

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|----------------------------|
| School Name | Hamilton Elementary School |
| Street | 277 Capay Avenue |
| City, State, Zip | Hamilton City, CA 95951 |
| Phone Number | (530) 826-3474 |
| Principal | Kathryn Thomas |
| Email Address | kthomas@hudschools.org |
| Website | www.hudschools.org |
| County-District-School (CDS) Code | 11765626007447 |

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Hamilton Elementary School, with a current enrollment of 415 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 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. This year is the third year implementing our Dual Immersion Program--at the Kindergarten, first, second and third grade levels providing bilingual instruction to 100 students. In the years prior to the onset of COVID-19, we were able to offer middle school athletics: flag football, volleyball, boys and girls basketball, however, for this school year we are not offering sport participation.

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 our students, and we are proud to be a MTSS (Multi-tiered system of support) 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.husdschools.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.

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.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 50 |
| Grade 1 | 47 |
| Grade 2 | 42 |
| Grade 3 | 40 |
| Grade 4 | 47 |
| Grade 5 | 40 |
| Grade 6 | 60 |
| Grade 7 | 43 |
| Grade 8 | 48 |
| Total Enrollment | 417 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.7 |
| Asian | 1.2 |
| Hispanic or Latino | 94.2 |
| White | 2.4 |
| Socioeconomically Disadvantaged | 87.8 |
| English Learners | 37.4 |
| Students with Disabilities | 9.1 |
| Homeless | 9.4 |

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 20 | 20 | 17 | 30.5 |
| Without Full Credential | 0 | 2 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 8/2020

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.

Hamilton Elementary School has transitioned to Common Core Standards and teachers use instructional materials and practices to best serve our students. We adopted Everyday Math (TK-5) and CPM (6-8) and Study Sync for English Language Arts. We have just recently adopted the Stemsopes curriculum for Science (Tk-8). In addition, all teachers use the Second Step Curriculum to support students' socio-emotional well being on a daily basis. All adopted curriculum is available online to fully support students when receiving distance learning 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.

| 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 | K, U of O, Early Learning in Math 2015 1-5 McGraw-Hill, Everyday Math - Common Core Edition 2015 College Preparatory Math (CPM) - Common Core Edition 2013 | Yes | 0% |
| Science | K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06 | Yes | 0% |
| History-Social Science | K-1 Studies Weekly, 2018 2-8 Pearson, My World Interactive 2018 | Yes | 0% |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Hamilton Elementary has a closed campus from 8:00 a.m. until 6:00 p.m. while school and the Boys and Girls Club program are in session. Prior to the start of the school day, one of two Maintenance personnel inspects the campus for safety. The facility is clean and in good repair. There are ample classrooms, restrooms, playground space and equipment.

A staff of two typically provides janitorial services, but during the pandemic we have increased these services to meet the increased needs for sanitization. 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. When in full session, the cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. When following a blended model of instruction, restrooms are cleaned in between sessions and at the end of the day. The school receives a deep clean every Friday by a professional cleaning service during the pandemic. Trash cans are available throughout the campus.

The playgrounds and lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The school facilities, grounds, and vehicles are in good condition. The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities (such as HVAC, roofs, floor surfaces, and so on). All toilets and other fixtures work and are in good repair. We have installed automatic flush valves on every toilet and hand dryers in each restroom to maintain a clean environment for students.

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. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus.

Hamilton Elementary School occupies 4.8 acres with separate 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. The library has holdings in both English and Spanish. All students have a device to use during in-person and distance learning instruction.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$78,800 for the Deferred Maintenance Program. This represents .012% of the District's general fund budget.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/21/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Cafeteria Hot water heater needs to be replaced Rm 401/402/403/404/405/406: Drains backed up |
| Interior: Interior Surfaces | Fair | Rm. 503: Carpet needs replacement Rm: 202/203/204 Stained ceiling tiles Rm 609: Floor needs replacing |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | 200 Bathrooms: Bathroom needs modernization |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Grounds: Gophers |
| Overall Rating | Good | |

B. Pupil Outcomes

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 37 | N/A | 40 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 16 | N/A | 16 | N/A | 39 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 13 | N/A | 15 | N/A | 30 | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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. Parents are encouraged to be actively involved in our site and district committees. Committees such as our District leadership team known as HULC, (Hamilton Unified Leadership Committee) guides curriculum and instruction for all schools in Hamilton Unified. HULC is where all voices can be heard and guide the goals and actions of our school board. 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. Prior to the pandemic, we hosted a monthly parent breakfast to bring parents and HES leadership together to be kept informed of schoolwide initiatives as well as take part in our ELAC. 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 elementary staff. PTO works to support our teachers and classroom needs and benefits from each parent actively participating in PTO membership. We have continued to meet with parents via zoom during the pandemic. In addition, we support connections between teachers and homes with conference calls and translation as needed.

Prior to the pandemic, morning coffee with the principal allows parents to share ideas and voice any concerns as well as inform parents of other information about upcoming events. Our school's social worker provides an additional resource for parent outreach including home visitations and bridging school/home relationships. Home visits and contacts have increased during the pandemic to continue school and parent relationships.

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus, and has continued to be available via zoom during our distancing learning instruction. This is an opportunity for parents to meet with their teacher and discuss their children and school performance in comparison with other students. Teachers then create goals with parents and teach parents specific learning activities that support the goals so they can better work 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 repeats itself and parents become more connected with their child's learning and progress.

For further information on how parents may become involved in our school, please contact Kathryn Thomas, Principal, at (530) 826-3474 or kthomas@hudschools.org.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.9 | 2.5 | 4.5 | 3.5 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.5% | 3.5% | 2.5 |
| Expulsions | 0.0 | 0 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 December of 2020 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 8:00 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. When recesses are available (depending on the instructional model in accordance with CDH guidelines) teachers, classified staff, and administration are assigned supervision duties during all recesses and lunch periods in the cafeteria. 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 to respond 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 our Intervention Specialist (Counselor) to find alternatives to removing students from school. Parents are reminded to have conversations with 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

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 18 | 3 | | | 21 | 1 | 2 | | 20 | 1 | 3 | |
| 1 | 19 | 4 | | | 21 | 2 | 2 | | 22 | 1 | 2 | |
| 2 | 23 | | 4 | | 26 | | 1 | | 19 | 1 | 1 | |
| 3 | 20 | 7 | 7 | | 26 | | 3 | | 20 | 2 | 2 | |
| 4 | 32 | | 2 | 5 | 25 | | 20 | | 23 | 1 | 3 | |
| 5 | 31 | | 13 | 1 | 30 | | 15 | | 20 | 2 | 2 | |
| 6 | 24 | | 18 | | 19 | 8 | 7 | | 20 | 14 | 14 | |
| Other** | | | | | | | | | 25 | | 3 | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 521.3 |

*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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.4 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11,163 | 572 | 10,591 | 64,105 |
| District | N/A | N/A | 121,044 | 63,582 |
| Percent Difference - School Site and District | N/A | N/A | -167.8 | 0.8 |
| State | N/A | N/A | \$7,750 | \$68,990 |
| Percent Difference - School Site and State | N/A | N/A | 31.0 | -7.3 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the Response to Instruction in Reading, Class Size Reduction K-3, interventions to address learning loss, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track).

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 was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a State licensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,579 | \$44,318 |
| Mid-Range Teacher Salary | \$67,475 | \$67,053 |
| Highest Teacher Salary | \$88,041 | \$90,163 |
| Average Principal Salary (Elementary) | \$116,139 | \$106,389 |
| Average Principal Salary (Middle) | | \$113,976 |
| Average Principal Salary (High) | \$126,924 | \$114,214 |
| Superintendent Salary | \$149,650 | \$141,066 |
| Percent of Budget for Teacher Salaries | 31.0 | 29.0 |
| Percent of Budget for Administrative Salaries | 9.0 | 6.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 14 | 12 |

The Hamilton Unified School District has provided four staff development days and calendared 10 minimum day Fridays to allow for additional hours of staff development. In addition, there are two full professional development days that are completely student free so that staff can have dedicated time to develop skills and refine their practice. The focus of the staff development has included training to support our effective Professional Learning Communities, formative assessment and data collection, and socio-emotional learning. During the school year, the professional development at Hamilton Elementary School has been in alignment with our former MTSS grant, and all staff development during the site's 10 staff training afternoons has been focused on supporting the HUSD vision and LCAP goals. In addition to districtwide and schoolwide professional development opportunities, coaching opportunities are made available to support our schoolwide initiatives and meeting the needs of our special populations: 1:1 coaching, co-teaching, content and grade-level collaborations and lesson studies with our DI program and NTC (New Teacher Center).

The MTSS leadership team was established to develop an action plan to increase student achievement and meet school and district goals. This team meets twice a month.