

Hamilton Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Ulises Tellechea
Email Address	utellechea@hudschools.org
School Website	https://www.hudschools.org/HES
County-District-School (CDS) Code	11765626007447

2022-23 District Contact Information

District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Dr. Jeremy Powell
Email Address	jpowell@hudschools.org
District Website Address	www.hudschools.org

2022-23 School Overview

Hamilton Elementary School (HES), with a current enrollment of 400 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves the community of Hamilton City. Our 6th-8th grade middle school structure offers junior high students the opportunity to work with highly qualified content specialist instructors to maximize their learning as they prepare for high school. HES also offers a Dual Immersion program to Kindergarten through 5th grade students. This is our fifth year of implementing bilingual instruction and we currently have 149 students enrolled in our Dual Immersion program. We offer extra curricular activities such as middle school athletics: flag football, volleyball, boys and girls basketball, track and field and the Girls on the Run program. Along with our athletic teams we also have an Associated Student Body with representatives and CJSF club.

School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Scheduled drills and training for fire, lock-downs, and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and supporting the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School is committed to making a positive difference in the lives of our students, and we are proud to be a MTSS (Multi-Tiered System of Supports) school. We set high academic expectations for all children and support students socio-emotionally, behaviorally, and academically through our multi-tiered system of supports. By supporting a positive school culture, setting high standards for teacher performance, increasing academic expectations for all students and engaging the community in school-wide events, it is our goal at Hamilton Elementary School to foster independent life-long learners and their college and career preparedness. We encourage parents to be involved with our Parent Teacher Organization (PTO), and to participate in all school activities. We embrace the challenges of the future while we celebrate the traditions of the past. Our staff, parents and students are provided opportunities to create a collaborative culture with respect for individual differences and diverse community values.

Visit our website www.hudschools.org and it will give you a quick snapshot of life at our school. Explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School.

2022-23 School Overview

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	42
Grade 2	45
Grade 3	46
Grade 4	36
Grade 5	38
Grade 6	48
Grade 7	48
Grade 8	57
Total Enrollment	412

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.7
Asian	1.9
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	1.5
English Learners	43.7
Foster Youth	0.2
Homeless	5.6
Migrant	2.4
Socioeconomically Disadvantaged	92.7
Students with Disabilities	10.7

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.30	93.29	31.00	87.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	4.03	0.70	2.12	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.69	3.00	8.74	12115.80	4.41
Unknown	0.00	0.00	0.40	1.33	18854.30	6.86
Total Teaching Positions	18.60	100.00	35.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	93.87	34.10	86.68	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.37	0.30	0.99	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.96	2.50	6.39	11953.10	4.28
Unknown	0.30	1.81	2.30	5.91	15831.90	5.67
Total Teaching Positions	18.20	100.00	39.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.70	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.20

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.40
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.50	0.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	2.90
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At Hamilton Elementary School each student has access to his or her own copy of the Standards-aligned textbooks and instructional materials that were approved by the State Board of Education in the core curriculum areas. Hamilton Elementary School adheres to the state-adoption cycle for purchasing textbooks and all materials considered for District adoption are available to the public for review prior to any purchase. A public sufficiency and adequacy hearing is held each year in October by the Glenn County Office of Education. Because we are a small K-8 elementary school, we involve the entire staff in the selection of textbooks and instructional materials. Whenever feasible, we have piloted the curriculum under consideration for a semester (from the state-approved list), conducted an evaluation of the material based on predetermined guidelines, presented evaluation summaries to the entire staff, and made staff recommendations to the school board.

Instruction at Hamilton Elementary School is aligned to the Common Core Standards and teachers use instructional materials and practices to best serve our students. Our primary grades use Everyday Math as their math curriculum and Benchmark for English Language Arts. The middle school grades use CPM for math and Study Sync for English Language Arts. For our science curriculum we have adopted Stemsscopes for all of the grades at our site (TK-8). My World Interactive is used for our social studies curriculum and it is also used school wide (K-8). In addition, all teachers use the Second Step curriculum to support students' socio-emotional well being. All adopted curriculum is also available online to fully support student access to instruction. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

Year and month in which the data were collected

09/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark for K-5 grades, Benchmark Education Company Study Sync 6-8th grades, McGraw Hill	Yes	0%
Mathematics	1-5 Everyday Math, McGraw-Hill- Common Core Edition 2015 6-8 CPM Math	Yes	0%
Science	Tk-8 Stemsscopes	Yes	0%
History-Social Science	K-8 My World Interactive 2018- SAVVAS Learning Company	Yes	0%
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Hamilton Elementary School is a clean facility and rated in fair repair. Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. Within the last decade, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus. We are currently in the middle of several projects to improve our campus. A middle school bathroom remodel has started and is projected to be completed by the end of January 2023. New HVAC Units are being installed throughout the campus, and a solar array which will also serve as a shade structure will be installed this winter.

Hamilton Elementary School occupies 4.8 acres which includes athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. There are ample classrooms, restrooms, playground space and equipment.

School Facility Conditions and Planned Improvements

A staff of two typically provides janitorial services and schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 6:00 a.m. until 8:30 p.m. The cafeteria is cleaned after both breakfast and lunch. Restrooms are cleaned and sanitized daily. Trash cans are available throughout the campus. The lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities. Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district has budgeted \$35,500 in Fund 14 (Deferred Maintenance) in 22-23. It is less than 1% of the District's General Fund Budget.

Year and month of the most recent FIT report

12/08/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Due to age and high use the carpets/flooring in the following rooms need replacement: office, 301, 401, 402, 404, 405, 406, 502, 503, Several ceiling tiles need to be replaced in these rooms: 307, 609
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			After the summer months vermin were a problem in room 607. The vermin issue has been resolved.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			200 Bathrooms: The bathrooms are currently being remodeled. After the remodel the bathrooms will meet current codes and regulations. 500 Bathrooms: Needs partitions replaced Rm 401 and 402: Sink drains need repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Play structure needs updating. There are many gopher holes in the playing fields.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	16	N/A	23	N/A	47
Mathematics (grades 3-8 and 11)	N/A	10	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	266	97.44	2.56	15.79
Female	137	135	98.54	1.46	15.56
Male	136	131	96.32	3.68	16.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	263	256	97.34	2.66	15.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	91	94.79	5.21	4.40
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	12	92.31	7.69	8.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	245	97.61	2.39	13.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	35	94.59	5.41	2.86

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	269	98.53	1.47	10.41
Female	137	137	100.00	0.00	8.03
Male	136	132	97.06	2.94	12.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	263	259	98.48	1.52	9.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	94	97.92	2.08	9.57
Foster Youth	0	0	0.00	0.00	0.00
Homeless	13	13	100.00	0.00	15.38
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	251	248	98.80	1.20	9.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	35	94.59	5.41	2.86

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	8.05	10.64	5.44	19.16	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	94	98.95	1.05	10.64
Female	41	41	100	0	7.32
Male	54	53	98.15	1.85	13.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	90	89	98.89	1.11	10.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	24	24	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	85	85	100	0	8.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100	0	7.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	98%	100%	100%
Grade 7	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. Parents can become involved in our school in various ways. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. We also offer a quarterly Coffee with the Principal where parents or guardians can get updated on current initiatives, school events and also have an opportunity to voice suggestions or concerns regarding their experience at HES. Finally, the Parent Teacher Organization known to us as PTO also provides opportunities for parent input and partnership. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our teaching staff. PTO and HES have a great partnership which has been instrumental in providing meaningful experiences to our families such as carnivals, winter programs, and community concerts. Our School Site Council and PTO meetings are available in person and via zoom to accommodate our members. In addition, we provide translation as needed at each of these meetings.

Academic Parent Teacher Teams (APTT) have also been established by various teachers on campus. APTT is an opportunity for parents to meet with their teacher and discuss their children and school performance in certain areas. Teachers then create goals with parents and teach parents specific learning activities that support the goals, for parents to implement with their children at home. After a set amount of time, the teacher reconnects with the parents and discusses assessment results on the learning goals that were established. This process fosters a greater connection with parents and their child's learning and progress.

Our school's social worker provides an additional resource for parent outreach including home visitations, bridging school/home relationships and making referrals to community and county agencies. In addition to parent outreach, the social worker also facilitates workshops around topics that benefit the families of our school.

For further information on how parents may become involved in our school, please contact Ulises Tellechea, Principal, at (530) 826-3474 or utelchea@husdschools.org.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	432	423	76	18.0
Female	211	210	39	18.6
Male	221	213	37	17.4
American Indian or Alaska Native	3	3	1	33.3
Asian	8	8	1	12.5
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	408	400	71	17.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	8	7	3	42.9
English Learners	193	191	31	16.2
Foster Youth	1	1	1	100.0
Homeless	24	24	1	4.2
Socioeconomically Disadvantaged	403	394	69	17.5
Students Receiving Migrant Education Services	18	18	2	11.1
Students with Disabilities	56	55	11	20.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.15	1.39	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.78	0.00	2.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.78	0.00
Female	1.90	0.00
Male	3.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.63	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	2.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

2022-23 School Safety Plan

Maintaining a safe, orderly environment is essential to learning. This begins with periodic inspections of all facilities as well as a written plan.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated for approval in January of 2023 and was reviewed with staff and School Site Council. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary School has a closed campus from 7:40 a.m. until 6:00 p.m. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. During recesses and breaks, teachers, classified staff, and administration are assigned supervision duties. Fire drills are conducted monthly, and lock-down/intruder drills at least twice a year. As part of the Safety Plan Objectives, staff and students discuss scenarios and participate in needed trainings in an effort to develop muscle memory in response to potential incidents. Fourteen cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. Access is limited through two pedestrian gates in front of the school during the beginning and end of the school day. During the school day access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Keeping students in school even when disciplinary matters occur is a priority. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may result in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work as an administrative team with involved staff to find alternatives to removing students from school. Parents are contacted to keep them informed and to remind them to have conversations with their children about school and classroom expectations for schoolwide safety. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	22	1	2	
2	19	1	1	
3	20	2	2	
4	23	1	3	
5	20	2	2	
6	20	14	14	
Other	25		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	4		
1	8	8		
2	11	8		
3	11	6		
4	11	6		
5	11	8		
6	16	15	5	1
Other	11	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	21	2	2	
2	28		1	
3	21	2	2	
4	18	3	1	
5	19	3	1	
6	17	10	12	
Other	23	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,204	2,174	9,030	69,223
District	N/A	N/A	9,898	\$69,223
Percent Difference - School Site and District	N/A	N/A	-9.2	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	31.2	-5.3

2021-22 Types of Services Funded

Hamilton Elementary School receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Title I funds to meet the educational needs of students enrolled in the highest poverty schools and to provide parent education.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title III funds to improve education for English Learners.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.

With the funding mentioned above Hamilton Elementary School is able to provide:

- Special Education Services provided by our Glenn County Office of Education partners. Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through the Glenn County Office of Education, Hamilton Elementary School partners with Migrant Education and First Five.
- An afterschool program, in partnership with the Boys and Girls Club, K-8th grade students stay after school to receive homework support and enrichment.
- Free Breakfast and Lunch for all students
- Intervention services delivered throughout the school day to bridge the learning gap
- SEL lessons delivered through the Second Step curriculum
- An athletic program for middle school students: Volleyball, flag football, Boys and Girls basketball, track and field.
- Associated Student Body activities and clubs
- Parent Outreach, support and education is provided through our school social worker and teachers.
- Summer School Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,137	\$46,419
Mid-Range Teacher Salary	\$68,380	\$69,902
Highest Teacher Salary	\$89,221	\$97,912
Average Principal Salary (Elementary)	\$117,937	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$126,445	\$122,212
Superintendent Salary	\$152,521	\$150,971
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Hamilton Elementary School and Hamilton Unified School District is committed to providing ongoing professional development to meet the needs of our students. Instructional staff receive a total of 4 full non-student days and 6 minimum days of staff development. The trainings are focused on supporting our HUSD and HES visions and LCAP goals. The following are examples of the professional development provided: Universal Design for Learning (UDL) strategies, Quality Teaching for English Learners (QTEL), collecting and analyzing data through the Illuminate platform and social-emotional learning with a focus on building strong student relationships. We have partnered with the Glenn County Office of Education to provide some of the training mentioned above. GCOE has also provided follow up sessions to the grade level Professional Learning Communities (PLC).

The Hamilton Elementary School staff also engage in ongoing collaboration to strengthen their practice in their PLC time. During this time, teachers are able to discuss school wide initiatives, analyze data and create common assessments and lessons to address the needs of their students. Our site is also receiving professional development on bilingualism from Dr. Claudia Rodriguez-Mojica. In addition to districtwide and schoolwide professional development opportunities, we have many teachers involved in professional development in other areas such as: PBIS training, Biliteracy as a Resource: Investing in Literacy Across Languages for ALL (BRILLA) and the Multilingual California Project (MCAP).

This year, our classified staff also received training on building strong relationships with students and how to approach and de-escalate student situations.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	7	7