

# Alexander Hamilton Elementary

2245 E. Eleventh Street • Stockton, CA 95206 • (209) 933-7395 • Grades K-8

Francine Baird, Principal

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[www.stockton.k12.ca.us/SUSD/schools/hamilton.htm](http://www.stockton.k12.ca.us/SUSD/schools/hamilton.htm)

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

#### District Administration

Ms. Julie Penn  
Superintendent

### Principal's Message

Hamilton Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stakeholders in order "To provide a quality education in a safe environment for all students." As Hamilton's leader, I will assist in creating a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, I will seek opportunities to provide and support students, staff, and parents in their quest for academic excellence.

Hamilton Elementary houses the Esther Fong Health Education and Leadership Magnet (HEAL) program. This program supplements its primary focus areas with an emphasis in leadership and citizenship. The aims of the program are to develop leadership skills such as conflict resolution and mediation; enhance self-esteem and self-discipline and be of service to peers and the community. HEAL promotes tolerance among different ethnicities and aspires to acquire knowledge of other cultures and traditions, reflected in projects the students complete and present. Our HEAL Magnet Program students are helping others while training to join the fastest growing industry both nationally and locally: healthcare. Our HEAL Magnet Program students are on a pathway that continues on to Health Careers Academy.

Hamilton Elementary believes in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Hamilton Elementary a high performing school that is challenging, fun and stimulating for our students. This year, Hamilton is hosting "Get Fit Hamilton" which meets one session before school and one session after school, twice a week. Get Fit Hamilton's mission statement is to generate a healthy lifestyle for all students to make healthy eating and fitness choices as a natural way of life. This activity is sponsored by our Hamilton Staff and provides students with enrichment and extracurricular activities.

We also believe in students being proficient in various forms of communication. We are building a learning community for the success of all students and to strengthen the home connection. With positive understanding of our cultural diversity, we are providing students with guidance in how to demonstrate and produce positive characteristics. We are preparing our students to be both academically and emotionally responsible to become lifelong learners.

Hamilton Elementary knows that when parents and the school work together as a team, children grow academically, emotionally, and socially. Student achievement goes up, and everyone is proud of the type of education their children receive. Hamilton's door is open to ideas, suggestions, and assistance in making it a place where all feel welcome and are a part of their children's education. Please join us in making Hamilton the school you envision your child to have.

Francine Baird, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (209) 933-7395.

### 2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	105
Gr. 1	74
Gr. 2	106
Gr. 3	99
Gr. 4	95
Gr. 5	97
Gr. 6	104
Gr. 7	89
Gr. 8	90
<b>Total</b>	<b>859</b>

SOURCE: California Department of Education

### 2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.5
American Indian or Alaska Native	3.6
Asian	9.2
Filipino	1.0
Hispanic or Latino	70.4
Native Hawaiian/Pacific Islander	0.2
White	3.1
Two or More Races	0.8
Socioeconomically Disadvantaged	90.8
English Learners	44.4
Students with Disabilities	8.8

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Alexander Hamilton Elementary	12-13	13-14	14-15
<b>Fully Credentialed</b>	35	32	30
<b>Without Full Credential</b>	1	2	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Stockton Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	1472
<b>Without Full Credential</b>	◆	◆	65
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

### Teacher Misassignments and Vacant Teacher Positions at this School

Alexander Hamilton Elementary	12-13	13-14	14-15
<b>Teachers of English Learners</b>	2	1	1
<b>Total Teacher Misassignments</b>	2	1	1
<b>Vacant Teacher Positions</b>	3	1	1

\* "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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	98.46	1.54
Districtwide		
<b>All Schools</b>	96.03	3.97
<b>High-Poverty Schools</b>	95.92	4.08
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006

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

Hamilton Elementary School has 46 classrooms, a multipurpose room with a stage, a library, 1 computer lab, 2 fully functional athletic gymnasiums and an administration center. Hamilton was built in 1960.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/29/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<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]	Overall: Asphalt in court yard trip hazard
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	29	32	39	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

SOURCE: California Department of Education

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	32	27	27	36	38	37	54	56	55
Math	43	34	39	34	34	34	49	50	50
HSS	16	7	14	26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	4	1	2

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.1	23.2	25.3
7	27.1	20.0	15.3

\* 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.

SOURCE: California Department of Education

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	34
All Student at the School	39
Male	37
Female	42
Black or African American	
American Indian or Alaska Native	
Asian	29
Filipino	
Hispanic or Latino	39
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	39
English Learners	13
Students with Disabilities	12
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	22	-31	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	-42	0
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	24	-32	7
English Learners	18	-39	3
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Hamilton Elementary recognizes that parents and the community play an important role in the success and education of their students. Hamilton has established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement. Hamilton Elementary offers:

- After School Programs
- Counseling services when available
- English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Family Health Centers and programs when and where available
- Parent Resource Center
- Parent Coffee Hour/Guest Speakers from the community
- Parent/Student conferences when possible
- School Site Council (SSC)

Hamilton Elementary believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Participating in Literacy and Math Nights/Events

Parents and community members who wish to become a part of the school community and participate should call the school's office at 209-933-7395 ext. 1626. Parents are also encouraged to take part in SAC, ELAC, and SSC as these different committees help the school make decisions that are related in the everyday functions of running the school.

### State Priority: School Climate

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

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

### School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during the close of school, either during the summer or other extended breaks. Additionally, the Head Custodian and the Principal inspect the grounds and report through a monthly safety inspection to the district's Risk Management Department. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan is revised annually in July prior to the opening of the new school year by the school's administration. Training on the plan is provided to all staff at the "Beginning of the Year" staff meeting. Continuous training takes place at staff meetings monthly where staff discusses emergency drills and table top discussions on topics related to student and staff safety. With a discipline plan addendum the safety plan helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted monthly.

Emergency Preparedness kits are maintained and available in each teaching area, offices, and library. Communication radios are supplied for the campus safety assistant, Community Liaison, yard duty, office, library, and administration offices.

Every effort is made to ensure students are monitored while on campus throughout the school day. There are 5 yard supervisors, 1 campus safety assistant, teachers, site administrators and other school staff that provide supervision for students before, during, and after school. The playground is monitored by the staff to ensure that it is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their Visitor passes at all times.

Hamilton Elementary solicited the parents support in becoming a closed campus during instructional time. The school gates, including the staff parking lots, are locked during the day after school begins and reopened before school dismissal. The Main Entrance gates in front of the Main Office are opened all day and all visitors should enter through those gates before checking into the Main Office.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	2.6	8.2	8.0
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>District</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.2	11.0	10.1
<b>Expulsions Rate</b>	0.1	0.0	0.1
<b>State</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>
<b>Suspensions Rate</b>	5.7	5.1	4.4
<b>Expulsions Rate</b>	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**SOURCE: California Department of Education**

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

SOURCE: California Department of Education

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	.43
Psychologist	.50
Social Worker	0.0
Nurse	.20
Speech/Language/Hearing Specialist	.33
Resource Specialist	1.0
Other	2.5
Average Number of Students per Staff Member	
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.

SOURCE: This information is provided by the school district.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31	17	18	0	4	6	4			0		
Gr. 1	27.7	22	25	0	2	1	3	3	2	0		
Gr. 2	27.7	23	21	0	2	2	3	2	2	0		1
Gr. 3	26.5	27	25	1	1	1	3	2	3	0		
Gr. 4	31.5	20	24	0	2	1	2	1	2	0	2	1
Gr. 5	30	25	24	0	1	1	3	3	2	0		1
Gr. 6	28.7	10	26	0	7	1	3	3	1	0		2
Other	6.8			3			1			0		
English	28	25	24	2	2	1	7	5	1	1	1	
Math	27.8	30	28	1			5	4	3	0	2	
Science	28.3	27		0			4	4		0		
SS	28	29		0			3	4		0	1	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

SOURCE: California Department of Education



**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,122	\$1,374	\$3,748	\$57,383
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			-24.7	-6.2
Percent Difference: School Site/ State			-20.1	-18.9

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at Alexander Hamilton Elementary**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at Alexander Hamilton Elementary**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.