



Novato Unified Hamilton TK-8 School



2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Novato Unified
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(415) 897-4201

BOARD OF EDUCATION

Debbie Butler, President
Julie Jacobson, Vice President/Clerk
Diane Gasson, Trustee
Magali Limeta, Trustee
Greg Mack, Trustee
Ross Millerick, Trustee
Abbey Picus, Trustee

DISTRICT ADMINISTRATION

Dr. Tracy Smith
Superintendent
Joshua Braff
Chief Financial Officer
Julia Synyard
Executive Director, Education Services
Leslie Benjamin
Director, Communications
& Community Engagement
Francesca Whitcomb,
Executive Director, Human Resources

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a LCAP is to be consistent with data reported in the SARC.

- Visit the CDE CDE SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>, for more information about SARC requirements.

- Visit the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>, for more information about the LCFF or LCAP.

- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

DISTRICT STATEMENTS

District Motto

Engage, Inspire, Empower

District Mission

Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.

District Vision

NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.

SCHOOL STATEMENTS

School Mission

Hamilton K-8 School provides a supportive learning environment devoted to academic proficiency and college readiness for all students. We give students the tools to be life-long learners, builders of knowledge, effective communicators, problem-solvers and responsible citizens. We strive to teach our students to recognize our similarities and celebrate our differences. Our goal is to help every child reach his or her potential in a safe and caring environment.

Principal's Message

I would like to extend a warm welcome to Hamilton K-8 School, a "Caring Community of Learners". At Hamilton School, the staff, parents and I are committed to academic excellence. The school provides a safe, caring environment where uniqueness and differences are respected, and all children are supported to reach their full potential. Adults act as role models and mentors, working collaboratively to prepare our children to be responsible citizens in a democratic society.

SCHOOL PROFILE

Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	Percentage
Female	48.40
Male	51.60
Non-Binary	
American Indian or Alaska Native	0.40
Asian	4.90
Black or African American	4.30
Filipino	1.50
Hispanic or Latino	72.10
Native Hawaiian or Pacific Islander	0.40
White	11.70
Two or More Races	4.50
EL Students	42.70
Foster Youth	0.40
Homeless	2.80
Military	
Socioeconomically Disadvantaged	62.70
Migrant Education	
Students with Disabilities	13.20

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	Count
K	74
1st	59
2nd	52
3rd	63
4th	48
5th	60
6th	58
7th	55
8th	56
Total	531

CONDITIONS OF LEARNING

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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.40	76.58	282.70	78.95	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.98	4,205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	9.44	29.50	8.26	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.10	7.80	2.20	12,115.80	4.41
Unknown	4.00	13.84	34.40	9.61	18,854.30	6.86
Total Teaching Positions	29.30	100.00	358.10	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	87.56	311.50	85.58	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.58	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	8.50	21.60	5.94	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.58	12.80	3.53	11,953.10	4.28
Unknown	0.90	3.32	15.90	4.37	15,831.90	5.67
Total Teaching Positions	27.40	100.00	364.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.70	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.70	2.30

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.70	21.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	11/20/2023
Data Collected:	January 2024
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Poor	H2: 4: lose ceiling tiles. J2: 4: Missing ceiling tiles. J4: 4: Stained ceiling tiles.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Poor	F1: 5: Clutter on counters. H3: 5: floor dirty. Grounds: 5: Garbage. D3: 5: lots of clutter in the room, needs to be organized. Gym: 5: Need to clean Gym floors. Grounds: 6: Gophers.
ELECTRICAL: Electrical	Poor	F1: 7: bank of lights out. Grounds: 7: some exterior lights out. C3, J4: 7: Some lights not working.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	F1: 10: blocked extinguisher.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	

SCHOOL FACILITIES

The school provides a safe, clean environment for students, staff, and volunteers. The school includes a multi-purpose room, library, office, classrooms, and ample outdoor space for students.

Cleaning Process and Schedule

The district has adopted adequate school cleaning standards. A summary of these standards is available at the office. School administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

Safety concerns are the number one priority of the district. Proactive inspections are conducted on a continual basis. 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.

INSTRUCTIONAL MATERIALS

On October 3, 2023, Novato Unified held a public hearing and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Education Services. All materials, including those approved for use by the State, are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The chart displays information collected in October 2023 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Reader's Workshop / Adoption: 2018	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Writer's Workshop / Adoption: 2018	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Rosetta Stone / Series: Lexia Reading / Adoption: 2011	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Step Up to Writing / Adoption: 2006	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Pearson / Series: Reading Street 2013 / Adoption: 2012	Yes	0
	Grades: 4th-5th / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Language! (4th Edition) / Adoption: 2009	Yes	0
	Grades: TK-2 / Course: English Language Arts / Publisher: Pearson / Series: Sing, Spell, Read & Write / Adoption: 2001	Yes	0
	Grades: 2nd-3rd / Course: English Language Arts / Publisher: McGraw-Hill / Series: Reading Mastery / Adoption: 2001	Yes	0
	Grades: 4th-5th / Course: English Language Arts / Publisher: McGraw-Hill / Series: Corrective Reading / Adoption: 2000	Yes	0
	Grades: 1st-5th / Course: English Language Arts / Publisher: Houghton Mifflin/Harcourt / Series: Write One (1), Write Away (2), Write on Track (3), Writer's Express (4,5) / Adoption: 1998	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Clark Consulting and Training Inc. / Series: CCT Methods and Principles / Adoption: 2017	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Voyager Sopris Learning / Series: Language Central / Adoption: 2012	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Rosetta Stone / Series: English Levels 1,2,3 / Adoption: 2007	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Holt McDougal / Series: Language of Literature / Adoption: 2003	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Voyager Sopris Learning / Series: Step Up to Writing / Adoption: 2017	Yes	0
	Grades: 6th-8th / Course: English Language Arts / Publisher: Rosetta Stone / Series: Lexia Reading / Adoption: 2011	Yes	0
	Grades: 6th-8th / Course: English Language Arts / Publisher: Holt McDougal / Series: Language of Literature / Adoption: 2003	Yes	0
	Grades: 6th-8th / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Language! (2nd Edition): A Literacy Intervention Curriculum / Adoption: 2002	Yes	0
	Grades: 6th-8th / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Language! (4th Edition) / Adoption: 2009	Yes	0
	Grades: 6th-8th / Course: English Language Arts / Publisher: McGraw-Hill / Series: Corrective Reading / Adoption: 2000	Yes	0
Grades: 6th-8th / Course: English Language Development / Publisher: Clark Consulting and Training Inc. / Series: CCT Methods and Principles / Adoption: 2017			
Mathematics	Grades: 1st-5th / Course: Mathematics / Publisher: Houghton Mifflin / Series: Math Expressions / Adoption: 2015	Yes	0
	Grades: TK-K / Course: Mathematics / Publisher: McGraw-Hill / Series: Everyday Math / Adoption: 2015	Yes	0
	Grades: 6th / Course: Mathematics / Publisher: College Preparatory Math / Series: Core Connections: Course 1 / Adoption: 2014	Yes	0
	Grades: 7th / Course: Mathematics / Publisher: College Preparatory Math / Series: Core Connections: Course 2 / Adoption: 2014	Yes	0
	Grades: 8th / Course: Mathematics / Publisher: College Preparatory Math / Series: Core Connections: Course 3 / Adoption: 2014	Yes	0

History / Social Science	Grades: TK-5 / Course: History/Social Science / Publisher: Pearson Scott Foresman / Series: History and Social Science for California / Adoption: 2006	Yes	0
	Grades: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2006	Yes	0
	Grades: 7th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Medieval World and Beyond / Adoption: 2006	Yes	0
	Grades: 8th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The US Through Industrialism / Adoption: 2006	Yes	0
Science	Grades: TK-5 / Course: Science / Publisher: Delta Education: Foss / Series: Foss California / Adoption: 2008	Yes	0
	Grades: 6th / Course: Science / Publisher: Pearson/Prentice Hall / Series: Focus On Earth Science / Adoption: 2008	Yes	0
	Grades: 7th / Course: Science / Publisher: Pearson/Prentice Hall / Series: Focus on Life Science / Adoption: 2008	Yes	0
	Grades: 8th / Course: Science / Publisher: Pearson/Prentice Hall / Series: Focus on Physical Science / Adoption: 2008	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th / Course: Health / Publisher: Mendez Foundation / Series: Too Good for Drugs / Adoption: 2006	Yes	0
	Grades: 5th / Course: Health / Publisher: Health Connected / Series: Puberty Talk / Adoption: 2018	Yes	0
	Grades: 6th-8th / Course: Health / Publisher: Project Alert / Series: Alcohol, Tobacco, Drugs and Violence Prevention / Adoption: 2016	Yes	0
	Grades: 6th-8th / Course: Health / Publisher: Health Connected / Series: Teen Talk – Middle School / Adoption: 2018	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES

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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	31	34	56	53	47	46
Mathematics (Grades 3-8 and 11)	18	26	40	41	33	34
Science (Grades 5, 8, and 10)	17	24	36	36	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	343	334	97.38	2.62	34.13
Male	185	181	97.84	2.16	31.49
Female	158	153	96.84	3.16	37.25
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	250	97.66	2.34	29.2
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	41	93.18	6.82	56.1
Two or More Races	--	--	--	--	--
EL Students	135	130	96.3	3.7	10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	218	97.32	2.68	28.9
Migrant Education	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	17.78

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	343	337	98.25	1.75	25.52
Male	185	183	98.92	1.08	30.60
Female	158	154	97.47	2.53	19.48
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	35.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	256	254	99.22	0.78	20.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	44	41	93.18	6.82	48.78
Two or More Races	--	--	--	--	--
EL Students	135	134	99.26	0.74	9.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	221	98.66	1.34	20.81
Migrant Education	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	13.04

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	119	118	99.16	0.84	23.73
Male	64	64	100.00	0.00	18.75
Female	55	54	98.18	1.82	29.63
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	88	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	18	94.74	5.26	55.56
Two or More Races	--	--	--	--	--
EL Students	38	38	100.00	0.00	2.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	18.99
Migrant Education	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	14.29

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2022-23 Physical Fitness Test Participation					
Grade	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
5th	100	100	100	100	85
7th	46	42	96	46	96

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	561	552	117	21.2
Female	268	261	52	19.9
Male	293	291	65	22.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	0	0.0
Asian	26	26	7	26.9
Black or African American	27	27	6	22.2
Filipino	8	8	1	12.5
Hispanic or Latino	401	395	83	21.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
White	69	67	15	22.4
Two or More Races	24	24	5	20.8
EL Students	244	242	40	16.5
Foster Youth	3	3	1	33.3
Homeless	20	20	8	40.0
Military	--	--	--	--
Socioeconomically Disadvantaged	377	371	83	22.4
Migrant Education	0	0	0	0.0
Students with Disabilities	77	77	18	23.4

PARENT ENGAGEMENT

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 school site

PARENT INVOLVEMENT

Parents are encouraged to become involved in the school's learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by helping with or attending performances and events. A variety of councils and clubs provide opportunities for parents to have input on curricular programs and financial planning. School-to-home communication is frequent through phone calls, emails, and physical letters.

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

Safety of students and staff is a primary concern of the school. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually by the School Safety Committee. All revisions are communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.51	4.54	6.24	0.00	0.00	0.00
District	0.31	2.23	2.59	0.01	0.00	0.10
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	6.24	0.00
Female	3.73	0.00
Male	8.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.85	0.00
Black or African American	7.41	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	8.70	0.00
Two or More Races	4.17	0.00
EL Students	3.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	6.10	0.00
Migrant Education	0.00	0.00
Students with Disabilities	12.99	0.00

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 COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2022-23	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
K	24	23	24				2	3	3			
1st	22	18	24		3		2		1			
2nd	22	19	21	1	2		1	1	2			
3rd	22	21	21		1		2	1	3			
4th	29	24	24				1	2	2			
5th	30	30	30				1	2	2			
6th	6	15	17	57	17	15		10	8		1	1
Other	23	20	24	3	1		3		2			

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	22	23	21	22	23	21	22	23	21	22	23
English	6	18	18	23	4	4		4	4			
Mathematics	6	16	19	20	4	2		4	4			
Science	7	19	28	17	2			4	4			
Social Science	7	22	28	18	1			4	4			

DISTRICT REVENUE SOURCES

In addition to general state funding, Hamilton Meadow Park receives state and federal funding for the following categorical funds and other support programs:

Federal Programs

Title I: Funding supports eligible schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

Title II: The purpose of the program is to increase academic achievement by improving teacher and principal quality.

Title III: The purpose of this program is to assist English learners acquire English and achieve grade-level standards.

Title IV: The purpose of this program is to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Special Education Program: Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

State Programs

California State Preschool Program: CSPP funds are used to provide services for age eligible three and four-year-old California children.

Additional Resources

Parcel Tax: Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.

Marin Community Foundation/Joanne and Peter Haas Jr. Fund - Early Childhood Success: Grant to promote success for Pre-K to third grade students.

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 9,355.00
School: From Supplemental/Restricted Sources	\$ 2,171.00
School: From Basic/Unrestricted Sources	\$ 7,184.00
District: From Basic/Unrestricted Sources	\$ 7,137.00
Percentage of Variation between School & District	0.66 %
State: From Basic/Unrestricted Sources	\$ 7,606.62
Percentage of Variation between School & State	-5.56 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	\$ 51,254.00	\$ 54,190.13
Mid-Range Teachers	\$ 80,854.00	\$ 85,111.12
Highest Teachers	\$ 110,215.00	\$ 104,998.96
Elementary School Principals	\$ 133,241.00	\$ 132,492.38
Middle School Principals	\$ 150,624.00	\$ 140,986.75
High School Principals	\$ 164,114.00	\$ 153,884.46
Superintendent	\$ 280,000.00	\$ 255,502.97
Teacher Salaries	36.61 %	32.09 %
Administrative Salaries	5.99 %	5.25 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	\$ 84,676.00
District	\$ 83,664.00
Percentage of Variation between School & District	1.21 %
All Similar School Districts	\$ 87,362.00
Percentage of Variation between School & State	-3.07 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	152	158	144

PROFESSIONAL DEVELOPMENT

In the Novato Unified School District, professional development continues to center on our core values: Engage, Inspire, and Empower. We offer diverse learning opportunities through district-wide collaboration days and targeted training for smaller teams, tailored to specific roles and responsibilities. This approach embodies our commitment to fostering continuous growth and promoting the best educational practices among our staff.

During the 2023-2024 school year, professional development opportunities include 32 full days and 112 partial days. Topics for continuous development and learning available to staff during the 2023-2024 school year include:

- Equity Training with Dr. Anthony Muhammad
- Teacher Leadership Proficiency Based Education
- Science of Reading
- NOAA Summer Institute
- Trauma Informed Instruction
- CPI training
- Technology Integration
- Data Cycles and Analysis
- Restorative Practices
- Alcohol, and Other Drugs Training
- Social-Emotional Wellness
- Suicide Prevention, and Response
- AVID Strategies
- Health Education Training
- Imagine Language and Literacy training
- d.CAN Training
- Homeless and Foster Youth Training
- Dora Dome (Expulsion) Training
- Restorative Practices Training Threat Assessment Training
- Childhood Apraxia training
- F3 Legal Symposium
- Defensible Evaluations and Reports
- Curriculum Training: SPED elementary/secondary
- Curriculum Training: TK teachers
- Curriculum Training: Units of Study - Elementary Teachers
- Curriculum Training; Heggerty
- Instructional Strategies for Gifted Learners
- High Leverage Instructional Strategies
- Orton Gillingham Training
- Dual Immersion Instruction
- Proficiency Based Education

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

STUDENT ATTENDANCE

Attendance is critical to academic achievement, and regular daily attendance is a priority for the district. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls and letters sent home. NUSD works closely with the Marin Office of Education, Marin Public Health and the California Department of Public Health to ensure the safety of all students and staff with regards to COVID-19.

SUBSTITUTE TEACHERS

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee. In October of 2023, the Novato Unified School District increased its substitute daily rate to \$230 per day to be competitive with surrounding districts.

TEACHER EVALUATION

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers may be on a five-year evaluation cycle. Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following five (5) overarching performance standards for effective teaching: Lesson and Curriculum Planning; Effective Elements of Teaching Through the Learning Environment; Effective Elements of Teaching Through the Instruction; Student Learning; and Increasing Professional Effectiveness. Novato Unified offers programs to assist teachers, such as New Teacher Induction (in partnership with the Marin County Office of Education) and Peer Assistance and Review (PAR). Induction is for newly credentialed teachers. Peer Assistance and Review is designed to utilize the district's exemplary teachers to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation (and is subject to available funding).

BOND MEASURE FUNDING SOURCES

In the eighth year of Measure G, there are several projects currently under construction, in the planning phases and completed. Below is their current status:

DISTRICT-WIDE PROJECTS

Site Security Enhancement - This project improves/updates site security at each campus.

- Phase 1 (Ocularis), 2 & 3 (Verkada) have been completed.
- o Ocularis – 86 Ocularis cameras replaced across 6 sites.
- o Verkada – cameras installed at grounds & M&O and upgrade of camera systems at Novato & San Marin High Schools.
- Phase 4 which is for the elementary and middle schools is in the design stage with Bid Package estimated to be completed in March 2024.

Classroom Furniture Outfitting

- New furniture has been installed to support 21st century collaborative learning.
- Staff is working on a furniture inventory system for accountability and planning purposes. Anticipated completion December 2023.

SITE-SPECIFIC PROJECTS

Clerestory Window Replacement, Teaching Garden and Parking Lot Replacement at Olive ES –

- 139 windows replaced in 4 buildings (including framing, trim and painting).
- Window shades installed in each classroom.
- 22,500 sq. ft. of pavement removed and replaced. Subgrade fabric and plug paving was part of the process to control deflection in the soft yielding subgrade. Parking striping layout was revised to current standards.
- DSA Certification of Compliance - PENDING

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS

- New school kitchen space constructed in existing gymnasium.
- Renovate existing gym space.
- Upgrade existing fire alarm/clock bell system.
- Repair wood siding and add stucco coating to every building.
- DSA Certificate of Compliance – PENDING

Kitchen Modernization, Exterior Painting and Fire Alarm Upgrade Project at San Jose MS

- Kitchen A & G demolished and replaced (new floors, walls, ceilings, windows, hardware & equipment).
- Upgrade HVAC.
- School exterior repaired, where needed, and repainted bringing campus colors current and consistent.
- Numerous sections of walkways replaced with new due to existing damage and/or work associated with the kitchen upgrades.
- New parking spaces and curbs provided in upper and lower parking lot to bring existing conditions to code as well as providing a dedicated drop off/pick up zone.
- DSA Certificate of Compliance - PENDING

Air Conditioning Installation at Novato HS and Lu Sutton ES

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Construction began in June 2023 and anticipated completion March 2024.

Air Conditioning Installation and Roof Replacement Project at Marin Oaks/Hill Education Center

- Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
- Removal of built up roof, repair of any damaged roof sheathing and installation of new “cool” roof system.
- DSA Certificate of Compliance - PENDING

San Jose MS and Sinaloa MS Athletic Field and Track Replacement

- New synthetic turf, multi-sport fields and track.
- Construction began June 2023, anticipated completion December 2023

HVAC Replacements at San Marin HS, Pleasant Valley ES, San Ramon ES, & Hamilton School

- Replace existing furnace equipment with new equipment and upgraded connections.
- Construction to begin June 2024.
- LLB Contractor selection to Board – December 5, 2023

Hill EC and Rancho ES Paint & Siding

- Architect selection for design of upgrades and repairs to be presented at the December 5, 2023 Board meeting.

PARCEL TAX FUNDING SOURCES

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2023 for 8 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,097,695 million per year to our schools in 2022-23.

Thanks to the Parcel Tax Funds, NUSD is able to:

- *Maintain quality education in core subjects: math, science, reading and writing
- *Support quality teaching
- *Preserve music and arts programs
- *Provide academic, college and career counseling as well as expand mental health counseling for all students
- *Support library staff and operating hours

DISCIPLINE AND CLIMATE FOR LEARNING

Students at Hamilton K-8 School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hamilton K-8 School's discipline program is to provide students with the knowledge and skills to be responsible, respectful citizens. We maintain a safe school environment through the implementation of a progressive restorative discipline policy along with proactive measures to ensure a cohesive community of learners, who demonstrate mutual respect and appreciation for one another. Parents and students are informed of school rules and restorative discipline policies through the Parent/Student Handbook. In addition, our behavior expectations are displayed in all classrooms. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. School-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Several character development programs that promote a positive environment are implemented. Character Counts has been implemented school-wide and classroom teachers, kindergarten through 8th grade, implement the “No Bullying Solution Team” Program to help students develop stronger citizenship skills and help solve conflict. We have an active Leadership class, mentored by two classroom teachers. Leadership members and class representatives provide leadership by organizing spirit days, coat and food drives, and UNICEF collection. Students also provide service to the school through the Peer Court Program. Students are recognized for their achievements by their classroom teacher and school-wide staff throughout the year.

SCHOOL LEADERSHIP

Leadership at Hamilton K-8 School is a responsibility shared between district administration, Principal and Dean of Students, instructional and classified staff, students, and parents. Stefanie Parnell, Hamilton's Interim Principal, has been part of the administration team at Hamilton for the past 8 years. Ms. Parnell has over 20 years of experience in the Novato Unified School District. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are consistent with students' needs and comply with district goals and state standards. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with the Common Core State Standards and district standards. Teachers differentiate the curriculum to meet the unique learning needs of their students, including English Language Learners, Gifted and Talented, and special education students. An after-school Homework Club for 1st – 8th grade students and intervention classes for 1st – 8th grade students were established to provide additional support. Purpose/Role of the Site Council: The site council guides comprehensive school-based programs. The team's major responsibility is the development of the single school plan and allocation of Site Improvement, categorical and discretionary site funds to support the goals outlined in the plan. In addition, the site council monitors and evaluates program effectiveness relative to district and school goals for student learning. The Board annually reviews and approves all school plans. The main focus of the site council's collaborative decisions and discussions is the development of ways to support student learning. Council members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they develop and model effective group processes that can be emulated by students and staff. Site council roles and responsibilities do not extend to specific or confidential matters related to personnel, nor to school site management relative to the daily operation of the school and student discipline or established curriculum prescribed by the Board of Trustees. At Hamilton K-8 School, the school site council is constituted to ensure parity between the Principal, classroom teachers

and other classified personnel, while the other half of the team is comprised of parents/guardians of students attending the school and/or community members.

LIBRARY SERVICES

The school's library, staffed by a full-time Library Media Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. 33 computer workstations within the library are connected to the Internet so students are able to access resources and information online.

TECHNOLOGICAL RESOURCES

All students at Hamilton have their own device provided by NUSD and "Measure G". TK, K, and 1st graders have iPads, and 2nd – 8th graders have Chromebooks. A focus in Hamilton's middle school is to provide a "flipped learning" model to maximize a student's access to the curriculum and to his/her classroom teacher. Hamilton has a computer lab with 31 computers in it. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities. Students are able to research online and have been trained in the following programs: Lexia, Ten-Marks, Xtra Math, Edmodo, Explain Everything, Rosetta Stone, Keynote, Kidpix, Accelerated Reader, Kidspiration 2, Type to Learn 3, iPhoto, Apple Works, Timeline, PowerPoint, MS Word, and Excel.

AT-RISK INTERVENTIONS

Hamilton K-8 School provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs. Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services. Student Study Teams (SSTs) consisting of various educational experts, are a problem-solving group whose mission is to assist teachers, administrators and school staff with intervention strategies for dealing with the academic and social-emotional behavioral needs of regular education students. Students identified as needing academic support have the opportunity to be pulled out for small group instruction throughout the day.

INDIVIDUALIZED INSTRUCTION

Hamilton K-8 School provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs. Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS

All school teachers are fully credentialed to provide instruction to English Learners. In addition to holding a SDAIE, or CLAD certification, all teachers have participated in additional site and/or district training to support EL students. Our EL students are given the Summative English Language Proficiency Assessments for California (ELPAC) annually to determine language proficiency. The EL students attend an EL language development class each day in place of an elective. This class supplements their other academic classes. A variety of curricular resources are used to aid students in the acquisition of the English language. As these students achieve proficiency, based on multiple measures, they are considered for reclassification. An active ELAC committee meets regularly and provides parents of EL learners an opportunity to become involved in their students' education and increase their participation in school activities.