

# Joe Hamilton Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Joe Hamilton Elementary School
Street	1050 E Street
City, State, Zip	Crescent City, CA 95531
Phone Number	707-464-0330
Principal	Denise Harnden
Email Address	dharnden@dnusd.org
Website	<a href="https://sites.google.com/a/delnorte.k12.ca.us/joehamilton">https://sites.google.com/a/delnorte.k12.ca.us/joehamilton</a>
County-District-School (CDS) Code	08-61820-6005391

Entity	Contact Information
<b>District Name</b>	Del Norte County Unified School District
<b>Phone Number</b>	707-464-6141
<b>Superintendent</b>	Jeff Harris
<b>Email Address</b>	jharris@dnusd.org
<b>Website</b>	www.dnusd.org

## School Description and Mission Statement (School Year 2019-20)

Students + Teachers + Parents = SUCCESS!

Joe Hamilton School offers students an all-inclusive student based education and is focused on Language Arts, Mathematics, and early intervention for students performing below standards.

The staff of Joe Hamilton School works diligently to improve math and literacy achievement of all students and provides a safe, secure, and friendly learning environment for learning environment. Joe Hamilton School is proud of the diversity of its students and honors all of the cultures that are represented at our school.

We believe....

We believe that students at Joe Hamilton will become literate and responsible members of society who will strive toward their full potential to become independent and self-motivated problem solvers. We appreciate the diversity of our students and we aim to tailor our programs to insure student success. Our purpose is to prepare every student to succeed in an ever-changing world.

We value...

- Education that empowers all students
- Teacher excellence
- A safe and positive learning environment
- Choices in our classrooms
- Parent and community involvement
- Diversity and self esteem
- Lifelong learning

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	78
<b>Grade 1</b>	58
<b>Grade 2</b>	54
<b>Grade 3</b>	53
<b>Grade 4</b>	58
<b>Grade 5</b>	61
<b>Total Enrollment</b>	362

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	16.9
Asian	8
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.3
White	47
Two or More Races	9.4
Socioeconomically Disadvantaged	84.3
English Learners	9.9
Students with Disabilities	14.9
Foster Youth	1.1
Homeless	1.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	15	13	155
Without Full Credential	1	3	3	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK-2 - McGraw-Hill - Wonders 3-5 - National Geographic - Cengage 6-8 - McGraw-Hill - StudySync All adopted Spring 2017	Yes	0
<b>Mathematics</b>	Grades K-2 - Everyday Math - McGraw-Hill - Adopted 2016 Grades 3-5 - My Math - Adopted May 2015	Yes	0
<b>Science</b>	MacMillan/McGraw Hill – Adopted 2007 Glencoe/McGraw Hill – Adopted 2007	Yes	0
<b>History-Social Science</b>	McGraw-Hill IMPACT History/Social Studies - Adopted in 2018 & 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

On September 3, 2019, Joe Hamilton Elementary and Grounds were inspected by the CSI General Manager. The report stated that Joe Hamilton was overall in Fair condition. As cited, additional work and maintenance needs to be done to bring the school up to satisfactory condition. Repairs will be made to ensure the safety of students, staff and community members at Joe Hamilton School. For more detailed information, please contact the principal.

## School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: September 3, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repairs to be made as needed for safety.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Repairs to be made as needed for safety.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	36	30	35	37	50	50
<b>Mathematics (grades 3-8 and 11)</b>	26	16	25	26	38	39

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

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

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	171	97.71	2.29	30.41
Male	87	83	95.40	4.60	31.33
Female	88	88	100.00	0.00	29.55
Black or African American					
American Indian or Alaska Native	32	32	100.00	0.00	37.50
Asian	12	12	100.00	0.00	33.33
Filipino					
Hispanic or Latino	29	29	100.00	0.00	27.59
Native Hawaiian or Pacific Islander					
White	87	84	96.55	3.45	29.76
Two or More Races	15	14	93.33	6.67	21.43
Socioeconomically Disadvantaged	150	147	98.00	2.00	27.21
English Learners	17	17	100.00	0.00	5.88
Students with Disabilities	31	30	96.77	3.23	13.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	175	171	97.71	2.29	16.37
Male	87	83	95.40	4.60	22.89
Female	88	88	100.00	0.00	10.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>	32	32	100.00	0.00	6.25
<b>Asian</b>	12	12	100.00	0.00	16.67
<b>Filipino</b>					
<b>Hispanic or Latino</b>	29	29	100.00	0.00	13.79
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	87	84	96.55	3.45	22.62
<b>Two or More Races</b>	15	14	93.33	6.67	7.14
<b>Socioeconomically Disadvantaged</b>	150	147	98.00	2.00	10.88
<b>English Learners</b>	17	17	100.00	0.00	17.65
<b>Students with Disabilities</b>	31	30	96.77	3.23	13.33
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Science (grades 5, 8 and high school)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	10.7	10.7

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the educational programs at Joe Hamilton School. The school has an active School Site Council, parents participate in the Parent Teacher Organization (PTO), which assists in planning and implementing school-wide events and rewards students and classrooms for attending school. Parents also participate in the District Advisory Committee (DAC) and the Title VI Advisory Committee. The school benefits from Redwood State and National Parks, The Fifth Grade Mentoring Program, The CAPP Program, Boys and Girls Moving Forward, and the Sunrise Rotary. We have two Music Concerts each year, monthly award's assemblies, a Reading Picnic, and an annual Field Day. Parents may contact the office at 707-464-0330 for more Parent Involvement Opportunities.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.8	1.2	3.2	8.4	4.8	5.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

Joe Hamilton School's Safety plan is updated annually each Fall by the Safety Plan Committee, which is composed of the principal, teachers, parents, and community members, to adhere to the requirements of the "Safe Schools: Planning Guide for Action."

This year we have many new staff members so our Crisis Response Team was updated as well as our Teacher Buddy List. Site Drill Procedures were updated on October 1, 2019, as well as our school map. Fire Drills are practiced monthly. We were participants in the Great American Shakeout on October 17, 2019, at 10:17 am. For the safety of our staff and students we practice fire drills, silent fire drills, earthquake drills, and lock down drills.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	2		24		3		23	1	3	
1	27		2		27		2		23		2	
2	23		2		26		2		26		2	
3	24		2		23		2		25		2	
4	28		2		26		2		28		2	
5	21	1	2		18	2	2		21	1	2	
Other**	7	1							6	1		

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	452.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Resource Specialist (non-teaching)</b>	.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$12,677	\$3,522	\$9,155	\$63,101
<b>District</b>	N/A	N/A	\$9,227	\$66,169.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.8	2.6
<b>State</b>	N/A	N/A	\$7,506.64	\$72,949.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	26.2	-4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Joe Hamilton School receives Title I funding. Money from Title 1 funding helps our students move into the 21st century technological skills and supports instruction in all academic standards.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$45,281	\$46,208
<b>Mid-Range Teacher Salary</b>	\$68,673	\$72,218
<b>Highest Teacher Salary</b>	\$84,228	\$92,742
<b>Average Principal Salary (Elementary)</b>	\$98,402	\$134,864
<b>Average Principal Salary (Middle)</b>	\$107,218	\$118,220
<b>Average Principal Salary (High)</b>	\$122,171	\$127,356
<b>Superintendent Salary</b>	\$169,260	\$186,823
<b>Percent of Budget for Teacher Salaries</b>	30%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The Del Norte Unified School District provides ongoing professional development opportunities. The major emphasis of our staff development focuses on planning and implementing Common Core Standards, GLAD Strategies, PBIS (Positive Behavior Interventions and Supports), and technology for the 21st Century. Staff meets weekly in PLC grade level groups. Staff meets monthly for ongoing training in ELA, Math, and PBIS strategies. District grade level meetings happen four times a year for ongoing trainings and discussions.