



Alexander Hamilton Elementary

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

Mary Pedraza, Principal

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<https://www.stocktonusd.net/Hamilton>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
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District Administration

John E. Deasy, Ph.D.

Superintendent

Dr. Reyes Gauna

Assistant Superintendent of Educational Support Services

Craig Wells

Assistant Superintendent of Human Resources

Sonjhia Lowery

Assistant Superintendent of Educational Services

School Description

Hamilton School's mission is to provide a positive, safe learning environment with meaningful experiences to create inquisitive, accountable and productive citizens.

Hamilton teachers regularly collaborate, analyze data, and train to ensure instruction at high levels of academic rigor. While focusing on health, "Get Fit Hamilton" teaches and promotes a healthy lifestyle for all students to make healthy eating and fitness choices as a natural way of life. Additional supports are provided to students in strategic intervention opportunities during school and after school tutoring. Every day, we strive to ensure that all students are making progress towards their academic goals.

Hamilton school is committed to collaborating with families and the community. Parental involvement is encouraged and valued. Communication is a vital component to the success of our students. Information can be found on our website, bulletins, notices, parent link and marquee. We look forward to working with you to create new opportunities and new accomplishments for our students this year.

Mary Pedraza, PRINCIPAL

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	79
Grade 2	82
Grade 3	103
Grade 4	87
Grade 5	68
Grade 6	105
Grade 7	123
Grade 8	113
Total Enrollment	854

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	1.5
Asian	6.0
Filipino	1.1
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	90.3
English Learners	36.7
Students with Disabilities	11.4
Foster Youth	0.5

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			
Alexander Hamilton Elementary	16-17	17-18	18-19
With Full Credential	28	23	22
Without Full Credential	7	12	18
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Alexander Hamilton Elementary	16-17	17-18	18-19
Teachers of English Learners	1	4	2
Total Teacher Misassignments	4	4	0
Vacant Teacher Positions	1	1	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 2018-19)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/31/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	rm35: hvac return vent loose needs to be secured, stained ceiling tiles, gap on west wall needs to be filled by breaker box.
Interior: Interior Surfaces	Poor	bys/girls restrooms eastside: damage dispenser. bys/girls restrooms main hallway: paint peeling on ceiling in boys&girls main hallway, broken floor tiles. Multi-purpose kitchen: loose ceiling tiles. overall: missing baseboard in main hallway, paint peeling on overhangs and building, exterior doors need painting, dead tree in 60wing needs to be removed, playfield dry, walkways have cracks. rm12: stained ceiling tiles, wire hanging from ceiling needs to be removed. rm26: flooring has gaps between tiles. rm35: hvac return vent loose needs to be secured, stained ceiling tiles, gap on west wall needs to be filled by breaker box. rm44: stained ceiling tiles, walls need to be painted. rm57: walls need to be painted, wall by A/C needs to be repaired, stained ceiling tiles, electrical conduit running down on island missing cover expose wires. rm64: broken floor tiles, paint walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	bys/girls restrooms main hallway: paint peeling on ceiling in boys&girls main hallway, broken floor tiles. rm12: stained ceiling tiles, wire hanging from ceiling needs to be removed. rm57: walls need to be painted, wall by A/C needs to be repaired, stained ceiling tiles, electrical conduit running down on island missing cover expose wires.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: missing baseboard in main hallway, paint peeling on overhangs and building, exterior doors need painting, dead tree in 60wing needs to be removed, playfield dry, walkways have cracks.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: missing baseboard in main hallway, paint peeling on overhangs and building, exterior doors need painting, dead tree in 60wing needs to be removed, playfield dry, walkways have cracks.
Overall Rating	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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	16.0	12.0	26.0	28.0	48.0	50.0
Math	13.0	10.0	20.0	21.0	37.0	38.0

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.5	31.3	22.4
7	14.8	13.9	7.4

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	600	596	99.33	12.25
Male	316	316	100.00	9.18
Female	284	280	98.59	15.71
Black or African American	60	59	98.33	10.17
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100.00	34.78
Filipino	--	--	--	--
Hispanic or Latino	460	457	99.35	10.50
White	--	--	--	--
Two or More Races	14	14	100.00	0.00
Socioeconomically Disadvantaged	542	538	99.26	12.27
English Learners	313	310	99.04	9.68
Students with Disabilities	89	87	97.75	2.30
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	601	597	99.33	10.05
Male	317	317	100	10.09
Female	284	280	98.59	10
Black or African American	60	59	98.33	5.08
American Indian or Alaska Native	--	--	--	--
Asian	46	46	100	19.57
Filipino	--	--	--	--
Hispanic or Latino	461	458	99.35	10.04
White	--	--	--	--
Two or More Races	14	14	100	7.14
Socioeconomically Disadvantaged	542	538	99.26	10.04
English Learners	314	311	99.04	10.29
Students with Disabilities	90	88	97.78	3.41
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 2018-19)

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 Parent Information Committee (ELPIC)
- English Language Learner instruction and support (ELD)
- Parent Resource Center
- Parent Coffee Hour/Guest Speakers from the community
- Parent/Student conferences
- 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, ELPIC, 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 State priority: School Climate (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.

Every effort is made to ensure students are monitored while on campus throughout the school day. There are 5 yard supervisors, 2 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.6	13.6	8.2
Expulsions Rate	0.0	0.1	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.50
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	2
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	20	18	4	3	4	8	7	4			
1	29	26	20		1	3	6	4	6	1		
2	28	29	22			3	6	6	6			
3	27	28	18	2		5	5	6	8	1		
4	33	33	23			3	2	1	6	4	3	
5	24	33	24	3		2	6	2	2		4	2
6	29	26	24		1	4	6	4	2		2	4
Other	15	9		2	1							

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

Professional Development provided for Teachers

Professional Development provided to staff in the 2016-2017 school year will continue to include Content Training of CCSS/Units of Study, English Language Development (ELD), Common Formative Assessments (CFA), and Professional Learning Communities collaboration, data team meetings, ongoing site-based teacher support by instructional coaches and program specialist.

PD is delivered during school, after school, conference attendance, individual mentoring/support. Teacher support is provided during training, coaching sessions, PLC meetings, and academic conferences.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6594.47	1258.34	5336.12	72448.92
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-15.0	5.1
Percent Difference: School Site/ State			-20.8	-8.9

* Cells with ◆ 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.