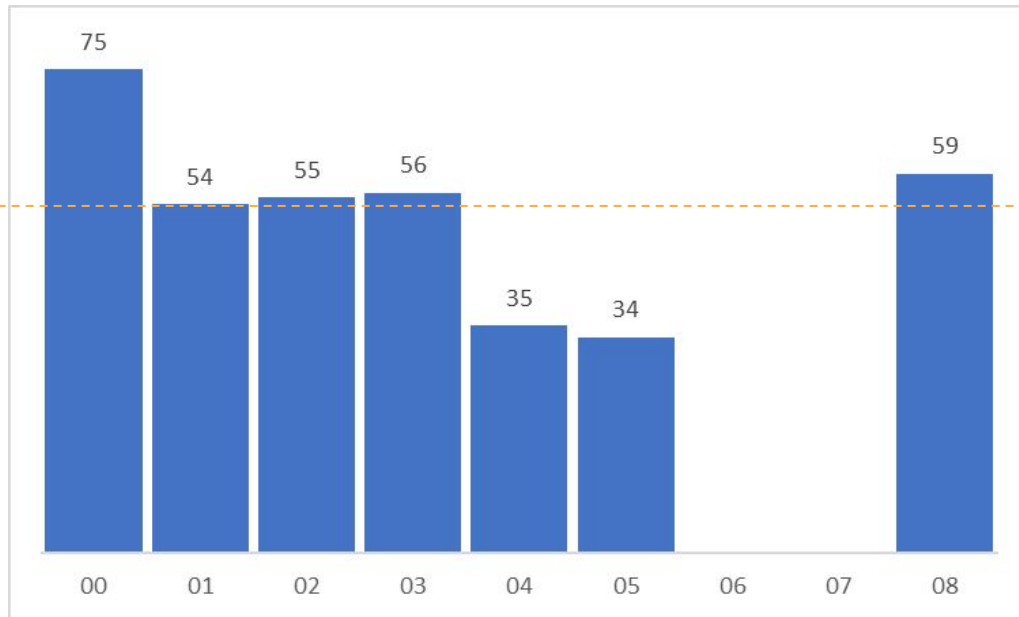
- Average percent correct on Ready Math Unit assessments for Hamilton is **54%** (orange dashed line)
- **4th and 5th grades** were below the school average

i-Ready Lessons

Average Minutes - i-Ready Lessons
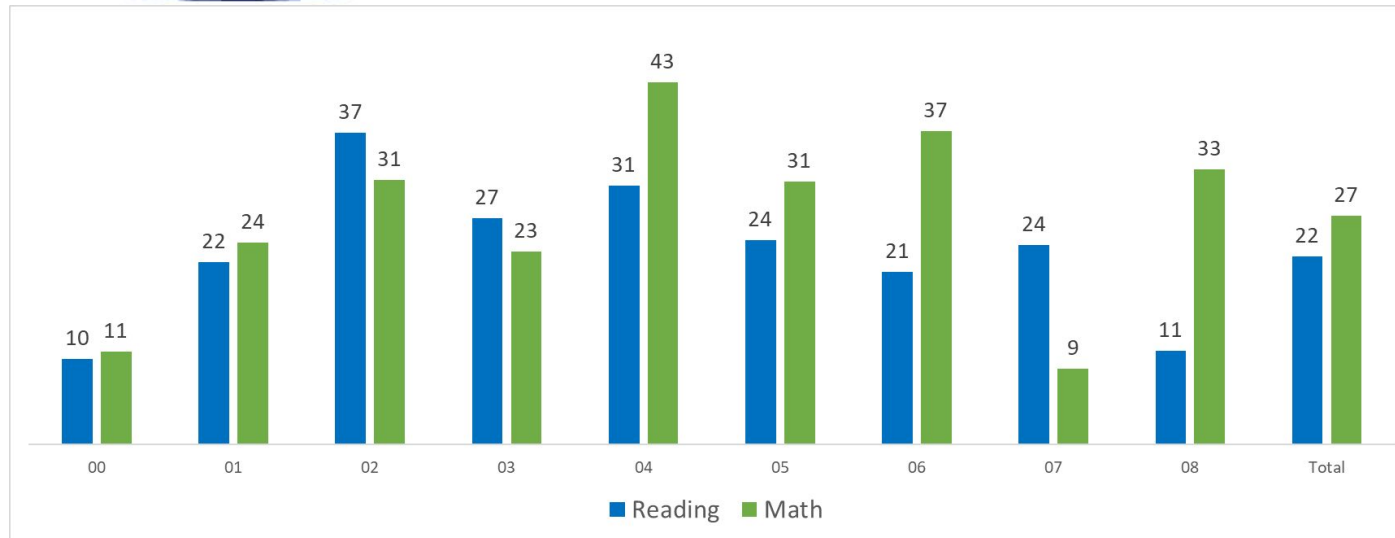
- **Overall,** the average year-to-date minutes 22 for reading and 27 for math
- 4th grade has the highest combined average minutes, followed by second grade

i-Ready Pathway Data- Avg Minutes
Reading
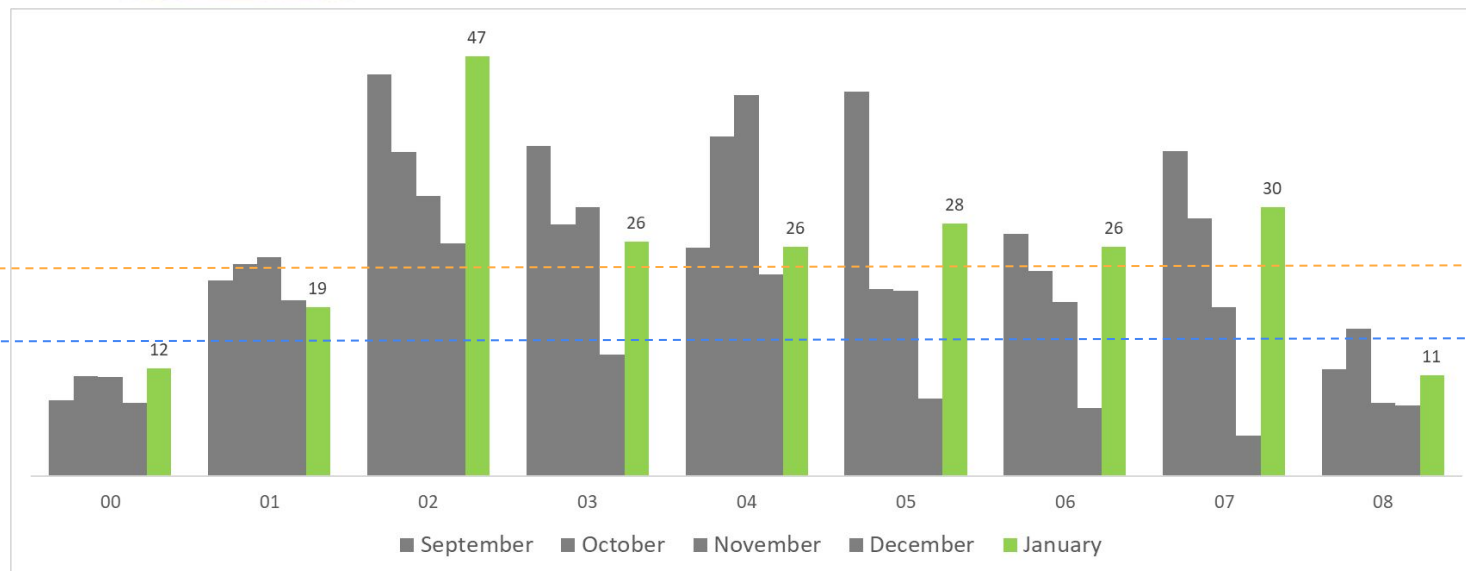
i-Ready recommends 15 minutes per week per subject on personalized lessons (blue line)

- For Hamilton, **22 minutes** were spent on average in i-Ready **Reading (orange line)**
- In the latest month available, all grade levels met the 15 minutes per week average except Kindergarten and 8th grade

i-Ready Pathway Data- % Correct
Reading
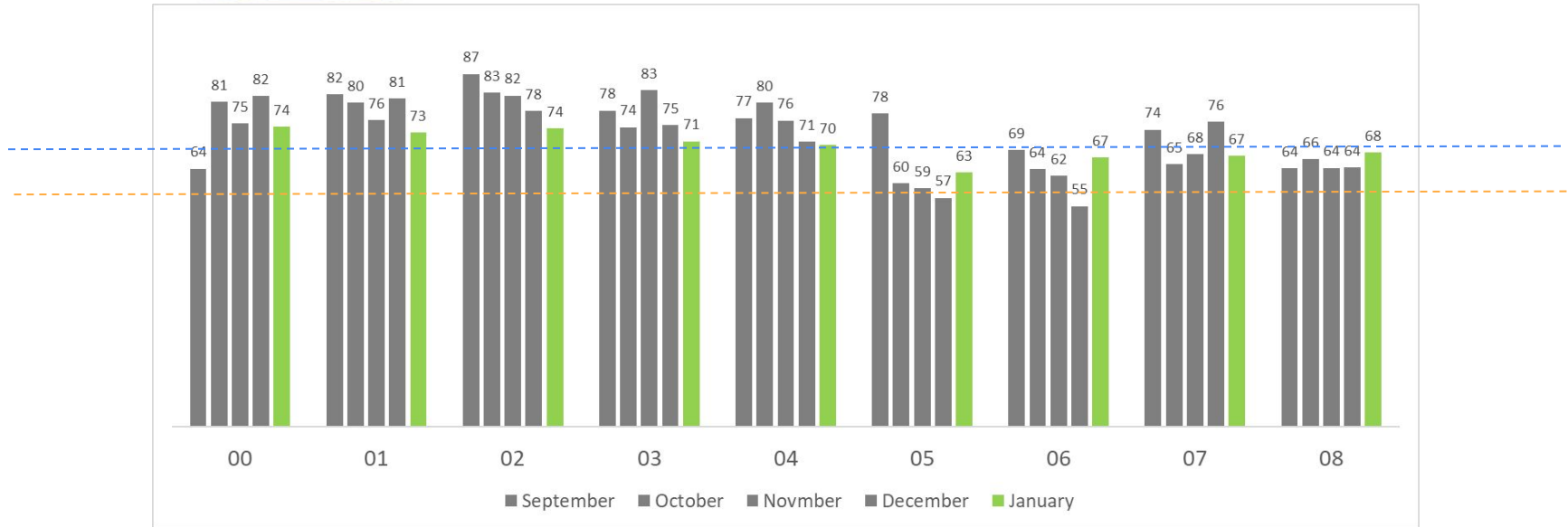
i-Ready recommends 70% for passing lessons (blue line)

- For Hamilton, **average was 73%**
- In the latest month available, Kinder through 4th met this recommendation
- 8th grade has been challenged every month to meet the 70% passing

i-Ready Pathway Data- Avg Minutes
Math
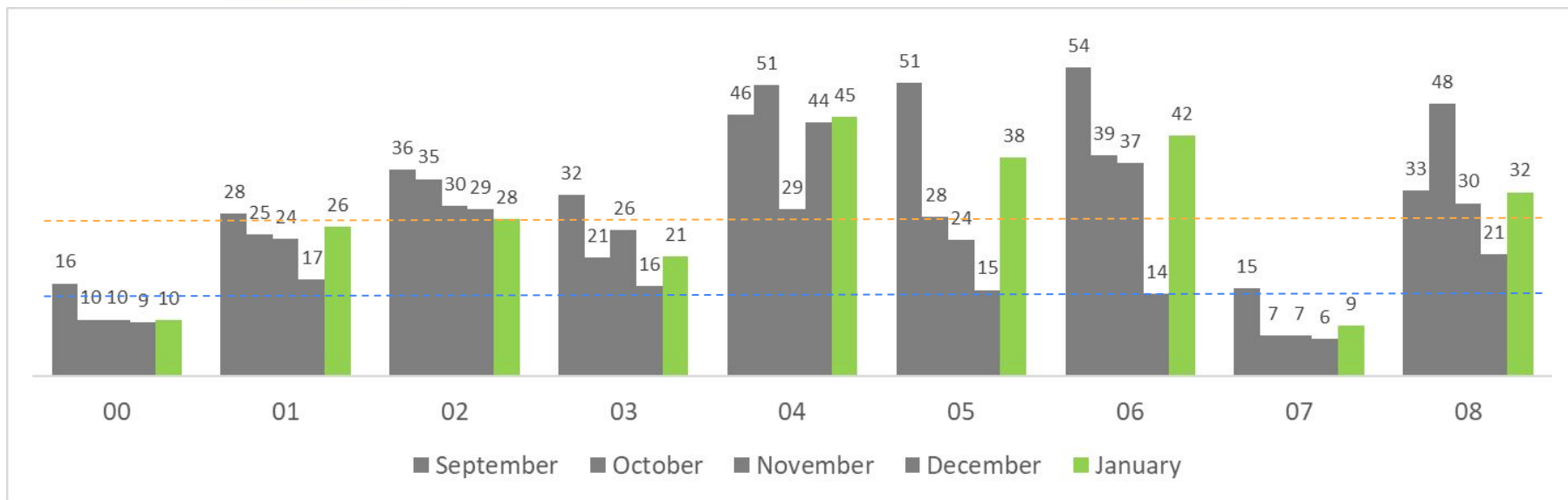
i-Ready recommends 15 minutes per week per subject on personalized lessons (blue line)

- For Hamilton, **27 minutes** were spent on average in i-Ready **Math (orange dashed line)**
- Kinder and 7th were the only grade levels below the recommended 15 minutes per week

i-Ready Pathway Data- % Correct
Math

| | September | October | November | December | January |
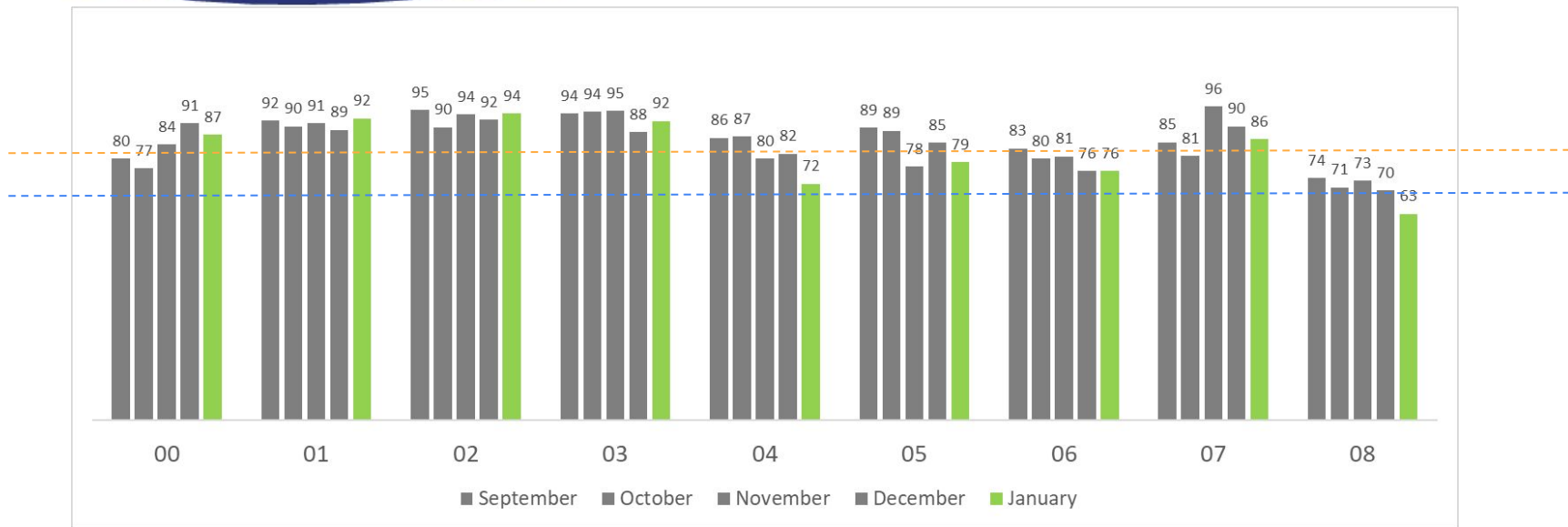
i-Ready recommends 70% for passing lessons (blue line)

- For Hamilton, **average was 84%**
- In the latest month available, all grades met the 70% recommended passage rate on average with the exception of 8th grade

By Grade Level Reading

Kindergarten
ELA

Key Metrics

- **i-Ready 49%** on grade level reading (+9% gap to the district)
- **English Learners:**
  - 20 students took the Initial ELPAC
  - 14 tested at the lowest level in ELPAC (Level 1)
  - 26 total English Learners in Kinder (+1 RFEP)
- **Curriculum Engagement:**
  - Benchmark: High (slide 33)
  - i-Ready Reading Pathway: Below Target (slide 41)

Strengths

- All i-Ready domains have a **higher** percent on grade level than the district
- Strong **increase** of students knowing their **upper** and **lowercase** letters from fall to winter (CORE)
- Significantly higher percent correct in **Reading Literature** (Benchmark)

Opportunities

- **High-Frequency Words** were the lowest percent on grade level (i-Ready)
- **Reading Information Text** had a 5% correct gap to district (Benchmark)

2023-24 Kinder i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	40%	51%	42%	31%	37%	48%	45%
School	49%	64%	57%	44%	48%	56%	52%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	3.7%	14.8%	14.3%
D2	43.9%	50.7%	49.2%
D3	76.2%	76.8%	

Phonics

	A			B			C			D			E		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S

A: 56% / 24%, 31% / 10%, 14% / 67%
B: 75% / 27%, 17% / 32%, 8% / 41%
C: 95% / 35%, 30%, 35%
D: 100% / 57%, 24%, 19%
E: 100% / 68%, 17%, 14%

Benchmark Standards   % Correct   Gap to District

- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature

% Correct: 72, 83, 50, 80

Gap to District: 0, -2, -5, 14

1st Grade
ELA

Key Metrics

- **i-Ready 8%** on grade level reading (15% gap to the district)
- **English Learners:**
  - 1 student took the Initial ELPAC
  - 12 total English Learners in Kinder (+6 RFEP)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 33)
  - i-Ready Pathways: On Target (slide 41)

Strengths

- **Letter recognition and sounds** (Phonics areas A - E) are higher than the district (CORE)
- **High-Frequency Words** has the highest percent on grade level
- Reading Information
- Growth in students making grade level on **SIPPS** from 53% to 82%

Opportunities

- **Percent of students on grade** decreased versus prior year
- **Blending sounds** (areas F - I) are very low (CORE)
- **Writing** has a 30% gap to the district (Benchmark)
- **Vocabulary** has a 12% gap to the district (i-Ready)

District | School

2023-24 First Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	23%	32%	28%	38%	22%	28%	25%
School	8%	28%	17%	30%	10%	15%	20%

SIPPS: 82% / 53% / 25 / 40

Phonics / **Phonological Awareness** / **HFW**

Benchmark Standards

% Correct: 42, 65, 59, 50, 20

Gap to District: 3, -15, -7, -17, -30

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing
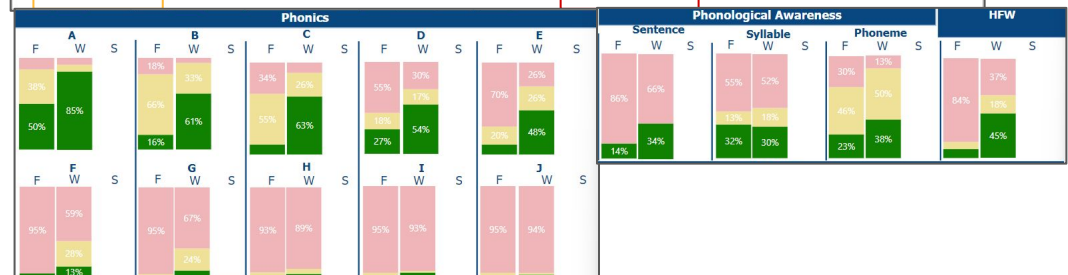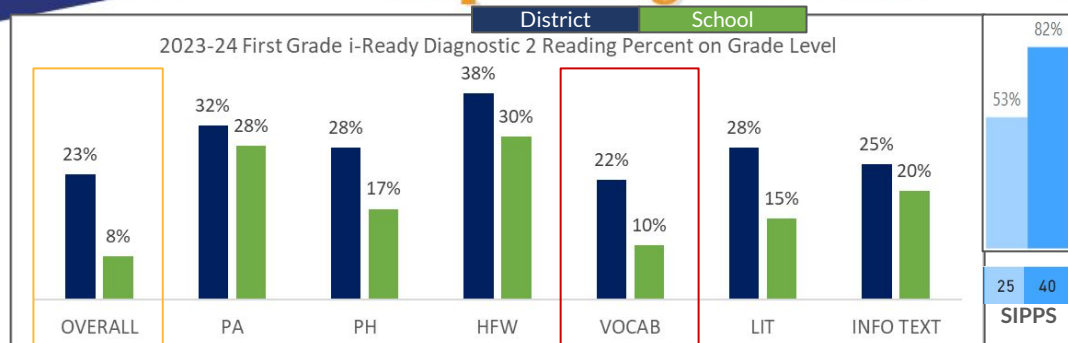
Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	4.7%	7.9%	6.2%
D2	12.3%	20.6%	8.3%
D3	27.3%	36.9%	
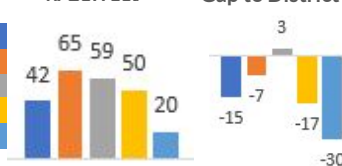
Reading **% 1 GL Below**	2021-22	2022-23	**2023-24**
D1	68.8%	68.3%	75.4%
D2	75.4%	76.2%	86.7%
D3	60.6%	61.5%	

2nd Grade
ELA

Key Metrics

- **i-Ready 29%** on grade level reading (14% gap to district)
- English Learners
  - **No new** English Learners tested this year
  - 20 English Learners (+5 RFEP)
- **Curriculum Engagement:**
  - Benchmark: High (slide 33)
  - Ready Math: High (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths

- Students are showing a higher percent correct on standards to the district (Benchmark)
- An increase of 6% of students have moved to grade level from Diagnostic 1 to Diagnostic 2

Opportunities

- All domains have a gap to the district for percent of students on grade level on **i-Ready**
- **Phonics** has the largest gap to the district with only 12% of students on grade level
- Percent on grade level is lower than last year
- Percent of students 2+ below is higher than last year
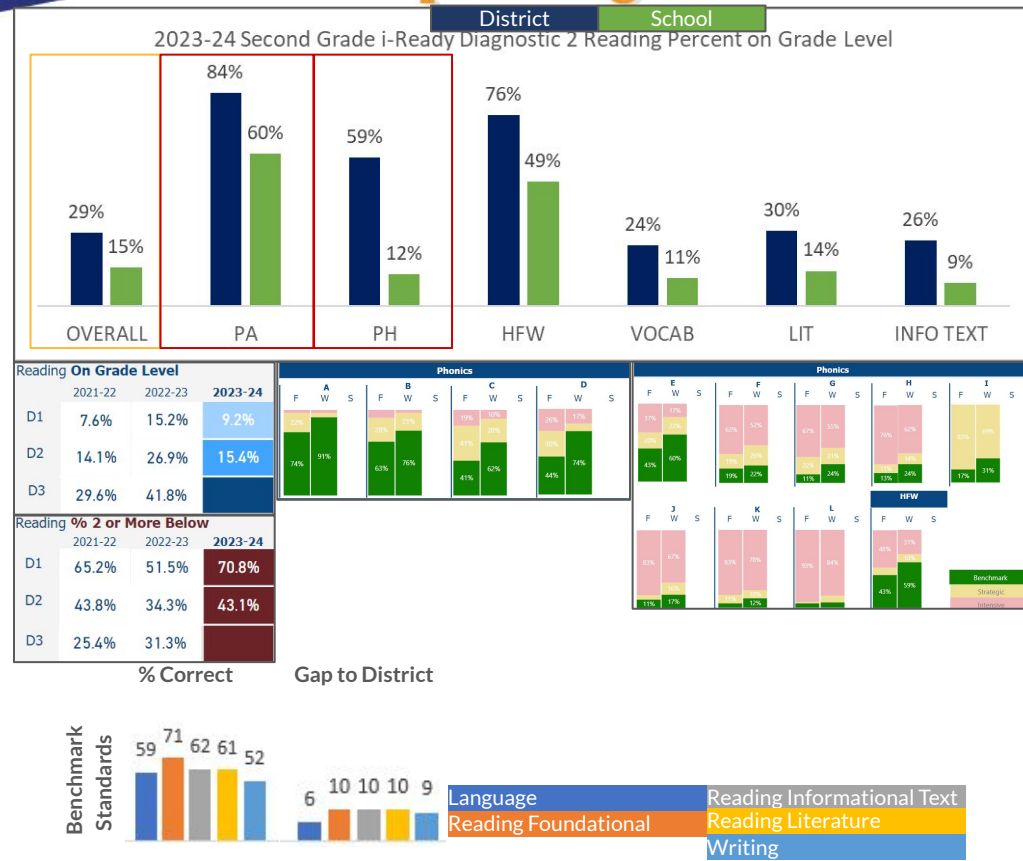
2023-24 Second Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

3rd Grade
ELA

Empowering with data.

| District | School |

Key Metrics
- **i-Ready 27%** on grade level reading (8% gap to district)
- English Learners
  - 1 student took the Initial ELPAC (received a 1)
  - 30 English Learners (+4 RFEP students)
- **Curriculum Engagement:**
  - Benchmark: Some(slide 33)
  - Ready Math: Some (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths
- Higher percent correct for **writing** than the district (Benchmark)
- **Increase** percent on grade level from prior year (+6%, i-Ready)

Opportunities
- **Vocabulary** had the highest gap to district for percent on grade level (i-Ready)

2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	35%	0%	45%	78%	31%	33%	28%
School	27%	0%	39%	70%	20%	27%	23%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	10.4%	18.6%	15.4%
D2	20.6%	20.6%	26.6%
D3	24.3%	31.5%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	77.6%	64.3%	55.4%
D2	66.2%	51.5%	53.1%
D3	55.7%	50.7%	

Benchmark Standards

% Correct

Gap to District

- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

% Correct: 62, 62, 41, 43, 82

Gap to District: 15, 3, 0, -2, 32

4th Grade
ELA

Key Metrics

- **i-Ready 7%** on grade level reading (11% gap to district)
- English Learners
  - 2 students took the Initial ELPAC (both Level 1)
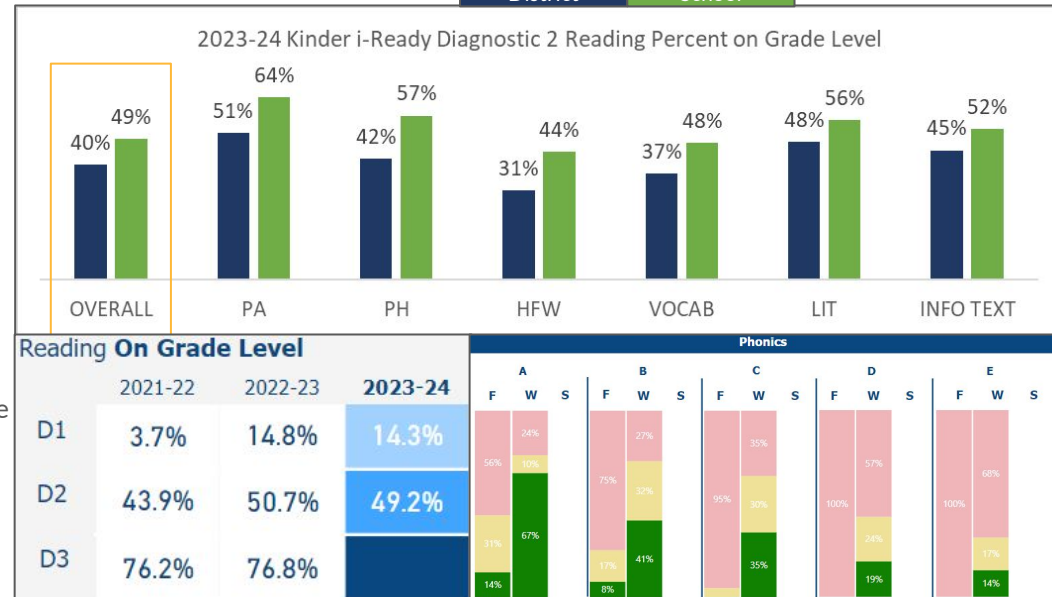 - 27 English Learners (+6 RFEP)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 33)
  - Ready Math: Some (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths

- **Percent of students on grade level** slightly increased versus last year (i-Ready)
- **Reading Literature and Reading Foundational Skill** have a higher percent correct than the district (Benchmark)

Opportunities

- Percent correct was 25% for **Writing** on Benchmark, a 15% gap to the district
- Writing had no students above standard and only 33% near standard on CAASPP (3rd grade last year)

2023-24 Fourth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

Reading **On Grade Level**	2021-22	2022-23	**2023-24**
D1	6.1%	5.6%	4.5%
D2	10.4%	5.6%	6.6%
D3	14.3%	5.6%	

Reading **% 2 or More Below**	2021-22	2022-23	**2023-24**
D1	68.2%	64.8%	59.1%
D2	50.7%	61.1%	63.9%
D3	42.9%	54.9%	

Benchmark Standards   % Correct   Gap to District

(prior year 3rd grade)

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	5%	0%	4%	1%
Near Standard	40%	33%	63%	42%
Below Standard	55%	67%	33%	56%

5th Grade
ELA

Key Metrics
- **i-Ready 3%** on grade level reading (16% gap to district)
- English Learners
  - **No new** English Learners tested this year
  - 27 English Learners (+7 RFEP)
- **Curriculum Engagement:**
  - Benchmark: None (slide 33)
  - Ready Math: None (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths
- Listening had the highest near standard in CAASPP (64%, 4th Grade last year)

Opportunities
- **Writing** has the highest percent below standard in CAASPP (81%, 4th Grade last year)

District	School

2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	19%	0%	69%	92%	17%	26%	21%
School	3%		45%	82%	10%	5%	7%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	6.2%	7.1%	
D2	12.6%	9.9%	3.3%
D3	14.6%	12.0%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	72.8%	71.4%	90.2%
D2	62.1%	65.4%	85.0%
D3	59.6%	66.3%	

(prior year 4th grade)

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	1%	0%	1%	1%
Near Standard	43%	19%	64%	54%
Below Standard	56%	81%	34%	44%

Benchmark Standards   % Correct   Gap to District

Language	
Reading Foundational	
Reading Informational Text	
Reading Literature	
Writing	

38 46 29 31

-10 -12 -14 -14

Key Metrics
- **i-Ready 8%** on grade level reading (14% gap to district)
- English Learners
  - 2 students took the Initial ELPAC (both Level 1)
  - 20 English Learners (+16 RFEP)
- **Curriculum Engagement:**
  - Benchmark: None (slide 33)
  - Ready Math: None (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths
- Listening had the highest percent near standard on CAASPP at 38% (5th grade last year)

Opportunities
- **Writing** had the highest below standard on CAASPP at 67% (5th grade last year)

District | School

2023-24 Sixth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	22%	0%	80%	95%	19%	26%	23%
School	8%	0%	70%	94%	8%	14%	13%

Reading On Grade Level

	2021-22	2022-23	2023-24
D1	5.8%	11.4%	7.4%
D2	10.6%	10.4%	7.8%
D3	15.6%	15.2%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	87.2%	75.0%	72.1%
D2	75.3%	64.9%	75.0%
D3	66.7%	59.5%	

(prior year 5th grade)

CAASPP ELA Areas	Reading	Writing	Listening	Research / Inquiry
Above Standard	5%	1%	2%	4%
Near Standard	51%	32%	60%	40%
Below Standard	44%	67%	38%	56%

Benchmark Standards   % Correct   Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

7th Grade
ELA

Key Metrics
- **i-Ready 18%** on grade level reading (7% gap to district)
- English Learners
  - 1 students took the Initial ELPAC (Level 1)
  - 14 English Learners (+21 RFEP)
- **Curriculum Engagement:**
  - Ready Math: None (slide 37)
  - i-Ready Pathways: On Target (slide 41)

Strengths
- **Percent of students on grade level** increased from prior year (+5.5%); Percent of 2+ below decreased
- **Listening** had the highest percent near standard on CAASPP at 38% (7th grade last year)

Opportunities
- **Writing** had the highest below standard on CAASPP at 67% (5th grade last year)
- **Informational Text** had the highest gap to the district for percent on grade level (i-Ready) at 13%

2023-24 Seventh Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	District	School
OVERALL	25%	18%
PA	0%	
PH	85%	79%
HFW	96%	95%
VOCAB	24%	28%
LIT	29%	23%
INFO TEXT	26%	13%
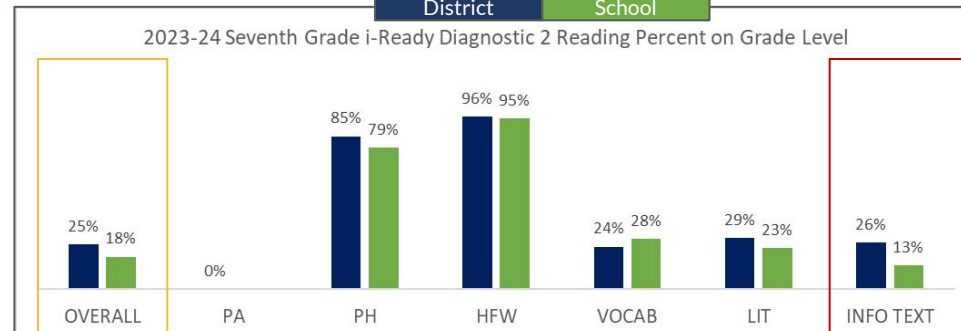
Reading On Grade Level

	2021-22	2022-23	2023-24
D1	13.2%	11.0%	20.0%
D2	11.0%	11.5%	18.0%
D3	9.2%	20.2%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	73.7%	79.1%	69.2%
D2	73.2%	70.1%	63.9%
D3	67.8%	70.8%	
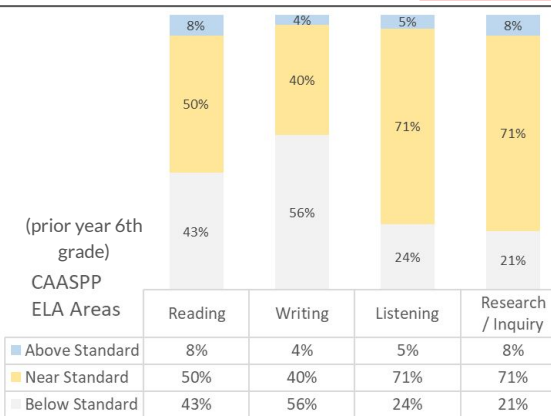
(prior year 6th grade) CAASPP ELA Areas

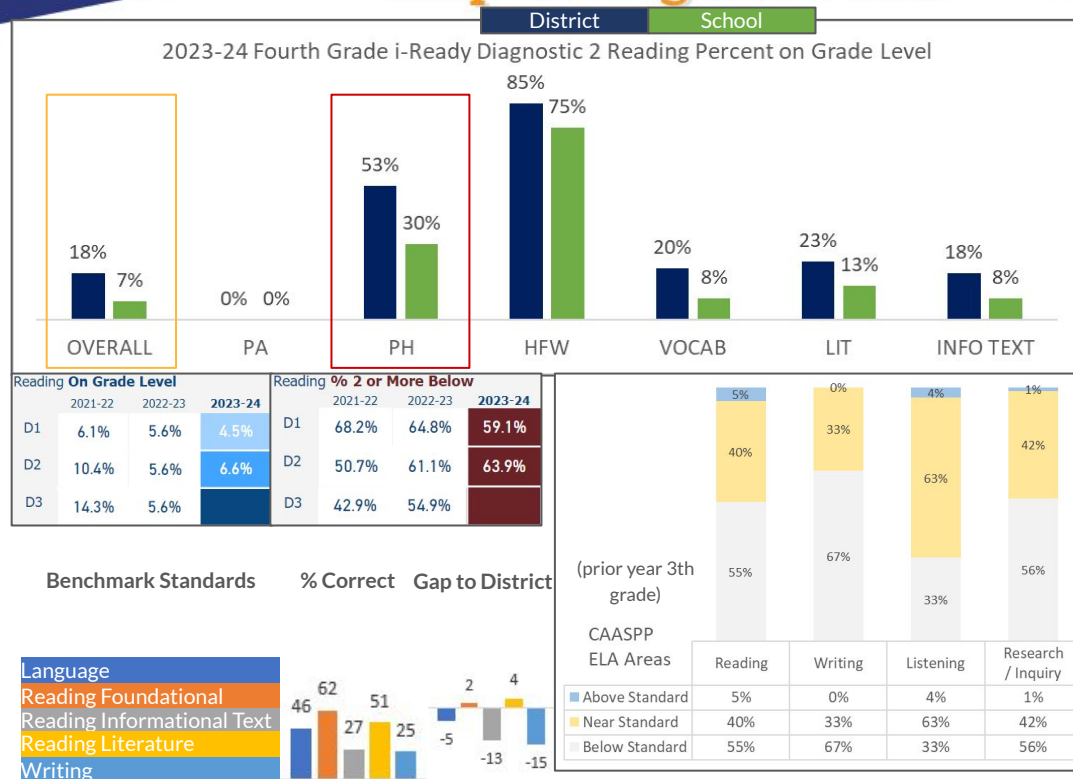|	Reading	Writing	Listening	Research / Inquiry
Above Standard	8%	4%	5%	8%
Near Standard	50%	40%	71%	71%
Below Standard	43%	56%	24%	21%

8th Grade
ELA

Key Metrics
- **i-Ready 22%** on grade level reading (4% gap to district)
- English Learners
  - 3 students took the Initial ELPAC (all Level 1)
  - 23 English Learners (+27 RFEP)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 37)
  - i-Ready Pathways: Below target (slide 41)

Strengths
- **Percent of students on grade level** increased from prior year (+7%); Percent of 2+ below decreased
- **Listening** had the highest percent near standard on CAASPP at 66% (7th grade last year)

Opportunities
- **Writing** had the highest below standard on CAASPP at 75% (7th grade last year)
- **Vocabulary** had the lowest percent on grade level (i-Ready) at 18%

2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

	OVERALL	PA	PH	HFW	VOCAB	LIT	INFO TEXT
District	26%	0%	90%	97%	26%	31%	29%
School	22%		81%	95%	18%	22%	22%
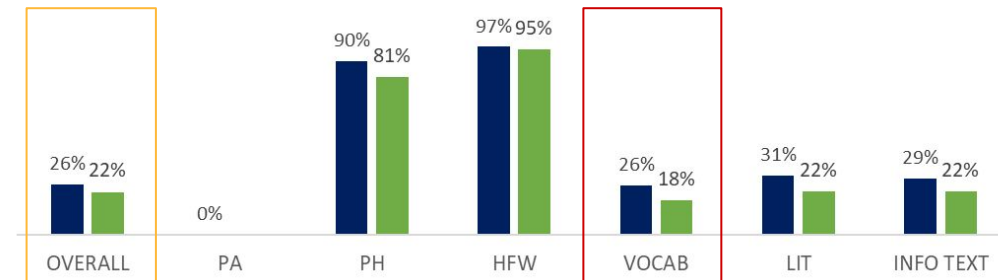
Reading On Grade Level

	2021-22	2022-23	2023-24
D1	16.1%	8.3%	15.7%
D2	28.4%	15.7%	22.4%
D3	28.9%	18.7%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	69.0%	76.0%	75.3%
D2	58.0%	73.0%	68.2%
D3	64.4%	64.8%	

(prior year 7th grade)

CAASPP ELA Areas

	Reading	Writing	Listening	Research / Inquiry
Above Standard	1%	1%	1%	5%
Near Standard	55%	24%	66%	52%
Below Standard	44%	75%	33%	43%
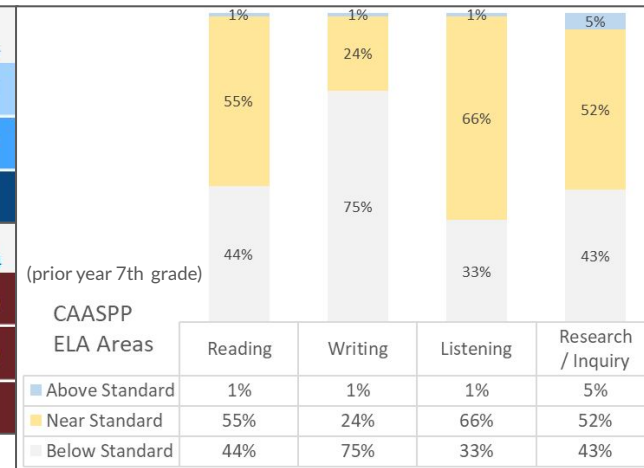
By Grade Level Math

Kindergarten
Math

Key Metrics
- **i-Ready 35%** on grade level reading (+10% gap to district)
- **Curriculum Engagement:**
  - Ready Math: High Engagement (slide 37)
  - i-Ready Math Pathway (minutes): Below target (slide 41)
- Average 75% Percent correct on Ready Math Unit Assessments

Strengths
- **Percent of students on grade level** increased from prior year (+7%); Percent of 2+ below decreased
- **Geometry** had the largest increase on grade level from prior year at +9%
- Average percent correct on **Ready Math** was higher than the district

Opportunities
- **Algebra & Algebraic Thinking** are on par with the district, but is the lowest percent on grade level domain

District | School

2023-24 Kindergarten i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	25%	23%	25%	24%	37%
School	35%	27%	25%	30%	46%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	5.2%	9.8%	9.7%
D2	36.2%	29.4%	34.9%
D3	67.7%	62.3%	

Ready Math Average Percent Correct

District | Hamilton

	Unit 1	Unit 2	Unit 3	Mid Unit 4	Average Score
District	78	48	72	76	69
Hamilton	86	77	65	77	75

1st Grade
Math

Empowering with data.

Key Metrics
- **i-Ready 12%** on grade level reading (2% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some Engagement (slide 37)
  - i-Ready Math Pathway (minutes): Met target (slide 41)
- Average of 54% correct on Ready Math Unit Assessments

Strengths
- Percent of students on grade level has increased 10% from the beginning of the year (1.5% to 12.1%)

Opportunities
- Percent on Grade Level decreased versus prior year (nearly 6%)

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	14%	12%
NUMBERS & OPERATIONS	20%	14%
ALGEBRA	35%	29%
MEASUREMENT & DATA	13%	12%
GEOMETRY	18%	14%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	(Blank)	3.1%	1.5%
D2	10.8%	17.7%	12.1%
D3	36.4%	21.9%	

Ready Math Average Percent Correct

	District	Hamilton
Mid Unit 1	65	54
Unit 1	67	55
Average Score	66	54
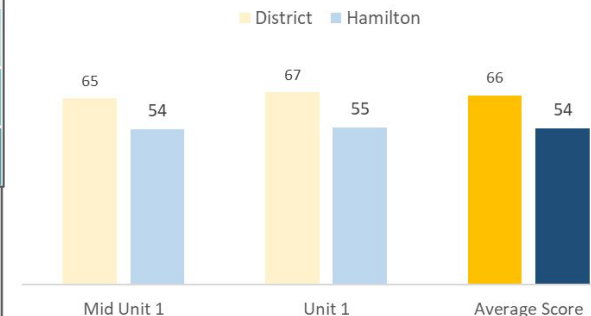
2nd Grade
Math

Key Metrics
- **i-Ready 14%** on grade level reading (same as district)
- **Curriculum Engagement:**
  - Ready Math: High Engagement (slide 37)
  - i-Ready Math Pathway (minutes): On target (slide 41)
- 55% Percent correct on Ready Math Unit Assessments

Strengths
- **Algebra & Algebraic Thinking** was the highest percent on grade level domain
- Percent correct on Ready Math assessments has increased from Mid-Unit 2 to Mid-Unit 3

Opportunities
- **Percent on grade level** has decreased versus prior year
- **Geometry** had the lower percent on grade level
- Average percent correct on **Ready Math Unit assessments** is 4% lower than district

2023-24 Second Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	14%	14%
NUMBERS & OPERATIONS	25%	19%
ALGEBRA	24%	23%
MEASUREMENT & DATA	18%	15%
GEOMETRY	18%	14%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	2.9%	4.5%	1.5%
D2	14.9%	17.9%	13.8%
D3	32.4%	35.8%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	54.4%	47.8%	69.7%
D2	28.4%	35.8%	40.0%
D3	14.1%	25.4%	

Ready Math Average Percent Correct

	Mid Unit 1	Unit 1	Mid Unit 2	Unit 2	Mid Unit 3	Average Score
District	65	52	34	45	55	59
Hamilton	56	55	43	54	62	55

3rd Grade
Math

Key Metrics
- **i-Ready 18%** on grade level reading (+4% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 37)
  - i-Ready Math Pathway (minutes): On target (slide 41)
- 65% Percent correct on Ready Math Unit Assessments

Strengths
- **Percent on grade level** is higher than the district and had a 10% increase from prior year
- **Average percent correct** is 65%, 14% higher than the district
- **All domains** except Geometry have a higher percent on grade level than the district

Opportunities
- **Geometry** has the lower percent on grade level at 6% and is 5% lower than the district

District | School

2023-24 Third Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	14%	23%	28%	22%	11%
School	18%	23%	31%	23%	6%
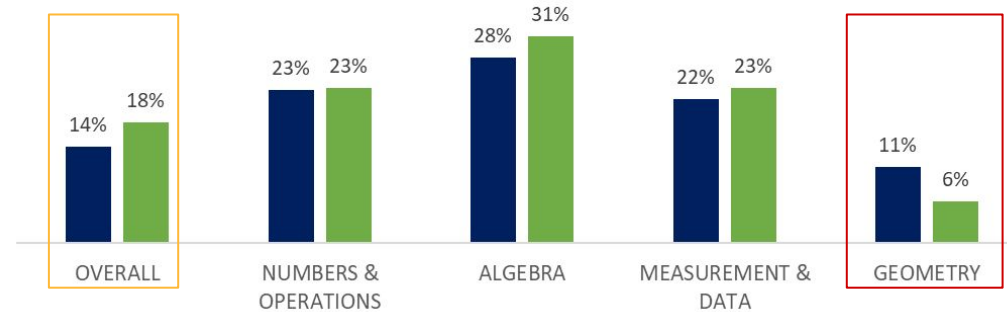
Math On Grade Level

	2021-22	2022-23	2023-24
D1	(Blank)	6.9%	3.0%
D2	2.9%	8.5%	18.5%
D3	14.3%	26.0%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	71.6%	58.3%	59.7%
D2	44.1%	36.6%	43.1%
D3	38.6%	24.7%	

Ready Math Average Percent Correct

District | Hamilton

	Unit 1	Mid Unit 2	Unit 2	Unit 3	Average Score
District	46	53	51	55	51
Hamilton	56	86	58	58	65

Research and Accountability Department
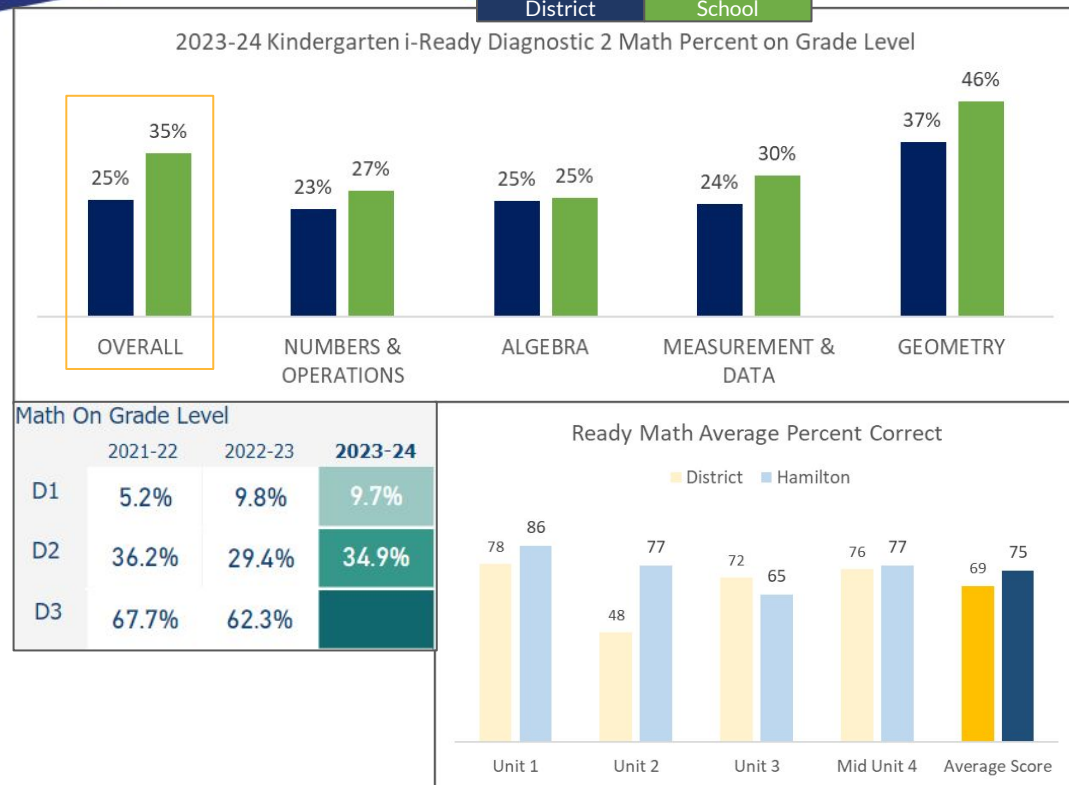
Empowering with data.

Key Metrics
- **i-Ready 10%** on grade level reading (6% gap to district)
- **Curriculum Engagement:**
  - Ready Math: High Engagement (slide 37)
  - i-Ready Math Pathway (minutes): On target (slide 41)
- 34% Percent correct on Ready Math Unit Assessments

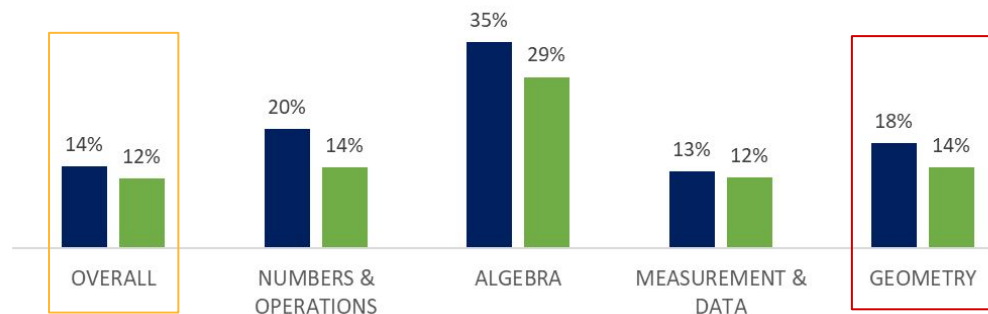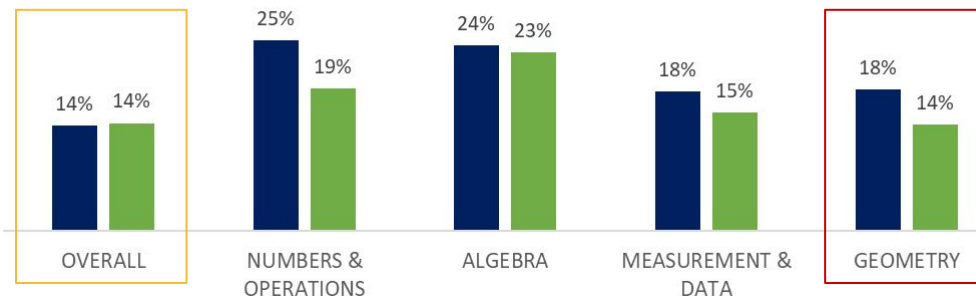**Strengths**
- **Percent of students on grade level** increased from prior year (+5%); Percent of students 2+ below decreased 3% from prior year and 4

Opportunities
- Average percent correct on Ready Math assessments was lower than the district
- All i-Ready domains percent on grade level were lower than the district

District	School

2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level
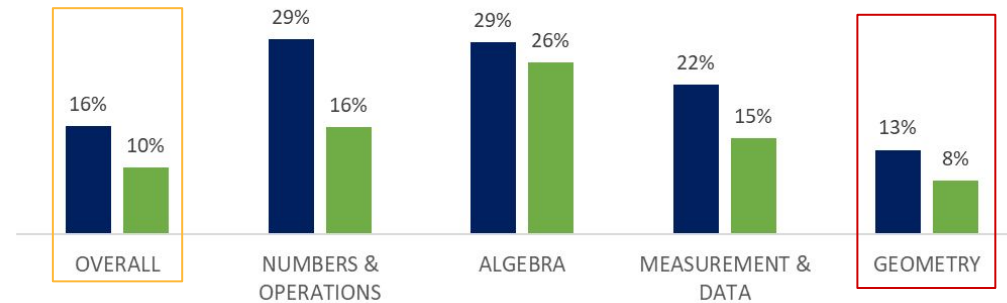
	OVERALL	NUMBERS & OPERATIONS	ALGEBRA	MEASUREMENT & DATA	GEOMETRY
District	16%	29%	29%	22%	13%
School	10%	16%	26%	15%	8%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	2.9%	2.7%	6.0%
D2	4.5%	4.2%	9.7%
D3	15.6%	11.3%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	75.0%	68.9%	52.2%
D2	60.6%	51.4%	48.4%
D3	50.0%	47.9%	

Ready Math Average Percent Correct

	District	Hamilton
Unit 1	43	41
Mid Unit 2	44	39
Unit 2	35	28
Mid Unit 4	47	26
Average Score	42	34
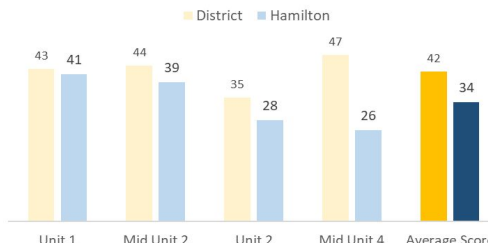
CAASPP Math Areas (prior year 3rd grade)

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	8%	4%	5%
Near Standard	41%	41%	53%
Below Standard	51%	55%	41%

5th Grade
Math

Key Metrics
- **i-Ready 2%** on grade level reading (15% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 37)
  - i-Ready Math Pathway (minutes): Below target (slide 41)
- 34% Percent correct on Ready Math Unit 1 Assessment (only unit assessment administered)

Strengths
- **Communicating & Reasoning** has the highest "near" standard in CAASPP (5th grade last year)

Opportunities
- **73% of students** are 2+ below grade level (i-Ready Diagnostic 2)

2023-24 Fifth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	17%	2%
NUMBERS & OPERATIONS	23%	8%
ALGEBRA	21%	8%
MEASUREMENT & DATA	26%	8%
GEOMETRY	14%	3%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	4.8%	4.8%	3.2%
D2	10.3%	8.5%	1.6%
D3	22.5%	17.9%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	69.0%	75.0%	71.4%
D2	50.6%	51.2%	72.6%
D3	46.1%	54.8%	

Ready Math Average Percent Correct

District 48 — Hamilton 34 (Unit 1)

CAASPP Math Areas (prior year 4th grade)

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	3%	3%	1%
Near Standard	21%	29%	46%
Below Standard	76%	69%	53%

6th Grade
Math

Key Metrics
- **i-Ready 6%** on grade level reading (15% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 37)
  - i-Ready Math Pathway (minutes): On target (slide 41)
- No Ready Math Data available

Strengths
- **Communicating & Reasoning** has the highest "near" standard in CAASPP (5th grade last year)

Opportunities
- Percent on grade level decreased from prior year

2023-24 Sixth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	21%	6%
NUMBERS & OPERATIONS	22%	14%
ALGEBRA	25%	8%
MEASUREMENT & DATA	25%	14%
GEOMETRY	19%	6%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	3.4%	9.1%	5.8%
D2	10.7%	20.2%	6.1%
D3	12.2%	30.0%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	78.7%	59.7%	75.4%
D2	60.7%	51.2%	66.7%
D3	53.3%	41.3%	

CAASPP Math Areas (prior year 5th grade)

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	1%	0%	0%
Near Standard	20%	32%	42%
Below Standard	79%	68%	58%

7th Grade
Math

Key Metrics
- **i-Ready 22%** on grade level reading (+5% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 37) (no data available)
  - i-Ready Math Pathway (minutes): Below target (slide 41)
- No Ready Math Unit Assessments Available

Strengths
- **Percent of students on grade level** increased from prior year (+18%); Increased from the beginning of the year (+8%)
- 3 of the 4 domains have a **higher percent on grade level** than the district, with the highest being Measurement & Data

Opportunities
- **Geometry** has the lowest percent on grade level and is lower than the district
- **Concepts & Procedures** has the highest percent below standard (CAASPP, 6th grade last year)

	District	School

2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level

	District	School
OVERALL	17%	22%
NUMBERS & OPERATIONS	22%	25%
ALGEBRA	21%	25%
MEASUREMENT & DATA	25%	35%
GEOMETRY	14%	12%

Math On Grade Level

	2021-22	2022-23	2023-24
D1	4.9%	2.2%	13.2%
D2	9.9%	3.7%	21.7%
D3	16.7%	5.6%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	69.1%	80.2%	54.4%
D2	69.1%	74.1%	51.7%
D3	60.0%	73.3%	

CAASPP Math Areas (prior year 6th grade)

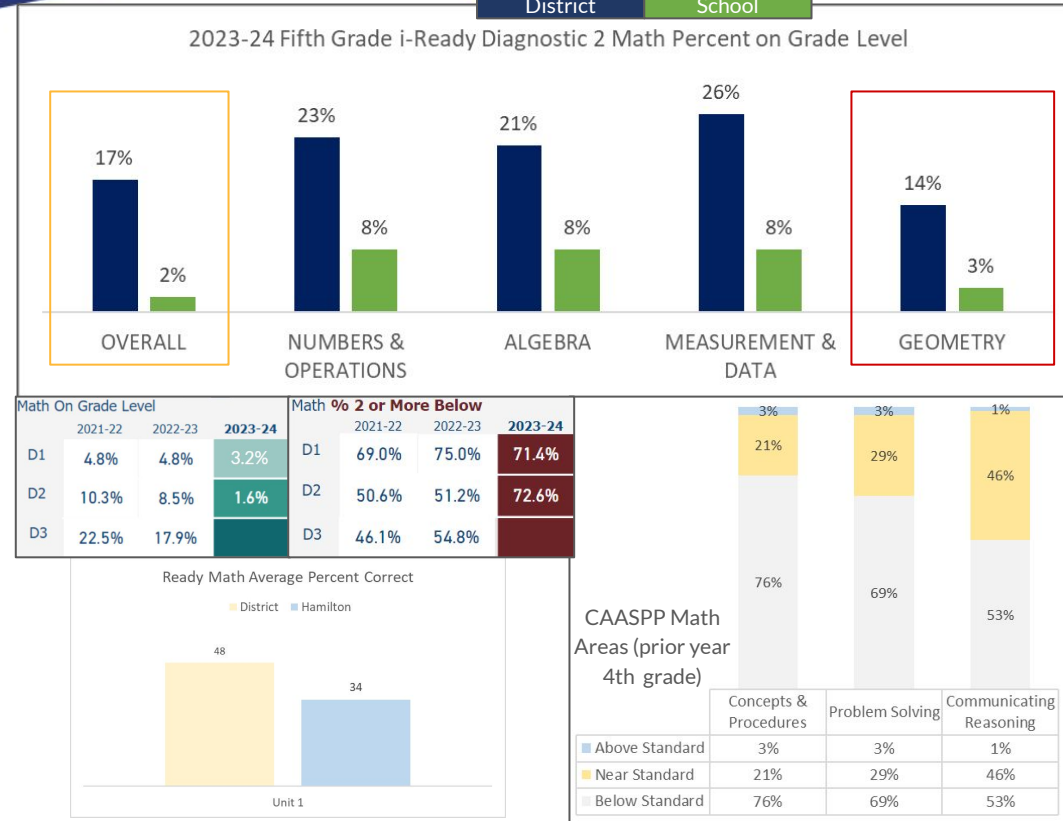|	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	3%	5%	5%
Near Standard	39%	43%	53%
Below Standard	59%	53%	43%
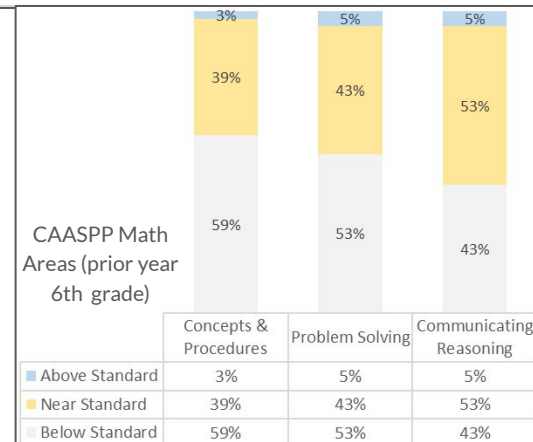
8th Grade
Math

Key Metrics
- **i-Ready 10%** on grade level reading (6% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 37)
  - i-Ready Math Pathway (minutes): Below target (slide 41)
- Average 41% Percent correct on Ready Math Unit Assessments

Strengths
- **Measurement & Data** was the highest domain on i-Ready at 17% on grade level
- **2+ below decreased** from prior year (-4%)

Opportunities
- **Ready Math Unit** assessment average correct was lower than the district average
- **Concepts & Procedures** has the highest below standard at 84% (CAASPP, last year 7th grade)

District | School

2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

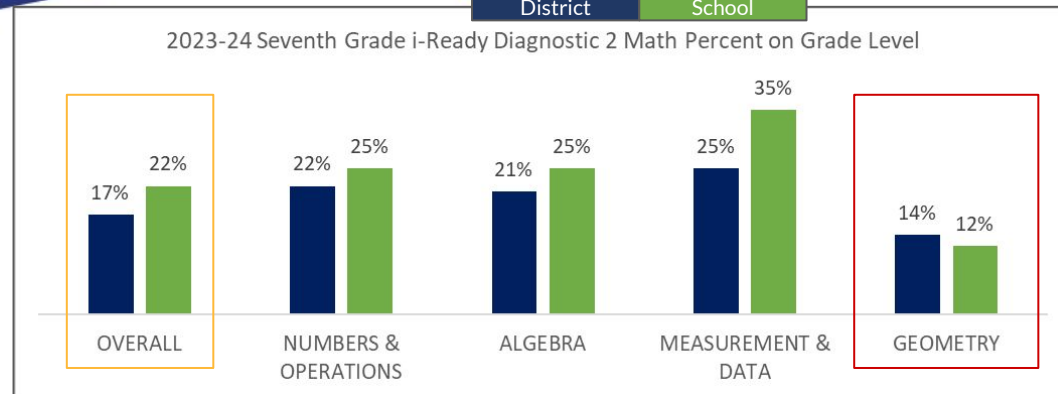|	District	School
OVERALL	16%	10%
NUMBERS & OPERATIONS	20%	14%
ALGEBRA	19%	9%
MEASUREMENT & DATA	25%	17%
GEOMETRY	19%	13%
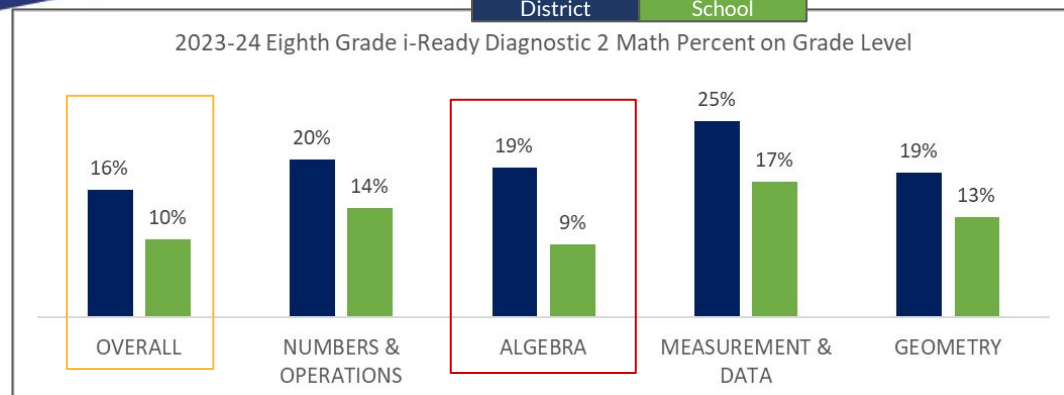
Math On Grade Level

	2021-22	2022-23	2023-24
D1	6.5%	7.3%	5.6%
D2	14.6%	13.2%	10.5%
D3	15.1%	13.5%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	68.5%	71.9%	75.6%
D2	62.9%	72.5%	68.6%
D3	67.7%	67.7%	

Ready Math Average Percent Correct

District | Hamilton

	District	Hamilton
Unit 1	63	66
Unit 2	33	24
Mid Unit 4	55	34
Average Score	50	41

CAASPP Math Areas (prior year 7th grade)

	Concepts & Procedures	Problem Solving	Communicating Reasoning
Above Standard	1%	0%	0%
Near Standard	15%	35%	43%
Below Standard	84%	65%	57%
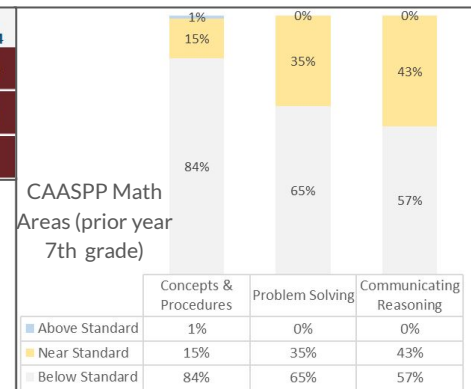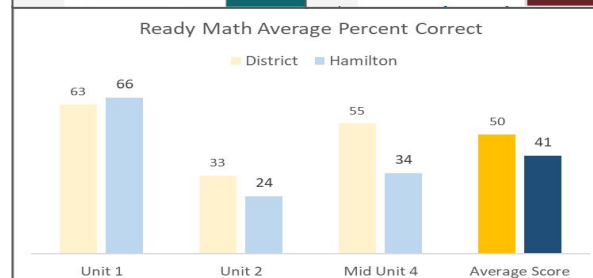
Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	[American Council on Education](#) (Outside CDE Source)
ACSA	[Association of California School Administrators](#) (Outside CDE Source)
ACT	[American College Testing](#) (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	[Audits and Investigations Division](#) – CDE
AIECE	[American Indian Early Childhood Education](#)
AMARD	[Analysis, Measurement, and Accountability Reporting Division](#) – CDE
AP	[Advanced Placement](#)
API	[Academic Performance Index](#)
ARP	[American Rescue Plan Act of 2021 (Stimulus 3)](#)
APR	[Accountability Progress Reporting](#)
ATSI	[Additional Targeted Support and Improvement](#)
AVID	[Advancement Via Individual Determination](#)

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	[California Association of Administrators of State and Federal Education Programs](#) (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	[California Association of Bilingual Education](#) (Outside CDE Source)
CALPADS	[California Longitudinal Pupil Achievement Data System](#)
CalSTRS	[California State Teachers' Retirement System](#) (Outside CDE Source)
CalWORKS	[California Work Opportunity and Responsibility to Kids](#)

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	[Multilingual Support Division](#) – CDE
MTSS	[Multi-tiered System of Support](#) (Outside CDE Source)

N

Acronym	Description
NBCT	[National Board Certified Teacher](#)
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	[National Education Association](#) (Outside CDE Source)
NGSS	[Next Generation Science Standards](#) (Outside CDE Source)
NPS	Non-Public School
NSBA	[National School Boards Association](#) (Outside CDE Source)
NSD	[Nutrition Services Division](#) – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	[Office of the Secretary of Education](#) (Outside CDE Source)
OSHA	[Occupational Safety and Health Administration](#) (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	[Physical Fitness Testing](#)
PSAT	[Preliminary Scholastic Achievement Test](#) (Outside CDE Source)
PTA	[Parent Teacher Association (State)](#) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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