

# Hamilton Elementary School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Hamilton Elementary School, with a current enrollment of 417 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 fourth year implementing our Dual Immersion Program--at the Kindergarten, first, second, third and fourth grade levels providing bilingual instruction to 130 students. We were able to offer middle school athletics: flag football, volleyball, boys and girls basketball, and will be also including track events and the Girls on the Run program.

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.hudschools.org](http://www.hudschools.org) and it will give you a quick snapshot of life at our school. Explore our links to find out

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	40
Grade 2	43
Grade 3	40
Grade 4	42
Grade 5	48
Grade 6	41
Grade 7	60
Grade 8	44
<b>Total Enrollment</b>	<b>414</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.7
Asian	1
Hispanic or Latino	95.4
White	1.7
English Learners	34.1
Foster Youth	0.5
Homeless	4.3
Socioeconomically Disadvantaged	85.7
Students with Disabilities	10.4

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.3	93.3	31.0	87.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.0	0.0	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.7	4.0	0.7	2.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	2.7	3.0	8.7	12115.8	4.4
<b>Unknown</b>	0.0	0.0	0.4	1.3	18854.3	6.9
<b>Total Teaching Positions</b>	18.6	100.0	35.3	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.7
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.7

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.5
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.5

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 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.

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.

**Year and month in which the data were collected**

8/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark for K-5 grades, Benchmark Education Company Study Sync 6_8th grades, McGraw Hill	Yes	0%
<b>Mathematics</b>	1-5 McGraw-Hill, Everyday Math - Common Core Edition 2015	Yes	0%

<b>Science</b>	Tk-8 Stemsscopes	Yes	0%
<b>History-Social Science</b>	Tk-8 Pearson, My World Interactive 2018	Yes	0%

## 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. Restrooms are cleaned in between sessions and at the end of the day. The school receives a deep clean when needed 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.

Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2021-22 school year, the District budgeted \$60,000 for the Deferred Maintenance Program. This represents less than 1% of the District's general fund budget.

**Year and month of the most recent FIT report**

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rm 401 and 402 Sink Drains needs replaced
<b>Interior:</b> Interior Surfaces		X		Rm 301 Needs carpet Rm. 502 and 503: Carpet needs replacement Office Needs new flooring
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			200 Bathrooms: Bathroom needs modernization and sinks replaced 500 Bathrooms: Needs partitions replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Gophers

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	276	262	94.93	5.07	24.81
<b>Female</b>	137	132	96.35	3.65	29.55
<b>Male</b>	139	130	93.53	6.47	20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	266	253	95.11	4.89	24.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	92	89	96.74	3.26	4.49
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	26	100	0	30.77
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	235	221	94.04	5.96	23.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	39	34	87.18	12.82	2.94

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	276	264	95.65	4.35	7.95
Female	137	133	97.08	2.92	6.77
Male	139	131	94.24	5.76	9.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	266	255	95.86	4.14	8.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	92	91	98.91	1.09	2.20
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	223	94.89	5.11	4.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	34	87.18	12.82	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	8.05	N/A	5.44	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	89	87	97.75	2.25	8.05
<b>Female</b>	52	50	96.15	3.85	10.00
<b>Male</b>	37	37	100.00	0.00	5.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	88	86	97.73	2.27	8.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	31	30	96.77	3.23	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	12	100.00	0.00	0.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	75	97.40	2.60	8.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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. 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. This year, although still unable to bring parents onto campus, we brought back Coffee with the Principal and serve parents and or guardians at the morning drop off. 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.

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, and this year we are continuing with our visits and increased communications to strengthen school and parent relationships.

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus, and has returned to in person meetings. 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@husdschools.org](mailto:kthomas@husdschools.org).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	438	430	48	11.2
Female	216	216	24	11.1
Male	222	214	24	11.2
American Indian or Alaska Native	3	3	0	0.0
Asian	4	4	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	419	411	48	11.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	7	7	0	0.0
English Learners	183	178	19	10.7
Foster Youth	2	2	1	50.0
Homeless	24	18	3	16.7
Socioeconomically Disadvantaged	382	374	44	11.8
Students Receiving Migrant Education Services	13	13	1	7.7
Students with Disabilities	52	51	8	15.7

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.49	0.00	3.50	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00



## 2021-22 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 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

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	1	2	
1	21	2	2	
2	26		1	
3	26		3	
4	25		20	
5	30		15	
6	19	8	7	

## 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		

## 2020-21 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	828

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	11,163	572	10,591	64,105
<b>District</b>	N/A	N/A	121,044	\$67,730
<b>Percent Difference - School Site and District</b>	N/A	N/A	-167.8	-5.5
<b>State</b>			\$8,444	\$71,544
<b>Percent Difference - School Site and State</b>	N/A	N/A	22.6	-11.0

## 2020-21 Types of Services Funded

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Interventions to address learning loss, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track), and behavioral health supports.

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. and this funding also contributes to our school resources and programs.

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

Through the GCOE Department of Child and Family Services, the Hamilton Elementary campus houses a State licensed Preschool.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$42,411	\$45,813
<b>Mid-Range Teacher Salary</b>	\$68,825	\$70,720
<b>Highest Teacher Salary</b>	\$89,802	\$93,973
<b>Average Principal Salary (Elementary)</b>	\$118,462	\$111,613
<b>Average Principal Salary (Middle)</b>	\$0	\$119,477
<b>Average Principal Salary (High)</b>	\$126,924	\$120,270
<b>Superintendent Salary</b>	\$154,224	\$150,704
<b>Percent of Budget for Teacher Salaries</b>	30%	29%
<b>Percent of Budget for Administrative Salaries</b>	9%	6%

## Professional Development

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, UDL trainings with GCOE partnership, 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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	12	

# Hamilton Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Hamilton Unified School District
<b>Phone Number</b>	(530) 826-3261
<b>Superintendent</b>	Dr. Jeremy Powell
<b>Email Address</b>	<a href="mailto:jpowell@husdschools.org">jpowell@husdschools.org</a>
<b>District Website Address</b>	<a href="http://www.husdschools.org">www.husdschools.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	354	324	91.53	8.47	31.79
<b>Female</b>	182	167	91.76	8.24	34.13
<b>Male</b>	172	157	91.28	8.72	29.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	325	302	92.92	7.08	30.13
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	14	73.68	26.32	64.29
<b>English Learners</b>	100	96	96.00	4.00	4.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	28	93.33	6.67	28.57
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	289	263	91.00	9.00	27.76
<b>Students Receiving Migrant Education Services</b>	14	14	100.00	0.00	0.00
<b>Students with Disabilities</b>	47	34	72.34	27.66	2.94

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	326	92.09	7.91	10.74
Female	182	168	92.31	7.69	8.93
Male	172	158	91.86	8.14	12.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	325	304	93.54	6.46	9.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	14	73.68		21.43
English Learners	100	98	98.00	2.00	2.04
Foster Youth	--	--	--	--	--
Homeless	30	28	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	265	91.70	8.30	6.42
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	47	34	72.34	27.66	8.82

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.