

Hamilton Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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@husdschools.org
School Website	https://www.husdschools.org/HES
County-District-School (CDS) Code	11765626007447

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Hamilton Elementary School, with a current enrollment of 405 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. HES is the only TK-8 school that serves the community of Hamilton City. Our vision is to create a TK-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.

HES offers both a Spanish Dual Immersion program and a traditional English program. Currently, the DI program is available to Kindergarten through 6th grade students (next year it will be offered to 7th grade students and then 8th grade the following year). This is our sixth year of implementing bilingual instruction and we currently have 184 students enrolled in our Dual Immersion program.

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. Middle school students have options in

2023-24 School Description and Mission Statement

electives such as: Art, Computer Basics, Spanish, Yearbook/photography, and Agricultural Exploration. We offer extra curricular activities such as middle school athletics (flag football, volleyball, boys and girls basketball, track and field). Along with our athletic teams we also have an Associated Student Body with leader representatives and a CJSF club.

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 college and career preparedness. We encourage parents to be involved with our Parent Teacher Organization (PTO), School Site Council, English Learner Advisory Committee and to participate in all school activities. 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 <https://www.husdschools.org/HES> 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	43
Grade 2	46
Grade 3	45
Grade 4	45
Grade 5	40
Grade 6	38
Grade 7	47
Grade 8	43
Total Enrollment	396

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	49.5%
American Indian or Alaska Native	0.5%
Asian	1.8%
Hispanic or Latino	94.7%
White	1%
English Learners	43.9%
Homeless	6.8%
Migrant	5.1%
Socioeconomically Disadvantaged	92.7%
Students with Disabilities	11.4%

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.

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.9
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 have been trained in Capturing Kids Hearts to support classroom management and our students' socio-emotional well being. Our new intervention class is equipped with several programs to meet the different needs of our students (Read 180, System 44, Read Naturally etc.) All adopted core 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%

School Facility Conditions and Planned Improvements

Hamilton Elementary School is a clean facility and rated in good 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.

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

11/21/2023

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		100 restrooms: Old tile, Grout smells even when cleaned well. 101: Wall board damage on north wall. 203: 4 ceiling tiles, damage to counter top formica. 401: Carpet stained. Due to be replaced summer 2024 404: Carpet stained. Due to be replaced summer 2024 502: Carpet stained. Due to be replaced summer 2024 503: Carpet stained. Due to be replaced summer 2024 609: Several ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	18	23	23	47	46
Mathematics (grades 3-8 and 11)	10	13	13	15	33	34

2022-23 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	264	255	96.59	3.41	17.65
Female	132	127	96.21	3.79	18.11
Male	132	128	96.97	3.03	17.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	254	246	96.85	3.15	17.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	105	98	93.33	6.67	5.10
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	248	240	96.77	3.23	17.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	38	97.44	2.56	0.00

2022-23 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	265	261	98.49	1.51	13.41
Female	133	130	97.74	2.26	9.23
Male	132	131	99.24	0.76	17.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	255	251	98.43	1.57	12.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	105	99.06	0.94	11.43
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	12.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	245	98.39	1.61	12.24
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	39	38	97.44	2.56	2.63

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.64	13.25	19.16	19.57	29.47	30.29

2022-23 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	85	83	97.65	2.35	13.25
Female	42	41	97.62	2.38	7.32
Male	43	42	97.67	2.33	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	84	82	97.62	2.38	13.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	24	23	95.83	4.17	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	10.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	13	92.86	7.14	0.00

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%	100%	100%	100%
Grade 7	96%	96%	96%	94%	96%

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.

2023-24 Opportunities for Parental Involvement

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. We are proud to state that 100% of are parents are registered on the parent portal which has been a valuable tool for communicating with parents. At HES, parents can become involved in various ways. Some examples of parent involvement include: School Site Council, Parent Teacher Organization, family workshops, volunteering, and more. 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 activities for parent involvement. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our teaching staff and students. 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 child's teacher to discuss school performance. AT APTT workshops, teachers share student goals with parents and they teach parents specific activities to perform at home with their child. These activities are set to help student meet their learning goals. Teachers and parents meet four times a year to discuss the progress of the learning goals that were established. This process fosters a greater connection between home and school and supports students' educational growth.

Our school's social worker provides additional resources for parents. This resources include: home visits, bridging school/home relationships (meetings), and referrals to community and county agencies. Additionally, the social worker also facilitates workshops related to education, mental health, physical health, child development and more.

For further information on how parents may become involved in our school, please contact Ulises Tellechea, Principal, at (530)

2023-24 Opportunities for Parental Involvement

826-3474 or utellechea@husdschools.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	406	38	9.4
Female	211	205	21	10.2
Male	209	201	17	8.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	7	7	1	14.3
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	399	385	36	9.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	201	191	19	9.9
Foster Youth	1	1	0	0.0
Homeless	36	31	2	6.5
Socioeconomically Disadvantaged	389	377	37	9.8
Students Receiving Migrant Education Services	20	20	0	0.0
Students with Disabilities	55	54	8	14.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.78	5.48	0.00	2.30	3.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48	0
Female	1.9	0
Male	9.09	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	5.97	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	5.66	0
Students Receiving Migrant Education Services	10	0
Students with Disabilities	10.91	0

2023-24 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. 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.

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. A Vulnerability Assessment was conducted by the Glenn County Office of Education, School Safety Coordinator in December of 2022. This assessment provided valuable feedback to ensure student safety.

2023-24 School Safety Plan

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 are conducted 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. Thirteen 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. 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	16	2	1	0
1	26	0	2	0
2	26	0	1	0
3	23	1	3	0
4	21	1	2	0
5	20	3	1	0
6	15	16	1	0
Other	24	0	6	0

2022-23 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

2022-23 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	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$74,403
Percent Difference - School Site and District	N/A	N/A	-9.2	0.0
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	31.2	-5.3

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,548	\$47,616
Mid-Range Teacher Salary	\$72,294	\$75,580
Highest Teacher Salary	\$94,328	\$100,485
Average Principal Salary (Elementary)	\$124,433	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$133,321	\$125,386
Superintendent Salary	\$161,997	\$157,977
Percent of Budget for Teacher Salaries	30.16%	27.82%
Percent of Budget for Administrative Salaries	6.57%	5.78%

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

Professional Development

examples of the professional development provided: Quality Teaching for English Learners (QTEL), social-emotional learning with a focus on building strong student relationships (Capturing Kids Hearts), Professional Learning Communities (Solution Tree- PLC in small schools). We have partnered with the Glenn County Office of Education to provide training on Formative and Summative Assessments and the use of Data.

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 and instructional coaching 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), and several teachers have participated in trainings by the California Association for Bilingual Education (CABE) and the California MTSS Pathway online modules.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7