

Introduction:

LEA: Hamilton Unified School District **Contact (Name, Title, Email, Phone Number):** Charles Tracy, Superintendent, ctracy@husdschools.org, 530 826 3261 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Hamilton Unified School District has collaboratively developed the Local Control Accountability Plan with a focus on improving student achievement. To accomplish the plan's intent to refine the educational process for all students in the Hamilton Community, teachers, parents, community members, school board members and administrators worked together to develop the smart goals that are designed to accomplish the tasks of improving teaching and learning. With the induction of Common Core State Standards designing curriculum and selecting textbooks for all students to be able to internalize those essential standards of learning and then be able apply those lessons in real world application. Our primary mission is to provide a safe, rigorous and engaging educational experience with the values of our small community at the core of our efforts and the outcome of having all students, no matter their learning style or abilities to be able to compete in a world wide job market.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Involvement Process for 2016-17</p> <p>Goals remain as stated in last year's LCAP</p> <p>A District newsletter was sent to all parents and posted to the District website with information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). (February 2016)</p>	<p>Please note that the newsletters are sent out both in English and Spanish. The purpose of a written newsletter is to inform parents and community who do not have digital access to school information.</p>

The District held ELAC and DLAC meetings to inform parents of LCFF and the LCAP. Agendas were posted on the District website.

DELAC meetings (Oct 2015, April 2016)

ELAC meetings (Oct 2015, Dec 2015, April 2016, May 2016)

High School held ELAC meetings in conjunction with site council.

The District held staff meetings, district and site leadership meetings, and staff development to discuss the LCFF and LCAP.

District leadership: Hamilton Unified Leadership Team (HULC) meetings are the third Thursday of each month. Monthly emails and agenda postings are sent out to all staff and stakeholders. All staff is invited and encouraged to attend and provide input.

Site leadership:

*HES meets weekly

*HHS/Ella Barkley meets as needed

Staff meetings:

*HES meets monthly

*HES principal leadership team meets quarterly

*HHS/Ella Barkley meets bimonthly

This year (April 2016) the district will invite all stakeholders to attend an LCAP review and input session.

At School Board meetings, budget and program planning regarding LCFF and LCAP were discussed. (Sept. 21, 2015; Mar. 17, 2016, Apr. 21, 2016; May 19, 2016; Jun. 23, 2016)

This was the second year of ELAC and DELAC since the District unified in 2008. Previously this outreach was accomplished through the site councils at both the elementary and high schools. During the 2016-2017 school year, the ELAC and DELAC organization will continue to grow. The impact should be felt through our LCAP process by increased re-designation and state scores for all English language learners.

Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.

The HULC had a direct influence on the LCAP as we discussed instructional practices, staff development and student support and assessment information. The evidence is contained in our monthly HULC agendas. Staff, Students, Community Members and Union affiliated members of the HULC attend and participate in the process.

The impact on the LCAP for board review was to set policy to impact the conditions of learn, student achievement and engagement of all stakeholders. These meetings were also designed for the board to monitor and hear regular updates on the progress of the district as it related to all areas of

Board agenda's are posted at each site, agenda is posted in the local news papers, on our web page and provided individually, upon request. Board packets/agendas are on line for all public review.

An overview of the LCAP goals and State priorities was held at a district board meeting (Sept. 21, 2015)

Additional public meetings for LCAP were held on Mar. 3, 2016; April 4, 2016 and April 7, 2016.

A District, staff, and community Board workshop was held to seek input from all stakeholders on the eight critical areas for the LCAP. (Dec. 7, 2015). All stake holders were invited via district web page, auto dialers, district and site news letters and personal invitation.

An overview of programs supported by the LCFF funding model that are site specific for HES. A parent luncheon was held at HES to discuss the impact of the funding. (Feb. 5, 2016);

Evidence are sign-in sheets maintained with the district.

During the 2014-15 year, surveys were sent out to collect additional input on the eight critical areas for the LCAP. Data was collected and tabulated and included in the plan. This year 2015-16 this survey instrument was not available.

An on-line monthly question added to the district web-site. (July 2016)

student/school needs. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

There has been consistent participation of all stakeholders in our board meetings. This is evident by participant sign in logs posted in the board packets contained on our district web page at www.husdschools.org

This particular board meeting had average attendance. Union representatives were present, members of the public, staff, students and community members who were interested attended to hear the presentation. This is evident by participant sign in logs.

In order to increase participation the April 7, public meeting will be held in coordination with the Hamilton High School Open House Event. A booth will be set up with administration and support staff to collect and answer questions regarding LCAP.

Last year the District sent out 712 surveys K-12. The District has used this information to improve Conditions of Learning and Student Engagement by the following:

*Reorganizing the 6,7 and 8th grade into departmental classes including a new PE teacher with subject specific instruction facilitating articulation with the HHS (4 times per year).

*The continued implementation of Corrective Reading for reading intervention grades 4 and 5 and an Intervention Specialist coordinating all K-5 interventions.

A Stakeholder's Opportunity was held in April 2016 for final review and input to the Superintendent who answered community, union, parents, student, staff and administration questions regarding a draft of the LCAP. Meeting held on April 21, 2016; during the regular Board meeting to update the Board on stakeholder input.

Any questions will be addressed by the Superintendent on the District Web page and presented at the May 2016 board meeting.

Evidence is sign in sheets, completed LCAP questions placed on District Web page.

Meetings with the Superintendent to review LCAP progress. (Dec. 7, 2015; Mar. 3, 2016; Apr. 4, 2016 and Apr. 7, 2016)

Site Council LCAP updates (Spring 2016)

Evidence: Agendas/Minutes and Single Plan for Student Achievement (Dec 14,

*Continued efforts on repairs and upgrades of the HES facilities were completed during the summer of 2015. HVAC replacements, reconditioned several roofs, grading and drainage improvements, and black top resurfacing along with upgrades of technology equipment in classrooms. Additional classroom space, additional HVAC replacements, roof reconditioning, will be addressed Summer 2016

In lieu of a once a year survey, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities.

The review of the LCAP was not heavily attended despite district efforts to communicate well in advance of the meeting through news letters, auto dialer, and district emails to all stakeholders. We had a small representation of parents, students, staff and a community member who came to review the LCAP and make suggestions.

April 7, 2016 had a substantial increase in participation, however no questions were submitted at that time.

Parents, students, staff, union representation, community members and administrators attended the meeting. Invitations were sent out via auto dialer, news letters and personal invitations. Limited numbers of each attended to review the LCAP but we had meaningful discussions regarding our progress. In the 2014-15 year several ideas were generated such as the parent lunch at the elementary school, increased after hours library accessibility for parents and students who have limited digital access. During the 2015-16 year, the district will continue working to expand access to library/technology resources.

Supplemental and Concentration grants have an impact on learning at all levels. The district has chosen to fund teaching and classified positions with these funds that have the most impact on the LCAP goals for student

2015; Mar 14, 2016)

Monthly Parent Lunch Meetings, first Friday of each month (September through May).

Evidence: Agendas

District Advisory Committee November 2015; May 9, 2016

Continue ELAC (English Learner Advisory Committee) Committee for the Elementary School (meets 4 times/year)

Continue DELAC (District English Language Advisory Committee) (meets 2 times/year)

engagement and learning. Site council members were updated on the LCAP and had an opportunity to provide input.

The Elementary School continues with a monthly parent lunch. Various speakers use this opportunity to disseminate school wide information to parents. Guidance from parental input and involvement has helped the school site make recommendations for improving instructional practices within the school. Topics of interest to the parents, include information concerning the on-line grading system (Aeries), CELDT/ELPAC updates, EL re-designation criteria, college requirements, graduation requirements, promotion requirements, EL program elements.

Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

Hamilton Elementary School is considered in program improvement under Elementary and Secondary Act better known as No Child Left Behind. (NCLB). Because of the designation under NCLB, the Elementary School must have a committee of Parents, Staff, Board Representation and District Administration. The committee monitoring meetings occur twice annually and provide information on school process and improvement by grade pod reporting. The committee formulates a report and progress goals for the school as a means to assist and monitor its academic growth. Stakeholders are informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

The ELAC advises the school on second language learners and the educational progress that supports these students at the correct level for ultimate re-designation. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations.

Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.

The District English Language Advisory Committee meets during the school year to receive input and guidance from parents regarding the progress of district second learning students. The input provided helps shape the

Auto Dialer, Site and District News Letters, District Website and communications as needed

language development curriculum and instruction district-wide. A Title III plan has been developed, reviewed by DELAC and accepted by the State of California. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations. Throughout the year, information is provided to parents via electronic phone dialers reminding or informing parents about meetings and events that are occurring at each site or within the district. The information systems that the district utilizes assist parents to be involved in all levels of our school district progress.

In order to gather information from stakeholders, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities.

Engagement of Stakeholders, Parents, Students, Foster Youth, Community groups, special populations, etc.

The District has included all members of these groups through district communications and invitations. The district receives updated lists from the County Office of Education regarding special populations and foster youth. Appropriate resources are available for all stakeholders where appropriate. Communication is through auto dialers, news letters, district website and calendar. Parent representatives to the county special education steering committee has been appointed by the school board. Union leadership regularly participates in the LCAP update and goals setting meetings. Students are informed and engaged in the process through classroom announcements, daily and weekly bulletins at both sites. Along with their respective parents, they receive auto dialer reminders. Evidence of their participation is held through sign in sheets and agendas. A student representative from the HES and HHS give updated reports to the school board (monthly)

DATA review

Data review has been limited for review during the 2015-2016 school year. With the sunset of the California State Standardized Testing program coming to an end, the availability of district-wide data is limited. During the same time, the district purchased EADMS assessment software and has been beta testing district and site assessments during this school year. The benchmark tests are similar in process and procedure to the CAASPP Tests.

2015-16 training has been on-going for use of the CAASPP interim assessments available through the Smarter Balanced web interface for grades 2-11.

AimsWeb is used as an universal screener for grades K-5, and math grades 6-8. This is one determining factor for placement in intervention.

The district published and disseminated the following information through our Board/LCAP/ELAC/DELAC/DAC meetings:

- CELDT Scores
- CAASPP Scores
- AimsWeb
- District ELD Benchmark Scores

Annual Update:

A District newsletter was sent to all parents and posted to the District website with information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). (Feb 2016)

The District held ELAC and DELAC meetings to inform parents of LCFF and the LCAP. Agendas were posted on the District website.

DELAC meetings (Oct 2015, May 2016)

ELAC meetings (Oct 2015, Dec 2015, April 2016, May 2016)

High School held ELAC meetings in conjunction with site council.

LCAP Staff/Community Meeting (Apr 4, 2016)

The District held staff meetings, district and site leadership meetings, and staff development to discuss the LCFF and LCAP. Invitations were given to staff to participate.

A special staff/community meeting (April 4, 2016) was held to offer an opportunity for parents to participate in the LCAP process along with staff and administration.

Annual Update:

Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate.

Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process. Parents asked questions about the process and provided additional information.

Additionally the English Learner master plan was developed with a committee of staff, administration, and parent participation.

CELDT scores and ELD quarterly benchmark scores are presented.

LCAP Staff/Community Meeting (Apr 4, 2016)

Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate. This meeting was held during the afternoon, in order to increase stakeholder participation.

Input from these meetings included need for additional school based counseling, intervention coordinator and reading specialist. This supports expansion of literacy across the curriculum integrated in all subject areas.

Evidence: Agenda/Notes Apr 4, 2016

HUSD Board Meetings

At School Board meetings, budget and program planning regarding LCFF and LCAP was discussed.(Sept. 21, 2015; Mar. 17, 2016; Apr. 21, 2016, May 19,2016; Jun. 23, 2016)

LCAP Community/Staff Question Night (Apr 7, 2016)

A District sponsored, staff, and community event was held to seek input from all stakeholders on the eight critical areas for the LCAP.

Evidence: Question generated, notes, and participant counter.

Special staff/community meeting included all teachers and classified staff and parents for review and input for the draft LCAP. The themes identified from the April 4, 2016 are technology, literacy, materials and supplies that support the CC and student learning including staff development, maintaining staffing, and expand staffing in critical areas of need. Provide more opportunities for parents and community to participate in school governance. (literacy and family math nights, parent lunches, family tech nights, Academic Parent Teacher Teams, parent training on SIS, and other opportunities for leadership)

Again, stakeholders helped to further refine how the LCAP priorities and goals were shaped.

HUSD Board Meetings

Informed stakeholders about LCFF, LCAP, and the plan process, and invited them to participate in the process. Parents and staff were given a chance to ask questions about District priorities and provide further input on how funding should be expended to meet the District LCAP goals.

LCAP Community/Staff Question Night (Apr 7, 2016)

Information to drive the LCAP.

This year the meeting was scheduled during the Hamilton High School Open House. This is a very well attended community event. Parents, students, teachers, community members had an opportunity to visit with LCAP committee and review the draft LCAP. Parents had the option of taking a copy of the entire plan for review or submitting questions later to the Superintendent later via email.

Question and answers were shared via the web page and through the Board public hearing process. Parents' questions helped to further refine how the LCAP priorities and goals were shaped.

Surveys

2014-15 Surveys were sent out to collect additional input on the eight critical areas for the LCAP. Data was collected and tabulated and included in the plan. The survey and results were posted to the District website.

Addition Public Meetings

Improvement Achievement through afterschool intervention (Board meeting, Feb 2016; Public Meeting, April 12, 2016)

Board meetings for monitoring LCAP Progress (Sept. 21, 2015; Mar. 17, 2016; Apr. 21, 2016, May 19,2016; Jun. 23, 2016)

Review of draft goals for the LCAP (Sept. 21, 2015; Dec. 7, 2015; April 4, 2016; April 7, 2016)

District Advisory Committee (Nov. 9, 2015; May 9, 2016)

Surveys

This year the survey instrument was not available, so in lieu of that, a question each month will be posted on the district web-site to solicit stakeholder input and make improvements to services defined in the 8 State Priorities. (2016-17)

Additional Public Meetings

Enhance and enrich student learning through afterschool interventions and expanded student activities. (STEM, technology, expanded homework support and monitoring, nutrition and healthy living)

The District began the year with review of the LCAP with the School Board and community at District Board Meetings. The review of the LCAP goals and objectives has helped to shape district policy and expenditures to support the learning goals for all students as stated in the LCAP

The District board meetings with Stakeholders, Teachers, parents, students, classified and interested community members. In these meetings we reviewed the LCAP goals and the plan objectives for improving student learning. Input was sought and results of a workshop on December 7, 2015 was posted on the District Web Page. The input was used to ensure that all students learn at the correct level and that expenditures and resources are being accomplished as planned.

Hamilton Elementary School is considered in program improvement under Elementary and Secondary Act better known as No Child Left Behind. (NCLB). Because of the designation under NCLB, the Elementary School must have a committee of Parents, Staff, Board Representation and District Administration. The committee monitoring meetings occur twice yearly and provide information on school process and improvement by grade pod reporting. The committee formulates a report and progress goals for the school as a means to assist and monitor its academic growth. Through this process Parents are

informed on the progress and growth of the school.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL 1:</p>	<p>Condition of Learning goal to include highly qualified classroom instruction to promote college, career readiness with academic instruction in place to help all students succeed.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Maintain 100% of certificated staff assigned according to ESSA new standards for all children.</p> <p>All students have the most current curriculum adopted by the State of California in Mathematics. The District plans to adopt ELA curriculum with in the 2016-17 school year. Social Science, and Science are currently adopted however the State is in the process of review new curriculum for both content areas. Once the State completes this process the District will review those recommendation and adopt curriculum accordingly.</p> <p>Broaden the options for learning through additional electives for all students.</p> <p>Include support for special populations such as EL, special education, GATE and socio-economically challenged students and CTE learners.</p> <p>District needs to expand personal support for all students to enhance learning as funding and increase in ADA dictates.</p> <p>The need for additional district facilities to ensure enough classroom space is provided to students to enhance learning.</p>	
<p>Goal Applies to:</p>	<p>Schools: Hamilton Elementary School, Hamilton High School, Ella Barkley High School and Hamilton City Community Day.</p> <p>Applicable Pupil Subgroups: All Students</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

By the end of 2016-17 the District goal will maintain 100% of our certificated staff as highly qualified in compliance with ESSA.

Increase student participation rate in enrichment/elective opportunities by 10% district wide. (Examples: increase CTE grades 7-12, enrichment opportunities for grades K-6 during the school day and during after-school programs)

100% Students will have access to the most current Common Core Standards aligned instructional materials in math and ELA. District hopes to increase personnel in order to facilitate common core standards aligned first instruction to meet content and performance standards for all students.

District to provide expanded services for all students to ensure that graduation and promotion rates remain high. Maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.

Add classified staff to ensure that buildings, grounds and in-classroom support are adequate to meet the needs of student learning. At a minimum of one FTE.

The District needs to add instructional spaces for students to ensure students achievement. A minimum of one teaching space at HHS and one at HES.

AMAO #1: The percentage of ELs Making Annual Progress in Learning English on CELDT, across the District is 55.7%. The goal is to increase the number of students making annual progress by 5%.

AMAO #2:

(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.

(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year and make changes in 2016-17 if needed.	PreK-12 grades	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 415833 3000-3999: Employee Benefits Base 233713 1000-1999: Certificated Personnel Salaries Other 334776 3000-3999: Employee Benefits Other 146050

<p>Special Ed, contracted services with county office, NPS</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 167808 7000-7439: Other Outgo Other 5744</p>
<p>District will add books, materials and other instructional supplies needed to maintain instruction in the classroom including technology. Maintain facilities to ensure a safe and secure learning environment.</p>	<p>PreK-12th grade</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 38900 4000-4999: Books And Supplies Supplemental and Concentration 12000 4000-4999: Books And Supplies Other 60844</p>
<p>The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors whom could assist in classroom supervision and support needs.</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base 175804 3000-3999: Employee Benefits Supplemental and Concentration 81924 2000-2999: Classified Personnel Salaries Other 103250</p>
<p>Services and maintenance of district facilities, to maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.</p>	<p>Prek-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base 230865 6000-6999: Capital Outlay Other 51300 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6000 5000-5999: Services And Other Operating Expenditures Other 57457</p>
<p>Consulting and support services to enhance training and</p>	<p>PreK-12th</p>	<p><input checked="" type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p>

expertise of certificated and classified personnel	Grade	OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	and Concentration 234430 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9494
Professional development to be provided in concert with new curriculum adoptions.	PreK-12 Grade	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development to be provided in concert with new curriculum adoptions.	PreK-12 Grade	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

By the end of 2016-17 the District goal will maintain 100% of our certificated staff as highly qualified in compliance with ESSA.

Increase student participation rate in enrichment/elective opportunities by 10% district wide. (Examples: increase CTE grades 7-12, enrichment opportunities for grades K-6 during the school day and during after-school programs)

100% Students will have access to the most current Common Core Standards aligned instructional materials in math and ELA. District hopes to increase personnel in order to facilitate common core standards aligned first instruction to meet content and performance standards for all students.

District to provide expanded services for all students to ensure that graduation and promotion rates remain high. Maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.

Add classified staff to ensure that buildings, grounds and in-classroom support are adequate to meet the needs of student learning. At a minimum of one FTE.

The District needs to add instructional spaces for students to ensure students achievement. A minimum of one teaching space at HHS and one at HES.

AMAO #1: The percentage of ELs Making Annual Progress in Learning English on CELDT, across the District is 55.7%. The goal is to increase the number of students making annual progress by 5%.

AMAO #2:

(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.

(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year and make changes in 2016-17 if needed.	PreK-12 grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 503469 3000-3999: Employee Benefits Base 306407 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 263027 1000-1999: Certificated Personnel Salaries Other 691801 3000-3999: Employee Benefits Other 257067

<p>Special Ed, contracted services with county office, NPS</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7000-7439: Other Outgo Base 462468 7000-7439: Other Outgo Other 17616</p>
<p>District will add books, materials and other instructional supplies needed to maintain instruction in the classroom including technology. Maintain facilities to ensure a safe and secure learning environment.</p>	<p>PreK-12th grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Base 49601 4000-4999: Books And Supplies Supplemental and Concentration 59220 4000-4999: Books And Supplies Other 210747</p>
<p>The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors whom could assist in classroom supervision and support needs.</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Base 242732 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 91709 2000-2999: Classified Personnel Salaries Other 138227</p>
<p>Services and maintenance of district facilities, to maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.</p>	<p>PreK-12th Grade</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090</p>
<p>Consulting and support services to enhance training and</p>	<p>PreK-12th</p>	<p><input checked="" type="checkbox"/> All</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental</p>

<p>expertise of certificated and classified personnel</p>	<p>Grade</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>and Concentration 234430 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9494</p>
<p>Professional development to be provided in concert with new curriculum adoptions.</p>	<p>PreK-12 Grade</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Pupil Outcomes, all students will need to demonstrate proficiency on quizzes, tests, benchmark assessments and state academic performance exams to insure that they are achieving at the highest potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>			
<p>Identified Need :</p>	<p>The District CELDT scores for ELD students are the following: 69% are proficient in Listening skills, 82% are proficient in Speaking Skills, 43% are proficient in reading skills and 48% are proficient in writing skills. The District goal is to raise student proficiency on CELDT by one level annually.</p> <p>Maintain the HS graduation and HES promotion rate at or above 95%.</p> <p>The HS is in ESSA safe harbor, once a new measure is approved by the state legislature, the District aspires to move toward proficiency at or above 5% annually.</p> <p>The Elementary School is in academic program improvement under guidance of a District Advisory Committee. Continue progress monitoring with semi annual reports to demonstrate overall student progress by 5% in all core academic areas.</p>				
<p>Goal Applies to:</p>	<table border="1"> <tr> <td data-bbox="317 760 436 805"> <p>Schools:</p> </td> <td data-bbox="436 760 2001 805"> <p>All Schools in District</p> </td> </tr> <tr> <td data-bbox="317 805 638 873"> <p>Applicable Pupil Subgroups:</p> </td> <td data-bbox="638 805 2001 873"> <p>All students</p> </td> </tr> </table>	<p>Schools:</p>	<p>All Schools in District</p>	<p>Applicable Pupil Subgroups:</p>	<p>All students</p>
<p>Schools:</p>	<p>All Schools in District</p>				
<p>Applicable Pupil Subgroups:</p>	<p>All students</p>				

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Improve overall ELD proficiency on all test by one level.

Maintain HS graduation rate above 95%.

Maintain the promotion rate for the Elementary School above 95%

Assess all 3-11th grade students with district benchmark tests for ELA and Mathematics.

Maintain and improve all course offerings that support high achievement in each master schedule.

In 2014-15, 71% of students enrolled in a CTE course. The goal is to increase that by 3%.

In 2013-14, 43% of graduated completed the A-G course sequence for university admittance. The goal is to increase that by 3%.

For the 2014/15 year, AP participation counts are as follows: (US History 2/15; English Language 30; English Literature 25; Calculus 11; Statistics 21; Spanish Language 10). The goal is to Increase by 10% the numbers of students enrolling AP classes.

The AP pass rates for 2014/2015 are as follows: (US History 40%; English Language 30%; English Literature 20%; Calculus 36%; Statistics 24%; Spanish Language 100%). The goal is to increase by 3% the number of students passing AP tests. Note English Language/Literature and Calculus/Statistics are rotate biannually.

Increase by 3% the number of students passing the Early Assessment Program exam (EAP). The EAP Test results 2014-15 for the % of 11th grade test takers being classified as Exempt or Conditionally Exempt in math or English was as follows: (math 10%; English 37.5%)

Increase before and after school, and lunchtime offerings to enrich student learning by one per site. During the 2014-15 school year the following extra curricular activities were offered to students: (HS 5 sports/gender; 6 clubs. HES 2 sports/gender; 3 clubs). The goal is to increase these offerings by one per site. (Note Ella Barkley to be included in HS MS improvement model)

Increase the number of hours (currently 0) of after school (contract) time academic tutoring/support by one hour at HES through the Boys & Girls Club.

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 AMAO #2:

(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.

(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.

Actions/Services	Scope of	Pupils to be served within	Budgeted
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	Service	identified scope of service	Expenditures
Materials, supplies and text books needed to support student learning including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.	Prek-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 22000 4000-4999: Books And Supplies Base 71317 4000-4999: Books And Supplies Other 111547 6000-6999: Capital Outlay Other 94050
Maintain certificated and classified staffing levels as a means to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 429789 1000-1999: Certificated Personnel Salaries Base 762360 1000-1999: Certificated Personnel Salaries Other 613756 2000-2999: Classified Personnel Salaries Supplemental and Concentration 17405 2000-2999: Classified Personnel Salaries Base 322307 2000-2999: Classified Personnel Salaries Other 189292 3000-3999: Employee Benefits Supplemental and Concentration 150195 3000-3999: Employee Benefits Base 428473 3000-3999: Employee Benefits Other 267758
Maintain Services and Operations as a method to achieve goals; including School-Wide Intervention Programs as a vehicle to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 11000 5000-5999: Services And Other Operating Expenditures Base 423253 5000-5999: Services And Other Operating Expenditures Other 105338
Special Ed, NPS, other services from county office	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	7000-7439: Other Outgo Other 10531 7000-7439: Other Outgo Base 307649

		English proficient Other Subgroups: (Specify)	
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Improve overall ELD proficiency on all test by one level.

Maintain HS graduation rate above 95%.

Maintain the promotion rate for the Elementary School above 95%

Assess all 3-11th grade students with district benchmark tests for ELA and Mathematics.

Maintain and improve all course offerings that support high achievement in each master schedule.

In 2014-15, 71% of students enrolled in a CTE course. The goal is to increase that by 3%.

In 2013-14, 43% of graduated completed the A-G course sequence for university admittance. The goal is to increase that by 3%.

For the 2014/15 year, AP participation counts are as follows: (US History 2/15; English Language 30; English Literature 25; Calculus 11; Statistics 21; Spanish Language 10). The goal is to Increase by 10% the numbers of students enrolling AP classes.

The AP pass rates for 2014/2015 are as follows: (US History 40%; English Language 30%; English Literature 20%; Calculus 36%; Statistics 24%; Spanish Language 100%). The goal is to increase by 3% the number of students passing AP tests. Note English Language/Literature and Calculus/Statistics are rotate biannually.

Increase by 3% the number of students passing the Early Assessment Program exam (EAP). The EAP Test results 2014-15 for the % of 11th grade test takers being classified as Exempt or Conditionally Exempt in math or English was as follows: (math 10%; English 37.5%)

Increase before and after school, and lunchtime offerings to enrich student learning by one per site. During the 2014-15 school year the following extra curricular activities were offered to students: (HS 5 sports/gender; 6 clubs. HES 2 sports/gender; 3 clubs). The goal is to increase these offerings by one per site. (Note Ella Barkley to be included in HS MS improvement model)

Increase the number of hours (currently 0) of after school (contract) time academic tutoring/support by one hour at HES through the Boys & Girls Club.

AMAO #2:

(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials, supplies and text books needed to support student learning including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.	Prek-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 39480 4000-4999: Books And Supplies Base 33067 4000-4999: Books And Supplies Other 140498 6000-6999: Capital Outlay Other 108300
Maintain certificated and classified staffing levels as a means to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 175351 1000-1999: Certificated Personnel Salaries Base 335646 1000-1999: Certificated Personnel Salaries Other 461201 2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253 2000-2999: Classified Personnel Salaries Base 161821 2000-2999: Classified Personnel Salaries Other 92151 3000-3999: Employee Benefits Supplemental and Concentration 61139 3000-3999: Employee Benefits Base 204272 3000-3999: Employee Benefits Other 171378
Maintain Services and Operations as a method to achieve goals; including School-Wide Intervention Programs as a vehicle to achieve goals.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25806 5000-5999: Services And Other Operating Expenditures Base 210682 5000-5999: Services And Other Operating Expenditures Other 106060

Special Ed, NPS, other services from county office	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7000-7439: Other Outgo Other 11744 7000-7439: Other Outgo Base 308312

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Increase parent involvement in all facets of district processes supporting learning for all students, survey, parent meetings, before school, at lunch and after school.</p> <p>Teacher Parent academic teams.</p> <p>Attendance rates are above 98% for all students K-12, continue to maintain high attendance rates.</p> <p>Maintain a safe environment where student suspensions and expulsions are minimal.</p> <p>Maintain a low drop out rate of less than 3%.</p> <p>District to support parents who do not speak English to receive additional course work through HUSD adult education. While district LCAP money will not be used for these classes, the results would be a measure to help increase parental involvement in the K-12 schools in our district.</p>	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <p>Applicable Pupil Subgroups: All Students</p>	

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase parental involvement in all areas of the school by 3% average attendance/event, sign in sheets and completed surveys.</p> <p>Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school.</p> <p>Maintain attendance rates at or above 95% at both schools as measured by CBEDS and P2-report.</p> <p>Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.</p> <p>Work towards a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.</p> <p>Increase parental involvement of second language learner parents annually by 10% as measured by the average attendance at ELAC, DELAC, and parent luncheons (Sign In Sheets). The average attendance 2015-16 per meeting: ELAC/DELAC 15 participants and HES Parent Lunch 17 participants.</p> <p>AMAO #2:</p> <p>(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain services and operations to achieve goals; including supplies and facility needs.	PreK-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3000 5000-5999: Services And Other Operating Expenditures Base 115433 5000-5999: Services And Other Operating Expenditures Other 28729 6000-6999: Capital Outlay Other 25650
Maintain staffing levels as a means to achieve goals, including school-wide interventions.	Pre K-12th	<input checked="" type="checkbox"/> All OR:	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 117215

	Grade	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Base 207916 1000-1999: Certificated Personnel Salaries Other 167388 2000-2999: Classified Personnel Salaries Supplemental and Concentration 4747 2000-2999: Classified Personnel Salaries Base 87902 2000-2999: Classified Personnel Salaries Other 51625 3000-3999: Employee Benefits Supplemental and Concentration 40962 3000-3999: Employee Benefits Base 116856 3000-3999: Employee Benefits Other 73025
Additional resources to implement Academic Parent Teacher Teams. (Technology, training, supplies etc...)	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 6000 4000-4999: Books And Supplies Base 19450 4000-4999: Books And Supplies Other 30422
Special Ed, NPS, county office services and support.	Prek-12th grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	7000-7439: Other Outgo Base 83904 7000-7439: Other Outgo Other 2872

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Increase parental involvement in all areas of the school by 3% average attendance/event, sign in sheets and completed surveys.

Creation of Teacher Parent academic teams- Measured by sign in sheets, number of teachers creating teams at least two at the Elementary school.

Maintain attendance rates at or above 95% at both schools as measured by CBEDS and P2-report.

Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.

Work towards a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.

Increase parental involvement of second language learner parents annually by 10% as measured by the average attendance at ELAC, DELAC, and parent luncheons (Sign In Sheets). The average attendance 2015-16 per meeting: ELAC/DELAC 15 participants and HES Parent Lunch 17 participants.

AMAO #2:

(Less than 5 years) The percentage of ELs attaining the English Proficient Level on the CELDT (after less than 5 years in US schools), across the District is 22.1%. The goal is to increase the number of students attaining the English Proficient Level by 5%.

(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 38.1%. These students are classified as Long Term English Language Learners (LTEL). The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Maintain services and operations to achieve goals; including supplies and facility needs.

PreK-12th Grade

All
 OR:
 Low Income pupils
 English Learners

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21505

5000-5999: Services And Other Operating Expenditures Base 175568

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Other 88384 6000-6999: Capital Outlay Other 90250
Maintain staffing levels as a means to achieve goals, including school-wide interventions.	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 146126 1000-1999: Certificated Personnel Salaries Base 279705 1000-1999: Certificated Personnel Salaries Other 384334 2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044 2000-2999: Classified Personnel Salaries Base 134851 2000-2999: Classified Personnel Salaries Other 76793 3000-3999: Employee Benefits Supplemental and Concentration 50949 3000-3999: Employee Benefits Base 170226 3000-3999: Employee Benefits Other 142815
Additional resources to implement Academic Parent Teacher Teams. (Technology, training, supplies etc...)	Pre K-12th Grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 32900 4000-4999: Books And Supplies Base 27556 4000-4999: Books And Supplies Other 117082
Special Ed, NPS, county office services and support.	Prek-12th grade	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7000-7439: Other Outgo Base 256927 7000-7439: Other Outgo Other 9787

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Condition of Learning goal to include highly qualified classroom instruction to promote college career readiness with academic instruction in place to help all students succeed.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Goal Applies to: Schools: <u>Hamilton Elementary School, Hamilton High School, Ella Barkley High School and Hamilton Community Day.</u> Applicable Pupil Subgroups: <u>All Students</u></p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of 2015-16 the District goal will be to have 75% of our teachers highly qualified in compliance with NCLB.</p> <p>Adopt Social Science and Science materials when the State of California completes its adoption cycles.</p> <p>Add elective courses through programs before, during, and after school as district funds and personnel allows, at a minimum of at least one additional elective for Hamilton Elementary School and one for Hamilton High School.</p> <p>District to provide expanded services for all students to ensure that graduation and promotion rates remain high. To maintain a graduation rate at or above 95% annually, maintain a 8th grade promotion rate at or above 95% annually.</p> <p>Add classified staff to ensure that buildings, grounds, and in classroom support are adequate to meet the needs of student learning at a minimum of one FTE.</p> <p>The District needs to add instructional spaces for students to ensure students achieve at or above proficiency. A minimum of one teaching space at Hamilton High School and one at Hamilton Elementary School. Ella Barkley High School needs office space for administrative oversight and curriculum development for alternative education.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>As of May 2016 over 98% of the teaching staff at HUSD is NCLB compliant. (SARC 2015) A PE teacher was added at HES this year to expand the middle school model at the elementary school.</p> <p>Social Studies and Science standards have not yet been adopted, therefor no curriculum decisions have been made. Teachers in these disciplines continue to receive district supported professional development.</p> <p>Enrichment activities have been added as facilities and staffing has allowed. At the elementary school, yearbook and Activities Director have been added. At the high school, a science club has been added. Additionally a forklift was purchased for high school and adult education use. Three teachers are also involved in STEM training and integrating those mindsets into the classroom.</p> <p>The high school graduation and 8th grade promotion rate continue to be high, above the 95% rate for both the sites. (SARC 2015).</p> <p>At the elementary school, a yard duty position was increased by two hours each day. A Universal Maintenance/Custodial was increased to one FTE.</p> <p>Plans to add portable buildings were made this year with anticipated installation Summer 2016.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain current staffing levels of certificated staff provide additional services for supplemental services. District intends to evaluate the counseling and intervention needs of the district in the 2015-2016 school year.	1000-1999: Certificated Personnel Salaries Base 503469 3000-3999: Employee Benefits Base 306407 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 263027 1000-1999: Certificated Personnel Salaries Other 691801 3000-3999: Employee Benefits Other 257067	The District has added physical education staff at the high school and elementary school site this year. Since counseling services are confidential, no formal data exists. However, of the 3 district counselors making up a total 1.5 FTE counseling position, well over 60 hours per week are spent providing social, emotional, and academic support to students and their families. There continues to be substantial need at the elementary school for social/emotional counseling services. This year approximately 15% of students received some school based counseling support. Requests for more services had to be prioritized to the greatest need.	1000-1999: Certificated Personnel Salaries Base 503469 3000-3999: Employee Benefits Base 306407 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 263027 1000-1999: Certificated Personnel Salaries Other 691801 3000-3999: Employee Benefits Other 257067
Scope of Service: PreK-12 grades <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Special Education, contracted services with Glenn County Office of Education, and NPS.	7000-7439: Other Outgo Base 462468 7000-7439: Other Outgo Other 17616	HUSD currently participates in the Glenn countywide SELPA. Special educational services continue to be coordinated through that body.	7000-7439: Other Outgo Base 462468 7000-7439: Other Outgo Other 17616

<p>Scope of Service</p>	<p>PreK-12th Grade</p>	<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District will add supplies, books, materials and other instructional supplies needed to maintain instruction in the classroom and to maintain facilities to ensure a safe and secure learning environment.</p>	<p>4000-4999: Books And Supplies Base 49601 4000-4999: Books And Supplies Supplemental and Concentration 59220 4000-4999: Books And Supplies Other 210747</p>	<p>HUSD adopted standards aligned mathematics curriculum fall 2015 for grades 1 through 10. Summer 2016, Kindergarten mathematics and Integrated Mathematics III will be the final adoption in those respective series. Although there are curriculum samples for the current ELA adoption cycle on the elementary site, a full semester pilot is planned for fall 2016, with anticipated adoption spring 2017. Supplemental materials will be selected for grades 9 through 12 to increase expository reading opportunities and align with the common core state ELA/ELD standards.</p>	<p>4000-4999: Books And Supplies Base 49601 4000-4999: Books And Supplies Supplemental and Concentration 59220 4000-4999: Books And Supplies Other 210747</p>
<p>Scope of Service</p>	<p>PreK-12th grade</p>	<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
The district plans to increase staffing in the area of custodial and transportation as well as student safety by employing campus supervisors. The district also wishes to enhance classroom instruction by instructional aid support.	2000-2999: Classified Personnel Salaries Base 242732 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 91709 2000-2999: Classified Personnel Salaries Other 138227	At the elementary school, a yard duty position was increased by two hours each day. A Universal Maintenance/Custodial was increased to one FTE.	2000-2999: Classified Personnel Salaries Base 242732 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19879 3000-3999: Employee Benefits Supplemental and Concentration 91709 2000-2999: Classified Personnel Salaries Other 138227
Scope of Service: PreK-12th Grade <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Services and maintenance of district facilities: To maintain a safe and secure facility at all school sites as a means to support learning. Additional buildings as enrollment and needs of the district dictates.	5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090	Plans to add portable buildings were made this year with anticipated installation Summer 2016. Additionally, maintenance this year included: new HVAC, roof repairs/replacements, gas lines and technology infrastructure updates.	5000-5999: Services And Other Operating Expenditures Base 316023 6000-6999: Capital Outlay Other 162450 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38709 5000-5999: Services And Other Operating Expenditures Other 159090
Scope of Service: Prek-12th Grade		Scope of Service:	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Consulting and support services to enhance training and expertise of certificated and classified personnel.</p>		<p>HUSD continues to support on-going, sustained professional development for staff. In 2016 the following were offered as professional development opportunities: 504 Training, Administration Training (ACSA), Doug Fisher Cadre (TCOE), Alliance for Teaching Excellence (formally BTSA), 3 year Math Time (CSUChico), CA History Project Conference (UCLA), 3 year STEM (SCOE), Title III Conference, Music Educators Conference, AP content conferences, CPM training, Everyday Math training, AERIES training, Professional Learning Communities, ELA/ELD framework workshops, Close Reading training including training on-site personal to provide district-wide coaching.</p>	
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing</p>	<p>Although technology continues to be updated, at the elementary school approximately 420 students have full class access to 2 computer labs with a class set of computers. Access needs to be increased.</p>		

<p>past progress and/or changes to goals?</p>	<p>The ELA adoption should continue as scheduled with adoption in early spring 2017.</p> <p>Professional development should continue to be coordinated and sustained with the District wide focus on literacy and integrated ELD lead by the Common Core Cadre (HUSD teacher lead literacy group) and the District ELD Coordinator.</p> <p>Personal are still necessary to provide services to the highest need students by supporting targeted first tier instruction and facilitating interventions, especially in early reading. Additionally counseling hours should be increased to meet the needs of students within our community. This extends to the need for a data management clerk to coordinate data between teachers, support personnel, administration, and parents.</p> <p>The facilities and maintenance should be added as needed for future growth, including another universal maintenance employee.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Pupil outcomes: All students will need to demonstrate proficiency on quizzes, tests, benchmark assessments, and state academic performance exams to ensure that they are achieving at the highest potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools in District ----- Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	<p>Improve 10th Grade census by 3% in the 2015-2016 school year.</p> <p>Improve ELD proficiency on all test by 3%.</p> <p>Maintain the graduation rate above 95% for Hamilton High School.</p> <p>Maintain the promotion rate for the Hamilton Elementary School above 95%.</p> <p>Improve the NCLB status of both schools by student achievement by 3% as measured through site benchmark assessments at Hamilton Elementary School.</p> <p>The High School will develop benchmark assessments in Math and English for Grades 9 and 10</p> <p>Improve course offerings in all master schedules that support high achievement, maintain current course offerings in each master schedules and increase before, lunchtime and after school offerings to enrich student learning by one per site. (Note Ella Barkley to be included in Hamilton High School MS improvement model.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>The CAHSEE was suspended. No data exists.</p> <p>The comparison between the % of HUSD EL students vs. % of State of California EL students scoring early advanced or advanced on the 2013-14 CELDT, indicates that HUSD students are generally out performing EL students statewide (Data Quest Comparison).</p> <p>The high school graduation rate from the 2013-14 SARC report was 100% with a dropout rate of 0% for the same period. The promotion rate is 100%.</p> <p>EADMS is the district assessment system. This year district benchmarks (DBM) were given in the early fall and will be again in late spring. The spring scores are not yet available.</p> <p>The high school has developed DBM for the four core areas: English, math, science, and social studies.</p> <p>In 2014-15 the master schedule was maintained, with the addition of sports medicine and a manufacturing class added to the high school electives schedule. At the elementary school publications/yearbook, MESA, tech, and academic reading have been incorporated into the schedule. Additionally both sites have numerous clubs and sports for students after hours. There are also academic support opportunities outside of the school day. At the elementary there is Wolf time 2-3 times each week per grade and Saturday school for grades 4-8. At the high school there is tutoring offered in mathematics before school,</p>

		<p>lunch and after-school. Schedules are posted at both campuses.</p> <p>For a small rural high school there are many AP offerings; 2 math offerings, 2 English offerings, 1 US history, and 1 Spanish. Any given school year there are 4 AP classes from which to choose. Pass rates are as follows for spring 2015</p> <p>US History 40% English Language 30% Calculus 36% Spanish Language 100%</p> <p>During the 2014-15 school year 98.98% of students were enrolled in courses required for UC/CSU admission. This translated into 43.14% of our high school graduates meeting the a-g requirements. (2105 SARC). In a comparison to State data 2013-14, Hamilton High had approximately rate of attainment. (2013-14 School Quality Snapshot)</p> <p>The % of students demonstrating college preparedness on the EAP is low; 38% for ELA, and 11% for mathematics. (http://data.k12oms.org)</p> <p>Besides AP courses, Hamilton High offers a robust CTE program, over 70% of students participate in CTE school wide. 100% of students who complete a CTE sequence also earn a high school diploma. During the 2014-15 school year 73% of courses were articulated between our District and local post-secondary institutions. (2015 SARC)</p> <p>At the elementary school reading comprehension continues to be low. Based on the universal screener, the % of students meeting nationally normed targets for grades 3, 4, and 5 respectively are as follows: 11%, 17% and 38% (AimsWeb MAZE data 2015-16)</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Materials, supplies, and text books needed to support student learning	4000-4999: Books And Supplies Supplemental and Concentration	This year common core aligned mathematics curriculum was adopted	4000-4999: Books And Supplies Supplemental and Concentration

<p>including second language learners. Provide for capital outlay needs to support staff and students to achieve goals.</p>	<p>39480 4000-4999: Books And Supplies Base 33067 4000-4999: Books And Supplies Other 140498 6000-6999: Capital Outlay Other 108300</p>	<p>for grades 1-10. Kinder and grade 11 will be adopted this year for full implementation in 2016-17. Additionally EL students have access to curriculum in Spanish. All mathematics adoptions support the integrated ELD standards including reading, writing, speaking and listening in English.</p> <p>In the 2015-16 year technology upgrades have been a priority, including purchases of projecting devices (TV or ceiling mounted projectors, document cameras etc.) and infrastructure for increasing wireless access, speed and security to accommodate BYOD and increase use of mobile devices.</p> <p>In order to increase access for staff to travel to PD opportunities a school van and car have been purchased.</p>	<p>39480 4000-4999: Books And Supplies Base 33067 4000-4999: Books And Supplies Other 140498 6000-6999: Capital Outlay Other 108300</p>
<p>Scope of Service Prek-12th Grade</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain certificated and classified staffing levels as a means to achieve goals.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 175351 1000-1999: Certificated Personnel Salaries Base 335646 1000-1999: Certificated Personnel Salaries Other 461201</p>	<p>Teaching staff has been increased by 2 FTE PE teachers, one at the elementary and one at the high school.</p> <p>At the high school during 2014-15 average class size ranged from 18 to 22 pupils per class for the 4 core subjects. (2015 SARC)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 175351 1000-1999: Certificated Personnel Salaries Base 335646 1000-1999: Certificated Personnel Salaries Other 461201</p>

	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253</p> <p>2000-2999: Classified Personnel Salaries Base 161821</p> <p>2000-2999: Classified Personnel Salaries Other 92151</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 61139</p> <p>3000-3999: Employee Benefits Base 204272</p> <p>3000-3999: Employee Benefits Other 171378</p>	<p>At the elementary school, the average class size for K-6 was between 20 to 29 pupils per class. For the middle school rotation, average class sizes of the 4 core subjects range from 11 to 32 pupils per class. (2015 SARC)</p> <p>2015-16 staffing has been shifted to include an additional part-time counselor at the elementary school and reassign another counselor to the high school and continuation school.</p> <p>In order to maintain the additional facilities, a 1 FTE universal custodial staff was added.</p> <p>During the 2014-15 school year there was a loss of a half time para professional. Although the District made an attempt to fill the position, because of community limitations no qualified applicants were available.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 13253</p> <p>2000-2999: Classified Personnel Salaries Base 161821</p> <p>2000-2999: Classified Personnel Salaries Other 92151</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 61139</p> <p>3000-3999: Employee Benefits Base 204272</p> <p>3000-3999: Employee Benefits Other 171378</p>
<p>Scope of Service Pre K-12th Grade</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain services and operations as a means to achieve goals; including School-Wide Intervention Programs as a means to achieve goals.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25806</p> <p>5000-5999: Services And Other Operating Expenditures Base</p>	<p>During the 2015-16 school year intervention time is provided for in the Master Calendar.</p> <p>High school: Braves Time is available 4 times per week for approximately 40</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 25806</p> <p>5000-5999: Services And Other Operating Expenditures Base 210682</p>

	<p>210682</p> <p>5000-5999: Services And Other Operating Expenditures Other 106060</p>	<p>minutes. This time is not optional for students.</p> <p>Elementary school: Wolf Time is available 2-3 times per week at the end of the instructional day but within the teacher's contract day. Additionally an intervention specialist was added this year. A universal screen is utilized to identify individuals below grade-level and monitor program goals. There is currently 30 minutes 4 days each week for intervention within the school day.</p> <p>ELD is embedded in the master schedule at both sites. EADMS, CAASPP, District ELD Benchmarks, CELDT data used to evaluate student growth and identify LTELs and students eligible for reclassification. This year over 23% of EL students were reclassified.</p>	<p>5000-5999: Services And Other Operating Expenditures Other 106060</p>
<p>Scope of Service Pre K-12th Grade</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Special Education, NPS, other services from Glenn County Office Of Education.</p>	<p>7000-7439: Other Outgo Other 11744</p> <p>7000-7439: Other Outgo Base 308312</p>	<p>HUSD currently participates in the Glenn countywide SELPA. Special educational services continue to be coordinated through that body.</p>	<p>7000-7439: Other Outgo Other 11744</p> <p>7000-7439: Other Outgo Base 308312</p>
<p>Scope of Service Pre K-12th Grade</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>There continues to be a need for additional reading interventions at the elementary school. Funds should be expended to add a Reading Specialist to the staff. Responsibilities for this position should include small group interventions and coaching support for teachers to improve initial instruction.</p> <p>As enrollment and facilities increase there is a need for 2 universal maintenance staff.</p> <p>Technology infrastructure should include mobile lab facilities and hand held devices. This may trigger a need for more support staff in this area for students and faculty.</p> <p>The District is currently using funds to support former ROP courses, now CTE. This support must be considered as new classes and support services are added.</p> <p>The Professional Learning Community model will be instrumental in the planning-teaching-assessing-intervening cycle and will improve student achievement and the efficiency of intervention times.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All Students
Expected Annual Measurable Outcomes:	<p>Increase parental involvement in all areas of the school by 3%, sign in sheets and completed surveys.</p> <p>Creation of teacher-parent academic teams: measured by sign in sheets, number of teachers creating teams (at least two at Hamilton Elementary School).</p> <p>Maintain attendance rates above 95% at both schools as measured by CBEDS and P-reports.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>During the 2015-16 school year, parent involvement activities increased in both number and times of the day.</p> <p>At the elementary school the following were parent involvement offerings:</p> <ul style="list-style-type: none"> Parent Lunch (7 times per year) English Learner Advisory Committee/District Advisory Committee (new) School Site Council District Advisory Committee Back to School/Parent Conferences/Student Celebrations PTO Parents in Action/Padres en Accion <p>At the high school the following were parent involvement offerings:</p> <ul style="list-style-type: none"> District Advisory Committee (new) School Site Council Back to School/Parent Conferences/Student Celebrations Sports FFA Boosters Club Scholarship/Financial Aid Night Sophomore Counseling <p>Academic Parent Teacher Teams were not implemented this year. This remains a goal for the 2016-17 school year.</p>

<p>Maintain a safe environment for all students as measured by end of the year CALPADS report on suspension/expulsions, less than 1% annually.</p> <p>Work toward a 0% drop out rate for all district schools, as measured by the annual CALPADS report on drop out rates.</p>	<p>Attendance rates remain high at both schools. However chronic absentee rates are range between 0% to 8.7% for Special Education students. For overall student rate is 5.5%</p> <p>At the elementary school 2014-15, the suspension and the expulsion rate were 6.21% and 0% respectively. Over the same time period the high school rates were 0% and 0%. (2015 SARC)</p> <p>The drop out rate 2013-14 is 1.7% compared to 11.5% for the State. The graduation rate is 98.28% compared to 80.95% State-wide. (2015 SARC)</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain services and operations to achieve goals; including supplies and facility needs.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21505	<p>In the 2015-16 year technology upgrades have been a priority, including:</p> <p>Replaced/upgraded 75+ computers Installed 3 TVs in Classrooms as well as replaced/upgraded 3 projectors Installed 3 new servers Installed 30 new HD 1080P computer monitors Migrated to Cloud-based email system</p> <p>All of the upgrades were necessary to improve communication and fully utilize educational resources.</p> <p>Plans to add portable buildings were made this year with anticipated installation Summer 2016.</p> <p>Additionally, maintenance this year included: new HVAC, roof repairs/replacements, gas lines and technology infrastructure updates.</p>	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 21505
	5000-5999: Services And Other Operating Expenditures Base 175568		5000-5999: Services And Other Operating Expenditures Base 175568
	5000-5999: Services And Other Operating Expenditures Other 88384		5000-5999: Services And Other Operating Expenditures Other 88384
	6000-6999: Capital Outlay Other 90250		6000-6999: Capital Outlay Other 90250

<p>Scope of Service PreK-12th Grade</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain staffing levels as a means to achieve goals, including school-wide interventions.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 146126</p> <p>1000-1999: Certificated Personnel Salaries Base 279705</p> <p>1000-1999: Certificated Personnel Salaries Other 384334</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044</p> <p>2000-2999: Classified Personnel Salaries Base 134851</p> <p>2000-2999: Classified Personnel Salaries Other 76793</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 50949</p> <p>3000-3999: Employee Benefits Base 170226</p> <p>3000-3999: Employee Benefits Other 142815</p>	<p>During the 2015-16 school year intervention time is provided for in the Master Calendar.</p> <p>High school: Braves Time is available 4 times per week for approximately 40 minutes. This time is not optional for students.</p> <p>Elementary school: Wolf Time is available 2-3 times per week at the end of the instructional day but within the teacher's contract day. Additionally an intervention specialist was added this year. A universal screener is utilized to identify individuals below grade-level and monitor program goals. There is currently 30 minutes 4 days each week for intervention within the school day.</p> <p>ELD is embedded in the master schedule at both sites. EADMS, CAASPP, District ELD Benchmarks, CELDT data used to evaluate student growth and identify LTELs and students eligible for reclassification. This year over 23% of EL students were reclassified.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 146126</p> <p>1000-1999: Certificated Personnel Salaries Base 279705</p> <p>1000-1999: Certificated Personnel Salaries Other 384334</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 11044</p> <p>2000-2999: Classified Personnel Salaries Base 134851</p> <p>2000-2999: Classified Personnel Salaries Other 76793</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 50949</p> <p>3000-3999: Employee Benefits Base 170226</p> <p>3000-3999: Employee Benefits Other 142815</p>

		<p>This year the District ELD Coordinator worked with parents through the HES parent lunch, ELAC. Additionally, a parent initiated group (Parents in Action) was formed under her guidance but led by an ELD parent. (Agendas)</p> <p>A District wide initiative has begin in earnest this year with a push for close reading across disciplines and grade levels. PD has been provided through the guidance of the Common Core Cadre.</p> <p>Reading continues to be an area of growth. At the elementary school, according to the universal screener, the majority of students read below grade level. Intervention has shown some gains, more work is needed in this area.</p>	
<p>Scope of Service Pre K-12th Grade</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service </p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Expanded meeting, supplies, technology opportunities for staff and parents regarding student achievement. Example of services would be parent/teacher academic teams. Provide technology and materials support to classrooms.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 32900</p> <p>4000-4999: Books And Supplies Base 27556</p> <p>4000-4999: Books And Supplies Other 117082</p>	<p>Academic Parent Teacher Teams were not implemented this year. This remains a goal for the 2016-17 school year.</p> <p>Activities for elementary school parents included information and training on signing up for email and access our SIS, Butte College offerings for them and for their students, ELD CELDT</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 32900</p> <p>4000-4999: Books And Supplies Base 27556</p> <p>4000-4999: Books And Supplies Other 117082</p>

		<p>results and program updates. (Agendas)</p> <p>LCAP outreach events increased this year to include opportunities for input, review, questions during high community attendance events such as the high school Open House, and elementary school May Dance Festival and Show Case.</p>	
<p>Scope of Service</p> <p>Pre K-12th Grade</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Special Education, NPS, Glenn County Office of Education services and support.</p>	<p>7000-7439: Other Outgo Base 256927</p> <p>7000-7439: Other Outgo Other 9787</p>	<p>HUSD currently participates in the Glenn countywide SELPA. Special educational services continue to be coordinated through that body.</p>	<p>7000-7439: Other Outgo Base 256927</p> <p>7000-7439: Other Outgo Other 9787</p>
<p>Scope of Service</p> <p>Prek-12th grade</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, School based counseling services continue to be a need, at the elementary school approximately 15% of students require</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

school based counseling services. In many cases this requires extensive work with the families of the students as well. Increasing counseling services to the ASCA's recommended (1:250) ratio throughout the District could reduce disciplinary occurrences by 25% (S. Carrell). At the high school academic counseling services translate into better monitoring of student progress and making sure more students are college and career ready by enrolling and completing a rigorous curriculum path such as the a-g and AP pathways along with CTE classes (Center for Public Education, National School Boards Association 2012)

Additionally, increasing access to technology for parents, students, teachers, and support personnel will continue to require upgrades to the existing technology infrastructure. Including but not limited to increasing internet speeds, surveillance enhancements, WiFi improvements to facilitate the use of remote labs and the use of BYOD.

A Reading Specialist continues to be a need. This role should include working with teachers and parents to increase effectiveness of first instruction as well as provide intervention resources.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$1050096
The current year estimated Supplemental and Concentration grant funding in the LCAP year for Hamilton Unified School District is \$1,050,096.	
At HUSD the unduplicated count for English Language Learners, low income, and foster youth is approximately 82%.	
District-wide Services	
School Based Counseling	
<p>Although, Hamilton Unified School District does not have a great number of foster youth, we have a partnership with social services and our county foster youth coordinator to ensure that any needs these youths may have are being met. Additionally high poverty youth seem to have an increased need for these services as well. Last year, HUSD augmented on-site counseling services for all schools within the District in order to better serve the unduplicated students. During the 2015-16 year 10% of the kindergarten class had significant diagnosed behavioral needs. Additionally upon examination of the 3 year Assertive Discipline data, the goal is to decrease referrals by 10%. This year's plan is to increase school based counseling services to meet those challenges. In order to improve school culture, the district anticipates increasing staff development for Positive Behavioral Intervention Stragies (PBIS) which emphasizes the impact on the social, emotional and academic outcomes for students with disabilities https://www.pbis.org/.</p>	
English Language Development	
<p>The District has aggressively worked to improve English language acquisition for our second language learners and our special education students. The Language Star program is principally directed to serve our unduplicated students by offering a researched based designated ELD curriculum. In 2015-2016 over 13% of ELD student were reclassified. Additionally HUSD has increased ELD services for the influx of new comers this year. Currently the District continues to provide on-site ELD coaching for integrated and designated ELD. These services are principally to provide professional development for the new ELA/ELD Standards in order to increase access to the integrated ELD standards. These services will be expanded to support long term ELD students in order to decrease the long term ELD count and minimize potential long term ELD status. This meets the District's goals for it's unduplicated pupils in the State and local priorities and will be measured by the CELDT, District ELD Benchmarks, and AMAO 2.</p>	
Curriculum Supports	
HUSD has established a local professional development team of teachers to provide training, guidance, and coaching to implement the new ELA/ELD standards for integrated	

ELD. This year's primary focus is to increase reading strategies for all grades and all subjects by the use of close reading strategies. <http://www.corwin.com/learning/fisher-frey-pd-resource-center.html>. Based on last years CAASPP data, students would benefit from explicit instruction in making meaning from text and expanded vocabulary. HUSD plans to increase the frequency, duration, and intensity of this interdisciplinary collaboration.

Currently the District employs a Teacher on Special Assignment for the purpose of supporting and coordinating professional development, assessment and Title I services. This specific service is principally directed towards and is effective in improving services for the unduplicated students, who comprise the large majority of students who need extra academic support. Data will be used to design and implement professional development districtwide. Data will also be used to refine curriculum and instruction decisions in order to meet the needs of our unduplicated students who are the most at risk academically through the PLC process.

Additional Support

Intervention will be used to principally serve unduplicated students to improve academic achievement in all subjects.

Hamilton Elementary School uses a universal screener to identify students in need of academic support. Based on results of the universal screener the majority of students will benefit from strategic or intensive interventions. Each group meets four times a week for twenty-five minutes per day for a period of seven to ten weeks. Students will be monitored regularly for growth and instructional modifications will be made accordingly. The K-8 schedule has been adapted to facilitate the movement of students in and out of interventions as need. The district hopes to increase staffing in intervention next year principally directed towards serving the unduplicated students who do not meet the universal screener benchmark. This will be effective in meeting the district's goal of increasing student achievement. Additionally, afterschool academic support is provided 3 times per week for 30 minutes.

The district is considering ways in which to expand and improve the afterschool program in order to extend the learning time for students. This specifically affects the unduplicated students.

Saturday School is a program principally directed towards grades 4-8 students who: are not making progress towards promotion, or need to make up absences, or are in need of academic assistance. HUSD anticipate increasing services to the unduplicated students through increasing staffing.

Hamilton High School Braves time is primarily used to serve the unduplicated student population at the high school to prepare students for career and college readiness through an academic support time. The District anticipates increasing the number of intervention sections offered next year which should be effective in increasing math and literacy success rates. Including but not limited to an increase in AP scores, A-G success rates and an increase in the number of students that exhibit college readiness (EAP program).

The District has completed the process of departmentalizing 6th, 7th, and 8th grade for the purpose of cultivating subject specific curriculum and instruction, in order to better serve our unduplicated student populations. Our goal is for the content-specialist teachers to not only support students in the upper elementary grades but to work with the multiple subjects teachers to support lower grade teaching and learning in specific content. The goal is to improve and increase district wide vertical alignment between multiple subject teachers through the content specialist teachers. This will provide sufficient access to standards aligned instructional content for our unduplicated students.

The District intends to increase staffing services for visual and performing arts. As research shows, Re-Investing in Arts Education: Winning America's Future Through Creative Schools Summary and Recommendations : "The conclusion of these recent studies is that on average, arts-engaged low income students tend to perform more like higher-income students in the many types of comparisons that the studies tracks." This program is principally directed to serve our unduplicated students by maintaining school attendance rates, minimizing chronic absenteeism and improving student achievement.

Facilities

The District will improve and increase facilities through portable building purchases with the intent of adding classroom space for the new teachers who will focus on student achievement for our unduplicated students. The district also hopes to add service hours to classified custodial as a means to help meet cleaning standards as set forth in our Williams Act Requirements.

Community Outreach

The district anticipates implementing Academic Parent-Teacher Teams

In these Academic Parent-Teacher Teams (APTT) the district wishes to increase and improve parent-teacher communication and enhance academic learning for our unduplicated students by:

- *Using family engagement as an instructional strategy
- *Implementing a systemic approach to family engagement focused on student academic goals
- *Developing foundational grade-level skills for parent meetings
- *Effectively sharing data with families to establish academic goals
- *Developing tools and strategies for measuring and evaluating system effectiveness
- *Enlisting parents as classroom leaders
- *Creating effective classroom networks focused on student success

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

18.7	%
6	

The District services are being enhanced by additional aides in the classrooms, additional support after school, additional professional development for teachers that focuses on best practices, and on-going and measurable assessments. Procedures have been added for staff to support students' social emotional needs through the Medi-Cal Administrative Activities program. Coordinated support with a partnership with the other county school districts to bring curriculum adoptions into a common adoption as a means of enhanced professional development. Coordination of services for special education through the County SELPA. Coordination of mental health services. Enhanced menus for student nutrition. Transportation for students to and from school. Additional staffing for building and grounds and student cleanliness under the protections of the Williams Act. Second Language students are afforded additional services through our Language Star program, professional development in the program for

teachers to improve their designated and integrated ELD services to support our EL students. After-school tutoring and a Board adoption of a Seal of Bi-literacy to honor the progress of all students who are seeking to build skills in two languages especially those students who began as second language learners. Our District works with the county office of education and the foster youth program to support the students who may attend a Hamilton school in all the ways and methods as described above. When needed the District will provide special transportation or coordinate efforts for those student who need additional assistance through all the county resources or those we poses in our district. We have streamlined our nutrition and educational support in and out of the classroom to meet McKinney-Vento for all our students who qualify. The qualitative roles of our efforts will be captured by the increase in student support services through improving instruction. Our District saw a raise in scores on our CELDT testing for second language learners increasing proficiency in all three AMAO's by almost 10%. The efforts described above should see additional growth in our second language learners by another 3%. As stated above in the ELA goal, our District will focus on improving all students in ELA by 3%. With the efforts of the additional coaching, teaching staff, and classroom support aides, we anticipate that our most at-risk students, ELD, foster youth, and those with special needs will also see increases in ELA. District wide focus on mathematics will also be a priority over the next school year. Understanding that our district is 82.3% un-duplicated in the areas of low income, English language learners, RFEP and/or Foster Youth, our efforts will focus heavily on these student population groups.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Funding Sources	8,867,205.00	8,867,205.00	7,887,308.00	0.00	0.00	7,887,308.00
Base	4,179,333.00	4,179,333.00	4,209,743.00	0.00	0.00	4,209,743.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,637,775.00	3,637,775.00	2,531,404.00	0.00	0.00	2,531,404.00
Supplemental and Concentration	1,050,097.00	1,050,097.00	1,146,161.00	0.00	0.00	1,146,161.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	8,867,205.00	8,867,205.00	7,887,308.00	0.00	0.00	7,887,308.00
1000-1999: Certificated Personnel Salaries	3,240,660.00	3,240,660.00	3,283,463.00	0.00	0.00	3,283,463.00
2000-2999: Classified Personnel Salaries	890,751.00	890,751.00	961,826.00	0.00	0.00	961,826.00
3000-3999: Employee Benefits	1,455,962.00	1,455,962.00	1,538,956.00	0.00	0.00	1,538,956.00
4000-4999: Books And Supplies	710,151.00	710,151.00	372,480.00	0.00	0.00	372,480.00
5000-5999: Services And Other Operating Expenditures	1,141,827.00	1,141,827.00	981,075.00	0.00	0.00	981,075.00
6000-6999: Capital Outlay	361,000.00	361,000.00	171,000.00	0.00	0.00	171,000.00
7000-7439: Other Outgo	1,066,854.00	1,066,854.00	578,508.00	0.00	0.00	578,508.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	8,867,205.00	8,867,205.00	7,887,308.00	0.00	0.00	7,887,308.00
1000-1999: Certificated Personnel Salaries	Base	1,118,820.00	1,118,820.00	1,386,109.00	0.00	0.00	1,386,109.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	1,537,336.00	1,537,336.00	1,115,920.00	0.00	0.00	1,115,920.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	584,504.00	584,504.00	781,434.00	0.00	0.00	781,434.00
2000-2999: Classified Personnel Salaries	Base	539,404.00	539,404.00	586,013.00	0.00	0.00	586,013.00
2000-2999: Classified Personnel Salaries	Other	307,171.00	307,171.00	344,167.00	0.00	0.00	344,167.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-2018	2018-19	2016-17- 2018-19 Total
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	44,176.00	44,176.00	31,646.00	0.00	0.00	31,646.00
3000-3999: Employee Benefits	Base	680,905.00	680,905.00	779,042.00	0.00	0.00	779,042.00
3000-3999: Employee Benefits	Other	571,260.00	571,260.00	486,833.00	0.00	0.00	486,833.00
3000-3999: Employee Benefits	Supplemental and Concentration	203,797.00	203,797.00	273,081.00	0.00	0.00	273,081.00
4000-4999: Books And Supplies	Base	110,224.00	110,224.00	129,667.00	0.00	0.00	129,667.00
4000-4999: Books And Supplies	Other	468,327.00	468,327.00	202,813.00	0.00	0.00	202,813.00
4000-4999: Books And Supplies	Supplemental and Concentration	131,600.00	131,600.00	40,000.00	0.00	0.00	40,000.00
5000-5999: Services And Other Operating Expenditures	Base	702,273.00	702,273.00	769,551.00	0.00	0.00	769,551.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	353,534.00	353,534.00	191,524.00	0.00	0.00	191,524.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	86,020.00	86,020.00	20,000.00	0.00	0.00	20,000.00
6000-6999: Capital Outlay	Other	361,000.00	361,000.00	171,000.00	0.00	0.00	171,000.00
7000-7439: Other Outgo	Base	1,027,707.00	1,027,707.00	559,361.00	0.00	0.00	559,361.00
7000-7439: Other Outgo	Other	39,147.00	39,147.00	19,147.00	0.00	0.00	19,147.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Ella Barkley High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ella Barkley High School
Street	Hwy. 32 And Los Robles St.
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-3331
Principal	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	
Grades Served	10-12
CDS Code	11765621130053

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@hamiltonusd.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

The mission of the faculty, staff, administration and Governing Board of Ella Barkley High School is to provide a comprehensive educational program for all students so that they may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for lifelong learning, and a genuine concern for the welfare and cultural diversity of others.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	1
Grade 11	6
Grade 12	5
Total Enrollment	12

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	77.8
White	22.2
Socioeconomically Disadvantaged	77.8
English Learners	11.1
Students with Disabilities	22.2

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	56.3	43.8
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 8/2014

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	0%
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 Pre Algebra 2004 Algebra 2004 Geometry 2005	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	0%
Health	Life Skill Heath 2005	Yes	
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

School is open before and after school for students that arrive early or have to leave late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for either individual or group instruction. The buildings and landscaping are maintained by District personnel and are in good order, and 100% of the toilets operate correctly.

The teachers ensure that the instruction for students is safe, and that the classroom is kept in good order. One District janitor maintains the facility in the afternoons. The school has had the benefit of using the traditional school gymnasium for its physical education requirements when it was needed.

The District library serves the school, with over 7,500 books and the capacity for 15,000. The school has 17 Internet accessible computers, which are used for desktop publishing, and a greenhouse that is used by the ROP Ornamental Horticulture class. All parts of the school are handicap accessible. There are two classrooms and an administration/ office building, all built in 1986. All items on the School Facilities survey were inspected in October 2015.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-2015 school year, the District budgeted \$64, 200 for the Deferred Maintenance Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/18/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			East class room needs sink faucet repaired, leak: Submitted a maintenance request.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/18/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/18/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	25	44
Mathematics	--	8	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	5	83.3	--	--	--	--
Male	11		5	83.3	--	--	--	--
Hispanic or Latino	11		4	66.7	--	--	--	--
White	11		1	16.7	--	--	--	--
Socioeconomically Disadvantaged	11		5	83.3	--	--	--	--
English Learners	11		3	50.0	--	--	--	--
Students with Disabilities	11		1	16.7	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	6	100.0	--	--	--	--
Male	11		6	100.0	--	--	--	--
Hispanic or Latino	11		4	66.7	--	--	--	--
White	11		2	33.3	--	--	--	--
Socioeconomically Disadvantaged	11		6	100.0	--	--	--	--
English Learners	11		3	50.0	--	--	--	--
Students with Disabilities	11		2	33.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	44	38	42	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	--
Female	--
Hispanic or Latino	--
Students with Disabilities	--
Foster Youth	--

Note: 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.

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				53	48	60	57	56	58
Mathematics				59	56	52	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40	34	25	48	32	20
All Students at the School	0			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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 (Most Recent Year)

Ella Barkley High School staff believes that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@hudschools.org for more information about ways of getting involved in the school's programs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.10	5.50	1.70	7.10	5.50	1.70	13.10	11.40	11.50
Graduation Rate	92.86	93.41	98.28	92.86	93.41	98.28	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	85.71	98.28	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	85.71	97.62	81.28
Native Hawaiian/Pacific Islander			83.58
White		100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		100	61.28
English Learners	100	100	50.76
Students with Disabilities	85.71	100	81.36
Foster Youth	--	--	--

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	12.50	9.09	6.25	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. EBH Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	2			8	3			12	1		
Mathematics	5	6			3	8			10	4		
Science	9	5			5	5			7	3		
Social Science	5	6			3	6			12	5		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	15
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	.50	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Local Education Agency (LEA) Data					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	184.12	127.37	116.78	275.85	704.12
Unduplicated Pupil Percentage (UPP)	82.16%				

Level	Average Teacher Salary
School Site	67161
District	\$61,964
Percent Difference: School Site and District	8.9
State	\$59,460
Percent Difference: School Site and State	14.6

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

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track), and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Focus areas for staff development for 2014-2015 are: Safety, Eadms trainging, and continuing with the implementation of Common Core State Standards- specifically Integrated Math implementation, and ELD standards for designated and integrated instruction. These areas of professional development were selected based on the needs of our students, particularly training in the new ELD state standards which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

Hamilton Community Day School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
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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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton Community Day School
Street	535 Sacramento Avenue
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-0504
Principal	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	
Grades Served	7-12
CDS Code	11765621130111

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

The Community Day School is designed to serve the needs of students in grades 7-12 who have been expelled for any reason. The program's purpose is to teach students to make appropriate decisions about behavior and strengthen their academics in order for them to return to their regular school and be successful. All persons will be treated with respect in a safe and orderly learning environment.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	1
Total Enrollment	1

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	100
English Learners	100

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 8/2014

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 Pre Algebra 2004 Algebra 2004 Geometry 2005	Yes	

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	
Foreign Language		Yes	
Health	Life Skills Math	Yes	
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Community Day School is located on the east side of town and is a single building classroom. The community day is in good condition and has all educational resources to allow full access to students under ESEA.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/20/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/20/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy			
Mathematics			

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)				45	39		59	60	

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 (Most Recent Year)

Staff at Community Day believe that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@hudschools.org for more information about ways of getting involved in the school's programs.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. CDS Faculty participated in the development of the plan and items are regularly reviewed. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. Our District, in the past, has employed a part-time school resource officer who worked closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district and school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Community Day School.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			Yes
Met Participation Rate: English-Language Arts			Yes
Met Participation Rate: Mathematics			Yes
Met Percent Proficient: English-Language Arts			N/A
Met Percent Proficient: Mathematics			N/A
Met Attendance Rate			Yes
Met Graduation Rate			Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6									1	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	1
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Local Education Agency (LEA) Data					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	184.12	127.37	116.78	275.85	704.12
Unduplicated Pupil Percentage (UPP)	82.16%				

Level	Average Teacher Salary
School Site	67161
District	\$61,964
Percent Difference: School Site and District	8.9
State	\$59,460
Percent Difference: School Site and State	14.6

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

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, Response to Instruction in Reading, extended day for at-risk students, high school tutorial, summer school, and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

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

Professional Development (Most Recent Three Years)

The Hamilton Unified School District has negotiated and calendared Professional Learning Communities once a week for teacher collaboration that focuses on student achievement . Focus areas for staff development for 2013-2014 are Safety, Aeries Analytics, EDI, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically.

Hamilton Elementary School

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About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Darcy Pollak
E-mail Address	dpollak@husdschools.org
Web Site	www.husdschools.org
Grades Served	K-8
CDS Code	11625706007447

District Contact Information	
District Name	Hamilton Unified School Distirct
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

Hamilton Elementary School, with a current enrollment of 418 students, is located in Hamilton City, which is approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves community of Hamilton. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to help maximize their learning as they prepare for high school. We are pleased to offer middle school athletics: flag football, volleyball, boys and girls basketball, and county track meet which is held in the Spring. School and student safety are paramount for our students and staff at Hamilton Elementary School. The administrator consistently supervises campus throughout the day. A crossing guard is available before and after school, as well as, we have yard duty supervisors that assist with campus safety. Periodic drills and training for fire, lockdowns, , and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School committed to making a positive difference in the lives of your children. We will accomplish this by setting high academic expectations for all children and providing supportive systems to assure they are met. By addressing school culture, setting high standards for teacher performance, increased academic expectations for all students and engaging the community, it is our goal at Hamilton Elementary School to help foster independent life-long learners with goals for future success. We welcome parents to work in the classroom, get involved with PTO, and participate in all school activities. We embrace the challenges of the future while we continue to cherish and celebrate the traditions of the past. Our remarkable staff, involved parents and committed students come together to make Hamilton Elementary School a wonderful and unique place.

Mission Statement: "All students at Hamilton Elementary School will achieve at high levels."

Visit our website (www.husdschools.org) and it will give you a quick snapshot of life at our school. Explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School.

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	51
Grade 1	55
Grade 2	33
Grade 3	53
Grade 4	38
Grade 5	47
Grade 6	44
Grade 7	35
Grade 8	60
Total Enrollment	416

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	1
Hispanic or Latino	95.9
White	2.4
Two or More Races	0.2
Socioeconomically Disadvantaged	92.3
English Learners	44
Students with Disabilities	9.6
Foster Youth	0.7

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	20	19	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 9/2015

At Hamilton Elementary each student has access to his or her own copy of the Standards-aligned textbooks and instructional materials that were approved by the State Board of Education in the core curriculum areas. Hamilton Elementary School adheres to the State-adoption cycle for purchasing textbooks and all materials considered for District adoption are available to the public for review prior to any purchase. A public sufficiency and adequacy hearing is held each year in October by the Glenn County Office of Education. Because we are a small K-8 elementary school, we involve the entire staff in the selection of textbooks and instructional materials. Whenever feasible, we have piloted the curriculum under consideration for a semester (from the state-approved list), conducted an evaluation of the material based on predetermined guidelines, presented evaluation summaries to the entire staff, and made staff recommendations to the school board.

Hamilton Elementary School has transitioned to Common Core Standards and teachers use instructional materials and practices to best serve our students. We adopted Everyday Math (K-5) and CPM (6-8) and are currently piloting English Language Arts curriculum. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	CA Treasures- McGraw-Hill (K-3) 2010-11 CA Treasures- McGraw-Hill (4-6) 2011-12 Prentice Hall Literature (7-8) 2002-03	Yes	0%
Mathematics	Everyday Math - Common Core Edition College Preparatory Math (CPM) - Common Core Edition	Yes	0%
Science	K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 Pearson, Scott Foresman 2006-07 6-8 Pearson, Prentice Hall 2006-07	Yes	0%
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Elementary has a closed campus from 8:00 A.M. until 6:00 P.M. while school and the SPARK program are in session. Prior to the start of the school day, one of two Maintenance personnel inspects the campus for safety. The facility is clean and in good repair. There are ample classrooms, restrooms, playground space and equipment.

A staff of two provides janitorial services. Schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 5:00 A.M. until 8:30 P.M. The cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. The school grounds are clean and well ordered. Trash cans are available throughout the campus.

The playgrounds and lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The school facilities, grounds, and vehicles are in good condition. The District participates in the State’s Deferred Maintenance Program to replace major components of the school’s facilities (such as HVAC, roofs, floor surfaces, and so on). All toilets and other fixtures work and are in good repair. We have installed automatic flush valves on every toilet and hand dryers in each restroom to maintain a clean environment for students.

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have, long ago, been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus. The cafeteria underwent a \$750,000 remodeling project in 2004- 2005. It is now a designated emergency shelter. The roof and HVAC on our 300 building and sections from the roof on the cafeteria were repaired in the summer of 2008. The fire alarm was also rewired and updated to State Fire Marshal specifications for the entire school during the summer of 2008.

Hamilton Elementary occupies 4.8 acres with separate athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. The library has holdings in both English and Spanish. All students have Internet access through the computer lab. The lab has 30 Dell multimedia computers. We are also considering a solar energy project at the Hamilton Elementary.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$78,800 for the Deferred Maintenance Program. This represents .012% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	100 Restrooms: Paint Peeling 101: Stained Ceiling tile 102: Stained Ceiling tile 202: Stained Ceiling tile 203: Stained Ceiling tile 206: Stained Ceiling tile 305: Stained Ceiling tile 500 Restrooms: Rusty Partition 501: Torn carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Grounds: Gophers
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			303: Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/14/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	22	25	44
Mathematics	8	8	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	73	18	8	2
	4	36	36	100.0	83	8	8	0
	5	48	47	97.9	40	30	23	6
	6	44	44	100.0	57	30	14	0
	7	36	33	91.7	30	33	30	6
	8	64	63	98.4	35	32	30	3
Male	3		25	49.0	76	20	0	4
	4		18	50.0	89	11	0	0
	5		26	54.2	46	35	15	4
	6		25	56.8	64	28	8	0
	7		18	50.0	44	44	11	0
	8		29	45.3	52	28	21	0
Female	3		26	51.0	69	15	15	0
	4		18	50.0	78	6	17	0
	5		21	43.8	33	24	33	10
	6		19	43.2	47	32	21	0
	7		15	41.7	13	20	53	13
	8		34	53.1	21	35	38	6
Black or African American	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Hispanic or Latino	3		49	96.1	71	18	8	2
	4		36	100.0	83	8	8	0
	5		44	91.7	43	30	23	5
	6		44	100.0	57	30	14	0
	7		31	86.1	29	35	29	6
	8		59	92.2	34	32	31	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	4.7	--	--	--	--
Two or More Races	8		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	77	15	6	2
	4		34	94.4	85	9	6	0
	5		44	91.7	41	32	20	7
	6		42	95.5	57	31	12	0
	7		31	86.1	32	32	29	6
	8		59	92.2	34	32	31	3
English Learners	3		33	64.7	76	12	9	3
	4		17	47.2	100	0	0	0
	5		23	47.9	61	30	4	4
	6		16	36.4	94	6	0	0
	7		3	8.3	--	--	--	--
	8		15	23.4	80	20	0	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	8.3	--	--	--	--
	5		3	6.3	--	--	--	--
	6		8	18.2	--	--	--	--
	7		5	13.9	--	--	--	--
	8		6	9.4	--	--	--	--
Students Receiving Migrant Education Services	3		4	7.8	--	--	--	--
	4		2	5.6	--	--	--	--
	5		6	12.5	--	--	--	--
	6		5	11.4	--	--	--	--
	7		1	2.8	--	--	--	--
	8		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	63	24	14	0
	4	36	36	100.0	67	31	3	0
	5	48	46	95.8	54	35	11	0
	6	44	42	95.5	60	38	2	0
	7	36	35	97.2	37	54	6	3
	8	64	64	100.0	48	44	8	0
Male	3		25	49.0	64	32	4	0
	4		18	50.0	72	28	0	0
	5		25	52.1	64	20	16	0
	6		24	54.5	58	38	4	0
	7		20	55.6	45	55	0	0
	8		30	46.9	60	40	0	0
Female	3		26	51.0	62	15	23	0
	4		18	50.0	61	33	6	0
	5		21	43.8	43	52	5	0
	6		18	40.9	61	39	0	0
	7		15	41.7	27	53	13	7
	8		34	53.1	38	47	15	0
Black or African American	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Hispanic or Latino	3		49	96.1	61	24	14	0
	4		36	100.0	67	31	3	0
	5		43	89.6	56	35	9	0
	6		42	95.5	60	38	2	0
	7		33	91.7	36	55	6	3
	8		60	93.8	47	47	7	0
White	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	4.7	--	--	--	--
Two or More Races	8		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	66	21	13	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		34	94.4	68	32	0	0
	5		44	91.7	57	32	11	0
	6		40	90.9	58	40	3	0
	7		32	88.9	38	56	3	3
	8		60	93.8	48	45	7	0
English Learners	3		33	64.7	67	15	18	0
	4		17	47.2	82	18	0	0
	5		22	45.8	73	18	9	0
	6		14	31.8	93	7	0	0
	7		3	8.3	--	--	--	--
	8		15	23.4	87	13	0	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	8.3	--	--	--	--
	5		3	6.3	--	--	--	--
	6		7	15.9	--	--	--	--
	7		6	16.7	--	--	--	--
	8		6	9.4	--	--	--	--
Students Receiving Migrant Education Services	3		4	7.8	--	--	--	--
	4		2	5.6	--	--	--	--
	5		6	12.5	--	--	--	--
	6		5	11.4	--	--	--	--
	7		1	2.8	--	--	--	--
	8		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46	35	48	44	38	42	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	48
Male	47
Female	48
Black or African American	--
Asian	--
Hispanic or Latino	47
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	46
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.60	28.30	26.10
7	17.10	37.10	22.90

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.

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 (Most Recent Year)

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. Parents can become involved in our school in various ways. They have an active advisory role to the Superintendent through the District Advisory Committee (DAC), District Site Leadership Team (DSLTL), School Site Council, ELA and the Parent Teacher Organization. These committees meet regularly. We encourage parents to volunteer in their child's classrooms and around the school. We offer monthly parent luncheons and monthly morning coffee to help welcome parent involvement. We have frequent LCAP meetings to ensure all stakeholders are offered a vested interest and voice in the decision making on how our district funds should be spent based on priorities set forth by the funding formula and all the stakeholders.

For further information on how parents may become involved in our school, please contact Darcy Pollak, Principal, at (530) 826-3474 or dpollak@hudschools.org.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.44	6.71	6.21	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.22	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Maintaining a safe, orderly environment is essential to learning. This begins with periodic inspections of all facilities as well as a written plan.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated in February 2014 with the School Safety Coordinator and it was reviewed with staff and School Site Council in Spring of 2014. A Crisis Response Plan was developed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary has a closed campus from 8:00 A.M. until 6:00 P.M. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. Teachers, classified staff, and administration are assigned supervision duties during all recesses and lunch periods in the cafeteria. Fire drills are conducted monthly, and lockdown/intruder drills twice a year. Five cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. Access is limited through two pedestrian gates in front of the school during the beginning and end of the school day. During the school day, access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Grounds for suspension or expulsion include threatening to cause physical injury to another person; possession, selling, or furnishing dangerous objects (e.g. firearms, knives, explosives, etc.); brandishing a knife at another person; controlled substances; alcoholic beverages or intoxicants of any kind; drug paraphernalia, committing robbery or extortion; causing damage to or stealing school or private property; possession or use of tobacco; disruption of school activities or willfully defying school personnel. California State law (Education Code 48915) requires mandatory expulsion recommendation from the principal.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2			23		3		20	1	2	
1	26		2		24		1		24		2	
2	26		1		25		2		25		1	
3	29		2		24		2		23	1	4	
4	22	3	11		33			6	20	5	8	
5	31		8		28	2		1	26	1	6	
6	26	5	17		33		3	2	29	1	6	4
Other	15	1	1						21	1	1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								13	5		1	
Mathematics								11	3			
Science								32		2	1	
Social Science								32		2	1	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	.2	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Local Education Agency (LEA) Data					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	184.12	127.37	116.78	275.85	704.12
Unduplicated Pupil Percentage (UPP)	82.16%				

Level	Average Teacher Salary
School Site	\$67,161
District	\$61,964
Percent Difference: School Site and District	8.1
State	\$59,460
Percent Difference: School Site and State	16.0

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

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track), and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

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

Professional Development (Most Recent Three Years)

The Hamilton Unified School District has two staff development days and calendared seventeen minimum day Fridays to allow for additional hours of staff development. The focus of the staff development has been Professional Learning Communities, Language Star (ELD Program), Data Analysis and Assessment Implementation, refining pacing guides, getting familiar with the Common CORE Standards, intervention, and best teaching practices. A District Leadership Team was established to develop an action plan to increase student achievement and meet federal guidelines for program improvement schools. This team meets monthly.

The past three years HES staff development has focused on English Language Development (designated and integrated), math coaching through the Chico State Math Project, the STEM Academy, Northern California Writing Project, and a variety of high leverage teaching strategy trainings.

Hamilton High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Cris Oseguera
E-mail Address	coseguera@husdschools.org
Web Site	www.edlinesites.net/pages/Hamilton_High_School
Grades Served	9-12
CDS Code	11765621133701

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	530.826.3261
Superintendent	Charles Tracy
E-mail Address	jtowne@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

Hamilton High School, with a 2015-2016 current enrollment of 310 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our core curriculum offerings in Math, English, Science, and the Social Sciences.

We are fortunate to offer a varied amount of co-curricular and extra-curricular activities at Hamilton High. Many of our students participate in our Future Farmers of America (FFA) program, which is recognized as one of the finest in the North state area. Additionally, we annually have a theatrical play, a band program, and offer the following sports- volleyball, football, cross country, cheer, basketball, soccer, track, baseball, softball, and wrestling. We are pleased to state that our sports teams and student-athletes are recognized as competitive with sportmanship and quality behavior and play as the main themes for our teams and players.

School and student safety are paramount for our students and staff at Hamilton High. The site administrator consistently supervises campus throughout the day and, along with the athletic director, can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations are conducted to enhance the preparedness and safety of our staff and students.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard that often serves as a main focal point for student interaction.

The mission of the faculty, staff, and administration of Hamilton High School is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	76
Grade 10	69
Grade 11	87
Grade 12	61
Total Enrollment	293

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	0.7
Hispanic or Latino	74.7
White	21.8
Two or More Races	1.7
Socioeconomically Disadvantaged	69.6
English Learners	11.3
Students with Disabilities	9.2

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	15	15	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	3	3	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	5	3	3
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	High Point, 2002 Writer’s Inc., 2003 The American Reader, 2007	No	0%
Mathematics	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003 Discovering Geometry, 2004 Algebra II: Applications, Equations, Graphs, 2007	Yes	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology: The Dynamics of Life, 2007 Intro to Plant Science, 2002 Chemistry: Concepts & Applications, 1999 Holt’s Essentials of Human Anatomy & Physiology, 2005	No	0%
History-Social Science	U.S. Government: Democracy in Action 2006 America, Pathways to the Present 2003 Economics: Principles in Action 2004 World History: Connections to Today 2004 By The People, A History of the United States, AP Edition- Pearson, 2015	No	0%
Foreign Language	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton High School, with a current enrollment of 310 students, is located in Hamilton City on a 23- acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity.

In September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the art fire and communications systems were installed. The Home Economics and Science rooms were modernized in the summer of 2008. In Spring Semester of 2014, a portable classroom building was added adjacent to the school cafeteria to accommodate additional math course sections.

School and student safety are very important at Hamilton High School. Administrators are out supervising the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire, and intruder/ terrorist.

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts.

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 8:00 P.M. on school days. Restrooms are cleaned daily and kept in good working order.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-2015 school year, the District budgeted \$64, 200 for the Deferred Maintenance Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 12, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Stained ceiling tiles to be replaced; doors to be repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 12, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	25	44
Mathematics	10	8	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	83	80	96.4	35	28	28	10
Male	11		39	47.0	46	23	23	8
Female	11		41	49.4	24	32	32	12
Hispanic or Latino	11		58	69.9	38	28	24	10
White	11		21	25.3	29	29	33	10
Two or More Races	11		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		56	67.5	41	27	23	9
English Learners	11		5	6.0	--	--	--	--
Students with Disabilities	11		1	1.2	--	--	--	--
Students Receiving Migrant Education Services	11		4	4.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	83	80	96.4	53	38	8	3
Male	11		39	47.0	56	36	3	5
Female	11		41	49.4	49	39	12	0
Hispanic or Latino	11		58	69.9	55	36	5	3
White	11		21	25.3	48	43	10	0
Two or More Races	11		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		56	67.5	54	39	4	4
English Learners	11		5	6.0	--	--	--	--
Students with Disabilities	11		1	1.2	--	--	--	--
Students Receiving Migrant Education Services	11		4	4.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	42	33	44	38	42	59	60	56

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	33
Male	25
Female	38
Asian	--
Hispanic or Latino	23
White	64
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	23
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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.

Career Technical Education Programs (School Year 2014-15)

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students a Hamilton High School. Approximately 50% of our students are enrolled in Regional Occupation Program classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student’s academic career at HHS. Hamilton High has always required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

Because we are a small school and district, our staff works closely to ensure student success. Valuable discussion occurs regularly to assist all student populations and class completion and course effectiveness is measurable. PowerPoint presentations, oral reports, and research skills are examples of some of the skills students are measured upon, in addition to gauging the effectiveness of the our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Both Hamilton High and participate in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, and World Foods and Fiber. Courses conducted by ROP include: Forensics, Environmental Horticulture, Ag Careers, Ag Mechanics, Floral Design, Careers with Children, Digital Photography, and Web Design.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	208
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	73%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.98
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	43.14

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	53	48	61	53	48	60	57	56	58
Mathematics	60	56	53	59	56	52	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40	34	25	48	32	20
All Students at the School	39	35	26	47	32	20
Male	48	31	21	39	39	22
Female	32	38	30	53	28	19
Hispanic or Latino	47	37	16	52	36	11
White	21	29	50	25	25	50
Socioeconomically Disadvantaged	49	38	13	53	38	10
Students Receiving Migrant Education Services	36	64				

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.50	25.60	23.10

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.

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 (Most Recent Year)

Hamilton High staff believes that parent involvement is critical to our student's success. Our school offers Back-to-School Night in the fall and Open House in the spring for parents to see what new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held in September and February each year as well, one of the few high schools to offer these conferences.

Parents are welcome to visit their student's classes, take school tours, or visit with the Principal. A visitor's pass and a class schedule can be obtained in the school office.

Parents participate in a wide variety of programs including Hamilton High Athletics, Boosters, FFA, and School Site Council, just to name a few. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or coseguera@hudschools.org for more information about getting involved in the school's programs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.80	0.00	0.00	7.10	5.50	1.70	13.10	11.40	11.50
Graduation Rate	95.24	98.77	100.00	92.86	93.41	98.28	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	100	98.28	84.6
Black or African American	100	100	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	100	97.62	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	100	61.28
English Learners	100	100	50.76
Students with Disabilities	103.03	100	81.36
Foster Youth	--	--	--

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.23	3.99	0.00	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Hamilton High School continues to provide a safe and secure campus for students, employees, and visitors. All take pride in ensuring Hamilton High School remains a positive educational environment for all students. Our crime rate remains well below that of other schools in the area and significantly below high schools throughout the State. The District's School Safety Plan details Hamilton High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the office for public inspection.

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Faculty participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings.

Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

Our District, in the past, has employed a part-time school resource officer who worked closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district and school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	Not in PI	2012-2013
Year in Program Improvement*	Not in PI	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	10	5		17	11	5		18	11	5	1
Mathematics	22	7	6		16	13	4		14	18	2	
Science	23	6	4		19	7	4		17	8	4	
Social Science	21	5	4	1	20	5	5		22	5	5	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	206.7
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	.3	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Local Education Agency (LEA) Data					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	184.12	127.37	116.78	275.85	704.12
Unduplicated Pupil Percentage (UPP)	82.16%				

Level	Average Teacher Salary
School Site	67,151
District	\$61,964
Percent Difference: School Site and District	8.4
State	\$59,460
Percent Difference: School Site and State	12.9

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

Types of Services Funded (Fiscal Year 2014-15)

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School- these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP); ROP; Carl Perkins Vocational Education; Economic Impact Aid (EIA); CAHSEE Prep; Migrant Education; Agricultural Incentive Grant; and Career Tech education.

Funding from these sources allows Hamilton High School to offer CAHSEE support classes, assist new immigrant students, assist our migrant students and families, allow for us to have an increased number of agricultural class offerings, and offer nearly a dozen ROP courses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	4	16

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Hamilton High School provides four full days and 13 minimum days of professional development, in addition to Professional Learning Community time each Monday. Focus areas for staff development for 2014-15 are WASC Accreditation, Safety, Aeries Analytics, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP, CAHSEE and other mandated testing. It is also utilized as a PLC time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

EL Master Plan

**Hamilton Unified School
District**

Formed Committee



Board Policy

Instruction

BP 6174(a)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English language learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options, and strategies for English language learners that succeed under various demographic conditions.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

The Superintendent or designee shall maintain procedures which provide for the identification, assessment, and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative

Ed Code

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33308.5 CDE guidelines not binding

44253.5-44253.10 Certification for bilingual-cross-cultural competence

48985 Notices to parents in language other than English

51101 Rights of parents to information

51101.1 Rights for parents of English learners

52130-52135 Impacted languages act of 1984

52160-52178 Bilingual Bicultural Act

52180-52186 Bilingual teacher training assistance program

54000-54028 Programs for disadvantaged children

60810-60812 Assessment of language development

62001-62005.5 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4320 Determination of funding to support program to overcome the linguistic difficulties of English learners

11300-11316 English Language Learner Education

11510-11517 California English Language Development Test

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

COURT DECISIONS

Valeria G. v. Wilson, (9th Circuit) 2002 U.S. App. Lexis 20956

California Teachers Association et al. v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal App 4th 196

Administrative Regulations

Instruction/

AR 6174(a)

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

Definitions

English learner means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or *structured English immersion* means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for

One Cohesive Package



Provides Guidance and Direction



Comprehensive Plan



Systems



Policies



Instruction



Expectations



Beliefs

Snapshot of the Plan

Introduction

Initial Identification and Assessment

Instructional Programs for English Learners

Reclassification Procedure and Academic Progress Monitoring

Staffing and Professional Development

Family and Community Involvement

Monitoring, Evaluation, and Accountability

Forms



Ensure EL's Are Successful





No plan, no matter how well written, can be successful unless best practices reach the classroom and improve educational opportunities for all students.

Questions or Comments



SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Hamilton Unified School district		COUNTY Glenn
SCHOOL SITE Ella Barkley High School		SCHOOL TYPE (GRADE LEVELS) pre school to adult
INSPECTOR'S NAME Marc Eddy		NUMBER OF CLASSROOMS ON SITE 5
INSPECTOR'S TITLE Director or Maintenance		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION 1:30	WEATHER CONDITION AT TIME OF INSPECTION Clear 85	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 6	Number of "✓'s:	6	6	6	6	6	6	6	3	6	6	6	6	6	1	6
	Number of "D's:	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	2	0	0	0	0	0	5	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	75.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	87.50%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	FAIR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	98.44%	→	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Hamiton Unified School District		COUNTY Glenn
SCHOOL SITE Hamilton Elementary School		SCHOOL TYPE (GRADE LEVELS) K - 8 NUMBER OF CLASSROOMS ON SITE 24
Marc Eddy	INSPECTOR'S TITLE Director of Maintenance	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)
TIME OF INSPECTION 9:00	WEATHER CONDITION AT TIME OF INSPECTION Clear 70	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 33	Number of "✓'s:	33	32	33	23	33	32	33	9	32	33	33	33	32	1	33
	Number of "D's:	0	0	0	9	0	1	0	0	1	0	0	0	0	0	0
	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	1	0	1	0	0	0	24	0	0	0	0	1	32	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	71.88%	100.00%	96.97%	100.00%	100.00%	96.97%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			71.88%	98.49%		100.00%	98.49%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			POOR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	96.11%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Hamilton Unified School District		COUNTY Glenn
SCHOOL SITE Hamilton High School		SCHOOL TYPE (GRADE LEVELS) High School
INSPECTOR'S NAME Marc Eddy		INSPECTOR'S TITLE Director of Maintenance
TIME OF INSPECTION 10:20		WEATHER CONDITION AT TIME OF INSPECTION Clear 80
		NUMBER OF CLASSROOMS ON SITE
		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 35	Number of "✓'s:	35	35	35	28	35	35	35	5	31	35	35	35	35	1	33
	Number of "D's:	0	0	0	6	0	0	0	0	1	0	0	0	0	0	2
	Number of "X's:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	1	0	0	0	30	3	0	0	0	0	34	0
Percent of System in Good Repair Number of "✓'s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	82.35%	100.00%	100.00%	100.00%	100.00%	96.88%	100.00%	100.00%	100.00%	100.00%	100.00%	94.29%
Total Percent per Category (average of above)*		100.00%			82.35%	100.00%		100.00%	98.44%		100.00%		100.00%		97.15%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	97.24%	→	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

Hamilton Elementary School CS

6/21/2016

2015-2016

Discipline Distribution Report from 8/11/2015 to 6/3/2016

Page 1

Code # and Name	Total	Grade					Sex		Hispanic/Latino?	Race (Not Hispanic)						
		4	5	6	7	8	F	M	Y	100	200	300	400	600	700	999
30 EC48900(a)(2) Use of forc	14	8	2	1	3	-	4	10	13	-	-	-	-	-	1	-
31 EC48900(a)(1) Caused or	6	2	1	-	2	1	2	4	6	-	-	-	-	-	-	-
32 EC48900(b) Possessed, S	2	-	1	-	1	-	-	2	2	-	-	-	-	-	-	-
36 EC48900(f) Caused or atte	1	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-
39 EC48900(i) Committed Pro	8	-	1	-	3	4	-	8	8	-	-	-	-	-	-	-
40 EC48900(j) Drug Parapher	1	-	-	-	-	1	1	-	1	-	-	-	-	-	-	-
41 EC48900(k) Disruption or	27	1	5	1	3	17	7	20	27	-	-	-	-	-	-	-
45 EC48900(o) Harassment/l	1	1	-	-	-	-	1	-	1	-	-	-	-	-	-	-
64 EC48900(r) Bullying, includ	3	-	1	1	1	-	-	3	3	-	-	-	-	-	-	-
69 EC48900.3 PDS-Hate viole	1	-	-	-	1	-	-	1	1	-	-	-	-	-	-	-
74 EC48915(a)(3) Possession	2	-	-	-	-	2	1	1	2	-	-	-	-	-	-	-
Totals:	66	12	11	4	14	25	16	50	65	-	-	-	-	-	1	-

Hamilton Elementary School CS

6/21/2016

2015-2016

Discipline Distribution Report from 8/11/2015 to 6/3/2016

Page 1

Code # and Name	Total	Grade						Sex		Hispanic/Latino?	Race (Not Hispanic)						
		TK	K	1	2	3	4	F	M	Y	100	200	300	400	600	700	999
30 EC48900(a)(2) Use of forc	19	1	6	4	-	-	8	5	14	17	-	-	-	-	-	1	-
31 EC48900(a)(1) Caused or	4	1	-	-	-	1	2	1	3	4	-	-	-	-	-	-	-
36 EC48900(f) Caused or atte	1	1	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
41 EC48900(k) Disruption or	3	-	2	-	-	-	1	1	2	3	-	-	-	-	-	-	-
43 EC48900(m) Imitation firea	1	-	-	1	-	-	-	1	-	1	-	-	-	-	-	-	-
45 EC48900(o) Harassment/l	1	-	-	-	-	-	1	1	-	1	-	-	-	-	-	-	-
70 EC48900.4 Harassment/Th	1	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-
Totals:	30	3	8	6	-	1	12	9	21	28	-	-	-	-	-	1	-

Hamilton Elementary School CS

06/21/2016

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2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 1

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0813	8	Y	MTWTF	E1017	Advisement		922	Titchenal	101	2.5		6	8	30	23	12	52	11	48		
0814	8	Y	MTWTF	E1017	Advisement		914	Leveroni	205	2.5		6	8	30	24	10	42	14	58		
0815	8	Y	MTWTF	E1017	Advisement		917	Brantingham	102	2.5		6	8	30	21	10	48	11	52		
0816	8	Y	MTWTF	E1017	Advisement		921	Firth	203	2.5		6	8	30	21	13	62	8	38		
0817	8	Y	MTWTF	E1017	Advisement		924	Carras	606	2.5		6	8	30	26	15	58	11	42		
Totals:		Seats: 150		Students: 115		Class Average: 23.0				Boys: 60		Pct: 52		Girls: 55		Pct: 48					
0118	1	Y	MTWTF	E8004	Band		927	Taylor	606	2.5		6	8	30	36	15	42	21	58		
Totals:		Seats: 30		Students: 36		Class Average: 36.0				Boys: 15		Pct: 42		Girls: 21		Pct: 58					
0218	2	Y	MTWTF	E978	Choir (6-8)		927	Taylor	606	0.0		6	8	30	22	2	9	20	91		
Totals:		Seats: 30		Students: 22		Class Average: 22.0				Boys: 2		Pct: 9		Girls: 20		Pct: 91					
0207	2	Y	MTWTF	E401	ELD Academic		18	Hernandez	304	5.0		2	3	30	22	11	50	11	50		
0212	2	Y	MTWTF	E401	ELD Academic		1	Larson	301	5.0		4	5	30	27	14	52	13	48		
Totals:		Seats: 60		Students: 49		Class Average: 24.5				Boys: 25		Pct: 51		Girls: 24		Pct: 49					
0113	1	Y	MTWTF	E003	ELD		922	Titchenal	101	5.0		6	8	30	15	7	47	8	53		
0213	2	Y	MTWTF	E003	ELD		922	Titchenal	101	5.0		6	8	30	15	7	47	8	53		
Totals:		Seats: 60		Students: 30		Class Average: 15.0				Boys: 14		Pct: 47		Girls: 16		Pct: 53					
0205	2	Y	MTWTF	E802	ELD		6	Esquivel	401	5.0		2	3	30	18	7	39	11	61		
0223	2	Y	MTWTF	E802	ELD		29	Alvarez	502	5.0		1	1	30	0	0	0	0	0		
0224	2	Y	MTWTF	E802	ELD		9	Sawyer	303	5.0		1	1	30	0	0	0	0	0		
Totals:		Seats: 90		Students: 18		Class Average: 18.0				Boys: 7		Pct: 39		Girls: 11		Pct: 61					
0316	3	Y	MTWTF	E3009	English 6		921	Firth	203	2.5		6	6	30	21	8	38	13	62		
0616	6	Y	MTWTF	E3009	English 6		921	Firth	203	2.5		6	6	30	22	12	55	10	45		

Hamilton Elementary School CS

06/21/2016

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2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 2

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 60		Students: 43		Class Average:		21.5	Boys: 20		Pct: 47		Girls: 23		Pct: 53						
0416	4	Y	MTWTF	E3010	English 7		921	Firth	203	2.5		7	7	30	21	12	57	9	43		
0716	7	Y	MTWTF	E3010	English 7		921	Firth	203	5.0		7	7	30	22	11	50	11	50		
Totals:		Seats: 60		Students: 43		Class Average:		21.5	Boys: 23		Pct: 53		Girls: 20		Pct: 47						
0516	5	Y	MTWTF	E3011	English 8		921	Firth	203	2.5		8	8	30	33	18	55	15	45		
Totals:		Seats: 30		Students: 33		Class Average:		33.0	Boys: 18		Pct: 55		Girls: 15		Pct: 45						
0109	1	Y	MTWTF	E1000	English		21	Godinez	307	5.0		4	4	30	32	14	44	18	56		
0110	1	Y	MTWTF	E1000	English		926	Reale	405	5.0		4	5	30	31	16	52	15	48		
0112	1	Y	MTWTF	E1000	English		1	Larson	301	5.0		5	5	30	31	14	45	17	55		
Totals:		Seats: 90		Students: 94		Class Average:		31.3	Boys: 44		Pct: 47		Girls: 50		Pct: 53						
0319	3	Y	MTWTF	E1001	English		913	Taylor	603	5.0		6	8	30	5	5	100	0	0		
0418	4	Y	MTWTF	E1001	English		913	Taylor	603	5.0		6	8	30	1	1	100	0	0		
0525	5	Y	MTWTF	E1001	English		913	Taylor	603	5.0		6	8	30	2	1	50	1	50		
0630	6	Y	MTWTF	E1001	English		913	Taylor	603	5.0		6	8	30	0	0	0	0	0		
Totals:		Seats: 120		Students: 8		Class Average:		2.7	Boys: 7		Pct: 88		Girls: 1		Pct: 13						
0206	2	Y	MTWTF	E4034	Enhancement Eng		2	Llamas	305	0.0		2	3	30	25	14	56	11	44		
0208	2	Y	MTWTF	E4034	Enhancement Eng		925	Whittaker	406	0.0		2	5	30	24	11	46	13	54		
0210	2	Y	MTWTF	E4034	Enhancement Eng		926	Reale	405	0.0		4	5	30	33	14	42	19	58		
0222	2	Y	MTWTF	E4034	Enhancement Eng		10	Cox	402	0.0		1	2	30	0	0	0	0	0		
0225	2	Y	MTWTF	E4034	Enhancement Eng		21	Godinez	307	0.0		2	5	30	34	16	47	18	53		
Totals:		Seats: 150		Students: 116		Class Average:		29.0	Boys: 55		Pct: 47		Girls: 61		Pct: 53						
0117	1	Y	MTWTF	E1016	Enrichment		924	Carras	606	2.5		6	8	30	18	11	61	7	39		

Hamilton Elementary School CS

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2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 3

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0217	2	Y	MTWTF	E1016	Enrichment		924	Carras	606	2.5		6	8	30	26	14	54	12	46			
<p>Totals: Seats: 60 Students: 44 Class Average: 22.0 Boys: 25 Pct: 57 Girls: 19 Pct: 43</p>																						
0001	0	Y	MTWTF	E999	Homeroom		930	Ortiz	501	0.0		K	K	30	21	9	43	12	57			
0017	0	Y	MTWTF	E999	Homeroom		931	Heffley	306	0.0		K	K	30	20	8	40	12	60			
0002	0	Y	MTWTF	E999	Homeroom		15	Carter	503	0.0		K	K	30	20	6	30	14	70			
0003	0	Y	MTWTF	E999	Homeroom		29	Alvarez	502	0.0		1	1	30	23	11	48	12	52			
0004	0	Y	MTWTF	E999	Homeroom		10	Cox	402	0.0		1	1	30	21	12	57	9	43			
0005	0	Y	MTWTF	E999	Homeroom		6	Esquivel		0.0		2	2	30	22	11	50	11	50			
0006	0	Y	MTWTF	E999	Homeroom		2	Llamas	305	0.0		2	2	30	21	12	57	9	43			
0007	0	Y	MTWTF	E999	Homeroom		18	Hernandez	304	0.0		2	3	30	22	11	50	11	50			
0008	0	Y	MTWTF	E999	Homeroom		925	Whittaker	406	0.0		3	3	30	24	9	38	15	63			
0101	1	Y	MTWTF	E999	Homeroom		930	Ortiz	501	0.0		K	K	30	21	9	43	12	57			
0102	1	Y	MTWTF	E999	Homeroom		15	Carter	503	0.0		K	K	30	20	6	30	14	70			
0103	1	Y	MTWTF	E999	Homeroom		29	Alvarez	502	0.0		1	1	30	23	11	48	12	52			
0104	1	Y	MTWTF	E999	Homeroom		10	Cox	402	0.0		1	1	30	21	12	57	9	43			
0105	1	Y	MTWTF	E999	Homeroom		6	Esquivel	401	0.0		2	2	30	22	11	50	11	50			
0106	1	Y	MTWTF	E999	Homeroom		2	Llamas	305	0.0		2	2	30	21	12	57	9	43			
0107	1	Y	MTWTF	E999	Homeroom		18	Hernandez	304	0.0		2	3	30	22	11	50	11	50			
0108	1	Y	MTWTF	E999	Homeroom		925	Whittaker	406	0.0		3	3	30	24	9	38	15	63			
0122	1	Y	MTWTF	E999	Homeroom		931	Heffley	306	0.0		K	K	30	20	8	40	12	60			
<p>Totals: Seats: 540 Students: 388 Class Average: 21.6 Boys: 178 Pct: 46 Girls: 210 Pct: 54</p>																						
0010	0	Y	MTWTF	E1020	Homeroom(5-6)		926	Reale	405	0.0		4	5	30	31	16	52	15	48			
0012	0	Y	MTWTF	E1020	Homeroom(5-6)		1	Larson	301	0.0		5	5	30	31	14	45	17	55			
0009	0	Y	MTWTF	E1020	Homeroom(5-6)		21	Godinez	307	0.0		4	4	30	32	14	44	18	56			

Hamilton Elementary School CS

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2015-2016

MASTER SCHEDULE BY COURSE and PERIOD

Page 4

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 90		Students: 94		Class Average:		31.3	Boys: 44		Pct: 47		Girls: 50		Pct: 53						
0013	0	Y	MTWTF	E1021	Homeroom(6-8)		922	Titchenal	101	0.0		8	8	30	35	19	54	16	46		
0014	0	Y	MTWTF	E1021	Homeroom(6-8)		914	Leveroni	205	0.0		6	6	30	33	18	55	15	45		
0015	0	Y	MTWTF	E1021	Homeroom(6-8)		917	Brantingham	102	0.0		6	7	30	31	14	45	17	55		
0016	0	Y	MTWTF	E1021	Homeroom(6-8)		921	Firth	203	0.0		7	7	30	29	18	62	11	38		
Totals:		Seats: 120		Students: 128		Class Average:		32.0	Boys: 69		Pct: 54		Girls: 59		Pct: 46						
0518	5	Y	MTWTF	E1008	Intervention		21	Godinez	307	0.0		4	5	30	3	0	0	3	100		
0520	5	Y	MTWTF	E1008	Intervention		926	Reale	405	0.0		4	5	30	1	1	100	0	0		
0522	5	Y	MTWTF	E1008	Intervention		1	Larson	301	0.0		4	5	30	1	0	0	1	100		
0618	6	Y	MTWTF	E1008	Intervention		21	Godinez	307	0.0		4	5	30	1	0	0	1	100		
0626	6	Y	MTWTF	E1008	Intervention		926	Reale	405	0.0		4	5	30	3	0	0	3	100		
0628	6	Y	MTWTF	E1008	Intervention		1	Larson	301	0.0		5	5	30	0	0	0	0	0		
Totals:		Seats: 180		Students: 9		Class Average:		1.8	Boys: 1		Pct: 11		Girls: 8		Pct: 89						
0309	3	Y	MTWTF	E4000	Math		21	Godinez	307	5.0		4	5	30	32	14	44	18	56		
0310	3	Y	MTWTF	E4000	Math		926	Reale	405	5.0		4	5	30	31	16	52	15	48		
0312	3	Y	MTWTF	E4000	Math		1	Larson	301	5.0		4	5	30	31	14	45	17	55		
Totals:		Seats: 90		Students: 94		Class Average:		31.3	Boys: 44		Pct: 47		Girls: 50		Pct: 53						
0414	4	Y	MTWTF	E4006	Math Gr 6		914	Leveroni	205	5.0		6	6	30	21	8	38	13	62		
0714	7	Y	MTWTF	E4006	Math Gr 6		914	Leveroni	205	2.5		6	6	30	22	12	55	10	45		
Totals:		Seats: 60		Students: 43		Class Average:		21.5	Boys: 20		Pct: 47		Girls: 23		Pct: 53						
0314	3	Y	MTWTF	E4007	Math Gr 7		914	Leveroni	205	2.5		7	7	30	21	11	52	10	48		
0514	5	Y	MTWTF	E4007	Math Gr 7		914	Leveroni	205	2.5		7	7	30	20	12	60	8	40		

Hamilton Elementary School CS

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2015-2016

MASTER SCHEDULE BY COURSE and PERIOD

Page 5

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
Totals:		Seats: 60		Students: 41		Class Average:		20.5	Boys: 23		Pct: 56		Girls: 18		Pct: 44							
0614	6	Y	MTWTF	E4008	Math Gr 8	914	Leveroni	205	2.5		8	8	30	33	18	55	15	45				
Totals:		Seats: 30		Students: 33		Class Average:		33.0	Boys: 18		Pct: 55		Girls: 15		Pct: 45							
0114	1	Y	MTWTF	E4038	Math Interventi	914	Leveroni	205	2.5		6	8	30	5	5	100	0	0				
Totals:		Seats: 30		Students: 5		Class Average:		5.0	Boys: 5		Pct: 100		Girls: 0		Pct: 0							
0318	3	Y	MTWTF	E103	Mathematics	913	Taylor	603	5.0		6	8	30	0	0	0	0	0				
0524	5	Y	MTWTF	E103	Mathematics	913	Taylor	603	5.0		6	8	30	1	0	0	1	100				
0631	6	Y	MTWTF	E103	Mathematics	913	Taylor	603	5.0		6	8	30	6	4	67	2	33				
0718	7	Y	MTWTF	E103	Mathematics	913	Taylor	603	5.0		6	8	30	4	4	100	0	0				
Totals:		Seats: 120		Students: 11		Class Average:		3.7	Boys: 8		Pct: 73		Girls: 3		Pct: 27							
0214	2	Y	MTWTF	E1012	MESA Elective	914	Leveroni	205	2.5		6	8	25	21	15	71	6	29				
Totals:		Seats: 25		Students: 21		Class Average:		21.0	Boys: 15		Pct: 71		Girls: 6		Pct: 29							
0317	3	Y	MTWTF	E7006	Physical Ed 6	924	Carras	606	5.0		6	6	30	24	14	58	10	42				
0517	5	Y	MTWTF	E7006	Physical Ed 6	924	Carras	606	5.0		6	6	30	24	11	46	13	54				
Totals:		Seats: 60		Students: 48		Class Average:		24.0	Boys: 25		Pct: 52		Girls: 23		Pct: 48							
0417	4	Y	MTWTF	E7007	Physical Ed 7	924	Carras	606	5.0		7	7	30	24	13	54	11	46				
0617	6	Y	MTWTF	E7007	Physical Ed 7	924	Carras	606	5.0		7	7	30	21	12	57	9	43				
Totals:		Seats: 60		Students: 45		Class Average:		22.5	Boys: 25		Pct: 56		Girls: 20		Pct: 44							
0717	7	Y	MTWTF	E7008	Physical Ed 8	924	Carras	606	5.0		8	8	30	35	19	54	16	46				
Totals:		Seats: 30		Students: 35		Class Average:		35.0	Boys: 19		Pct: 54		Girls: 16		Pct: 46							
0519	5	Y	MTWTF	E7000	Physical Ed	21	Godinez	307	5.0		4	5	30	29	14	48	15	52				

Hamilton Elementary School CS

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2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 6

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0521	5	Y	MTWTF	E7000	Physical Ed		926	Reale	405	5.0		4	5	30	29	15	52	14	48			
0523	5	Y	MTWTF	E7000	Physical Ed		1	Larson	301	5.0		4	5	30	30	14	47	16	53			
0619	6	Y	MTWTF	E7000	Physical Ed		21	Godinez	307	5.0		4	5	30	2	0	0	2	100			
0627	6	Y	MTWTF	E7000	Physical Ed		926	Reale	405	2.5		4	5	30	2	1	50	1	50			
0629	6	Y	MTWTF	E7000	Physical Ed		1	Larson	301	2.5		4	5	30	1	0	0	1	100			
Totals:		Seats: 180		Students: 93		Class Average: 15.5				Boys: 44		Pct: 47		Girls: 49		Pct: 53						
0116	1	Y	MTWTF	E1015	Publication		921	Firth	203	2.5		6	8	30	26	9	35	17	65			
Totals:		Seats: 30		Students: 26		Class Average: 26.0				Boys: 9		Pct: 35		Girls: 17		Pct: 65						
0216	2	Y	MTWTF	E3000	Reading		921	Firth	203	2.5		6	8	30	5	5	100	0	0			
Totals:		Seats: 30		Students: 5		Class Average: 5.0				Boys: 5		Pct: 100		Girls: 0		Pct: 0						
0724	7	Y	MTWTF	E5000	Science		21	Godinez	307	5.0		4	5	30	32	14	44	18	56			
0725	7	Y	MTWTF	E5000	Science		926	Reale	405	5.0		4	5	30	31	16	52	15	48			
0726	7	Y	MTWTF	E5000	Science		1	Larson	301	5.0		5	5	30	31	14	45	17	55			
Totals:		Seats: 90		Students: 94		Class Average: 31.3				Boys: 44		Pct: 47		Girls: 50		Pct: 53						
0415	4	Y	MTWTF	E5006	Science Gr 6		917	Brantingham	102	2.5		K	6	30	25	15	60	10	40			
0615	6	Y	MTWTF	E5006	Science Gr 6		917	Brantingham	102	5.0		6	6	30	23	10	43	13	57			
Totals:		Seats: 60		Students: 48		Class Average: 24.0				Boys: 25		Pct: 52		Girls: 23		Pct: 48						
0515	5	Y	MTWTF	E5007	Science Gr 7		917	Brantingham	102	2.5		7	7	30	24	13	54	11	46			
0715	7	Y	MTWTF	E5007	Science Gr 7		917	Brantingham	102	2.5		7	7	30	21	12	57	9	43			
Totals:		Seats: 60		Students: 45		Class Average: 22.5				Boys: 25		Pct: 56		Girls: 20		Pct: 44						
0315	3	Y	MTWTF	E5008	Science Gr 8		917	Brantingham	102	2.5		8	8	30	35	19	54	16	46			

Hamilton Elementary School CS

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2015-2016

MASTER SCHEDULE BY COURSE and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 30		Students: 35		Class Average:		35.0	Boys: 19		Pct: 54		Girls: 16		Pct: 46						
0818	8	Y	MTWTF	E6000	Social Stu		21	Godinez	307	5.0		4	4	30	32	14	44	18	56		
0819	8	Y	MTWTF	E6000	Social Stu		926	Reale	405	5.0		4	5	30	31	16	52	15	48		
0820	8	Y	MTWTF	E6000	Social Stu		1	Larson	301	5.0		5	5	30	31	14	45	17	55		
Totals:		Seats: 90		Students: 94		Class Average:		31.3	Boys: 44		Pct: 47		Girls: 50		Pct: 53						
0513	5	Y	MTWTF	E6006	Social Stu Gr 6		922	Titchenal	101	2.5		6	6	30	24	14	58	10	42		
0713	7	Y	MTWTF	E6006	Social Stu Gr 6		922	Titchenal	101	5.0		6	6	30	24	11	46	13	54		
Totals:		Seats: 60		Students: 48		Class Average:		24.0	Boys: 25		Pct: 52		Girls: 23		Pct: 48						
0313	3	Y	MTWTF	E6007	Social Stu Gr 7		922	Titchenal	101	2.5		7	7	30	22	12	55	10	45		
0613	6	Y	MTWTF	E6007	Social Stu Gr 7		922	Titchenal	101	2.5		7	7	30	23	13	57	10	43		
Totals:		Seats: 60		Students: 45		Class Average:		22.5	Boys: 25		Pct: 56		Girls: 20		Pct: 44						
0413	4	Y	MTWTF	E6008	Social Stu Gr 8		922	Titchenal	101	2.5		8	8	30	35	19	54	16	46		
Totals:		Seats: 30		Students: 35		Class Average:		35.0	Boys: 19		Pct: 54		Girls: 16		Pct: 46						
0121	1	Y	MTWTF	E4042	Supported Study		913	Taylor	603	0.0		6	8	30	10	7	70	3	30		
0221	2	Y	MTWTF	E4042	Supported Study		913	Taylor	603	0.0		6	8	30	9	7	78	2	22		
0821	8	Y	MTWTF	E4042	Supported Study		913	Taylor	603	0.0		6	8	30	12	9	75	3	25		
Totals:		Seats: 90		Students: 31		Class Average:		10.3	Boys: 23		Pct: 74		Girls: 8		Pct: 26						
0119	1	Y	MTWTF	E1018	T.A		928	Pollak	Offic	2.5		6	8	30	0	0	0	0	0		
0120	1	Y	MTWTF	E1018	T.A		929	Sufuentes	Offic	2.5		6	8	30	0	0	0	0	0		
0219	2	Y	MTWTF	E1018	T.A		928	Pollak	Offic	2.5		6	8	30	0	0	0	0	0		
0220	2	Y	MTWTF	E1018	T.A		929	Sufuentes	Offic	2.5		6	8	30	0	0	0	0	0		

Hamilton Elementary School CS

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2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 8

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 120		Students: 0		Class Average: 0.0		Boys: 0		Pct: 0		Girls: 0		Pct: 0							
0115	1	Y	MTWTF	E1004	Technology		917	Brantingham	102	5.0		6	8	30	18	15	83	3	17		
0215	2	Y	MTWTF	E1004	Technology		917	Brantingham	102	5.0		6	8	30	30	19	63	11	37		
Totals:		Seats: 60		Students: 48		Class Average: 24.0		Boys: 34		Pct: 71		Girls: 14		Pct: 29							
0409	4	Y	MTWTF	E4037	Writing & Liter		21	Godinez	307	0.0		4	5	30	32	14	44	18	56		
0410	4	Y	MTWTF	E4037	Writing & Liter		926	Reale	405	0.0		4	5	30	30	15	50	15	50		
0412	4	Y	MTWTF	E4037	Writing & Liter		1	Larson	301	0.0		4	5	30	31	14	45	17	55		
Totals:		Seats: 90		Students: 93		Class Average: 31.0		Boys: 43		Pct: 46		Girls: 50		Pct: 54							

Parent Luncheon & Seminar/Almuerzo para padres

Visit with staff and other parents. Have some great food./Visita con el facultad y con otros padres. Disfrute de una buena comida.

Topics/Tema

- Cindy Melendrez-Flores our Butte Liaison for RegToGo will be speaking to our parents about college. Everyone is welcome!

Cindy Melendrez-Flores nuestro contacto de Butte para RegToGo va hablar con nuestros padres sobre la universidad. Todos son bienvenidos!

Where/Lugar: Hamilton Elementary School in Room/Salon 204 (Conference Room)

Date/Fecha: Friday/Viernes 5/6/2016 @ 11:30 - 12:30

Cost: Free/Gratis

Child Care Provided/Habr  cuidado de ni os

Parent Luncheon & Seminar/Almuerzo para padres

Visit with staff and other parents. Have some great food./Visita con el facultad y con otros padres. Disfrute de una buena comida.

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Where/Lugar: Hamilton Elementary School in Room/Salon 204 (Conference Room)

Date/Fecha: Friday/Viernes 5/6/2016 @ 11:30 - 12:30

Cost: Free/Gratis

Child Care Provided/Habr  cuidado de ni os

Agenda

1. Sign In

2. Welcome

- Cindy Mendez-Flores our Butte Liaison for RegToGo will be speaking to our parents about college
- ELD class for parents.

3. Let's eat!

4. Additional Topics for the Parent Lunches

Parent Lunch Sign In Sheet

Date 5-6-2016

Name	Students	Contact (email or phone)
Cindy Melendrez		Melendrez-floresci@attk.edu
Rubi Torres	Sophia Torres	(530) 514-4805 rubi.torres.1972@hotmail.com
Liz Cox	teacher	
Guadalupe Gonzalez	Priscilla Gonzalez	530 354-3443
Grossa Vargas	Mia - Sofiana Isabel Rivera Pedro	519-9458

Darany Pollak
O'HARIS MATAS

Parent Lunch Sign In Sheet

Date _____

Name	Students	Contact (email or phone)
Andrea Lopez-Meyra	Yosseline I Velez	530 321 9677 mellaandrea@ gmail.com
Brandy Gonzalez	Jaspe Gonzalez	(530) 966-4386
Genaro Reyes	Breanna Reyes Alexandra Yuariza Gonzalez	530 514 - 7138 jrryrys@yahoo.com
Evelia Ortiz	Alexandra Yuariza Gonzalez	
Blanca Godinez	teacher	

Parent Lunch Sign In Sheet

Date _____

Name	Students	Contact (email or phone)
Maggie Sawyer		
Kenia Garcia	Hannia, Hector	
	Kenya Garcia	
MARIA HIDR	Abraham Aveline	
Rosana Torres	Anthony Mojica	
America Hernandez	Jacob Jesus	821-92-50

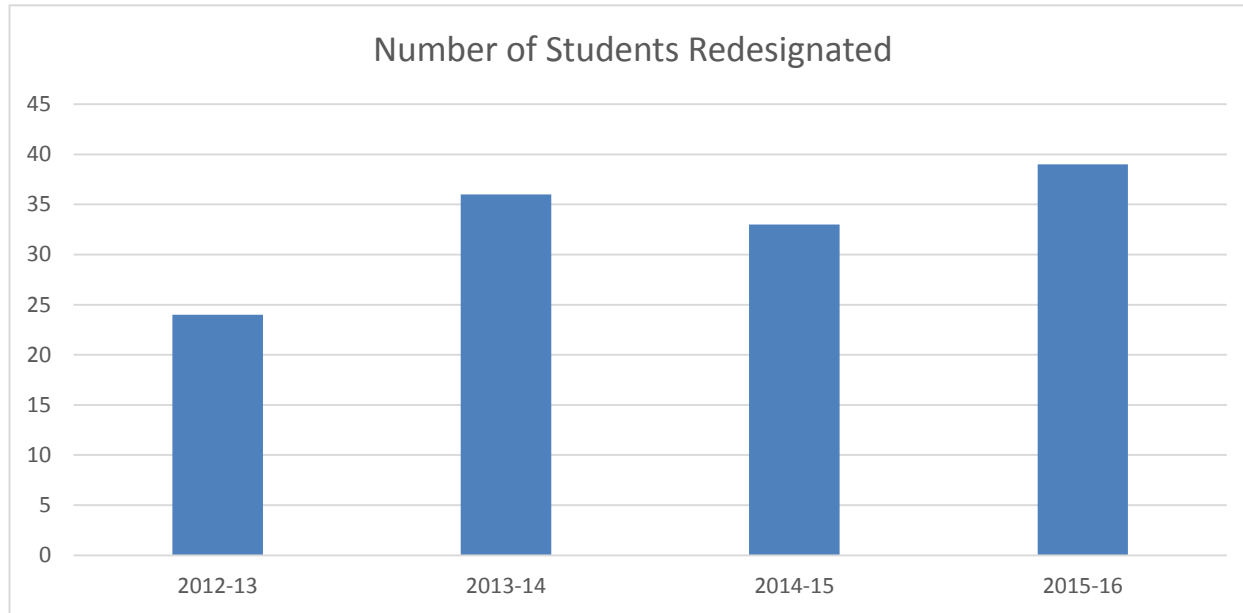
Parent Lunch Sign In Sheet

Date -----

Name	Students	Contact (email or phone)
Maring Mantos deora	MARICRUZ FOSUS	966 2180

Hamilton Elementary Reclassification List

	2012-13	2013-14	2014-15	2015-16
Number of Students Redesignated	24	36	33	39



Hamilton Elementary School



277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
School Office (530) 826-3474 • Fax (530) 826-0419
District Office (530) 826-3261

District Governing Board
Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

District Superintendent
Charles Tracy

Principal
Darcy Pollak

Hamilton Elementary School

School Site Council Meeting

Monday December 14, 2015 5:30 PM

Hamilton Elementary School – Conference Room, Room 204

PO Box 277 Capay Ave. – Hamilton City, CA 95951

Agenda

ORDER OF BUSINESS

Item 1 Call to Order

Item 2 Establish Quorum (3 HES Staff, 3 Parents/Community Members)

Staff Present:

Parents Present:

Item 3 Verification of Posting of the Agenda- 72 Hours in advance

Anticipated posting by December 11, 2015.

Item 4 Public Comment

This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.

Item 5 Approval of Minutes – (5 min.) - Cruz

November 9, 2015 (Attachment #1a)

DISCUSSION ITEMS

Item 6 ELAC Report - (5 min.) - Sawyer/Garcia

Item 7 EL Master Plan Report - (10 min.) - Sawyer

Item 8 Title 3 Funds Report - (10 min.) - Anderson

Item 9 District Budget Update - (10 min.) - Lyon

Item 10 LCAP Update - (5 min.) - Sawyer

Item 11 School Update - (10 min.) - Sufuentes

ACTION ITEMS

**Item 1 Single Plan Action Plan Meeting - (5 min.) - Anderson/Cruz
Requesting Special Meeting (3hr.) to tackle Single Plan Update - January/February**

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting

Hamilton Elementary School



277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
School Office (530) 826-3474 • Fax (530) 826-0419
District Office (530) 826-3261

District Governing Board
Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

Hamilton Elementary School

School Site Council Meeting

District Superintendent
Charles Tracy

Monday November 9, 2015 5:30 PM

Hamilton Elementary School – Conference Room
PO Box 277 Capay Ave. – Hamilton City, CA 95951

Principal
Darcy Pollak

Agenda

ORDER OF BUSINESS

- Item 1** Call to Order - SSC will meet briefly from 5:30-6:00pm in Room 204
Monday November 9, 2015
- Item 2** Establish Quorum (3 HES Staff, 3 Parents/Community Members)
Staff Present:
- Parents Present:*
- Item 3** Verification of Posting of the Agenda- *72 Hours in advance*
Anticipated posting by November 6, 2015.
- Item 4** Public Comment
This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.
- Item 5** Approval of Minutes – (2 min.) - Cruz
October 5, 2015 (Attachment #1a)

DISCUSSION ITEMS

- Item 6** Summary of DELAC Meeting - October 12, 2015 - (5 min.) - Garcia

ACTION ITEMS

- Item 1** Approve Title I Funds to Pay for a 3rd Grade Field Trip - Mrs. Whittaker - (3 min.) - Darcy

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting

Hamilton Elementary School



277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
School Office (530) 826-3474 • Fax (530) 826-0419
District Office (530) 826-3261

District Governing Board
Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

District Superintendent
Charles Tracy

Principal
Darcy Pollak

Hamilton Elementary School School Site Council Meeting

Monday October 5, 2015 6:00 PM

Hamilton Elementary School – Conference Room
PO Box 277 Capay Ave. – Hamilton City, CA 95951

Minutes

ORDER OF BUSINESS

- Item 1 Call to Order**
Called to order at 6:00 pm by Ester Cruz
- Item 2 Establish Quorum (3 HES Staff, 3 Parents/Community Members)**
Quorum established
Staff Present: Darcy Pollak, Leslie Anderson, Ester Cruz, Vanessa Ortiz,
Maggie Sawyer
Parents Present: Lenia Garcia, Genaro Reyes, Cesar Ponce
Others present: Yesenia Alcaraz
- Item 3 Verification of Posting of the Agenda- 72 Hours in advance**
Agenda posted on October 2, 2015.
- Item 4 Public Comment**
It was suggested that the room number be added to the Agenda.
- Item 5 Elected Parents - Filling vacated term 2014-2016**
Parent 1 - Tara Teeter (2014-16)
Parent 2 - Kevin Perez (2015-17)
Parent 3 - Lenia Garcia (2015-17)
Parent 4 - Genaro Reyes (2012-17)

Elected Officers

Chairperson - Esther Cruz

Vice Chairperson - Genaro Reyes

Secretary - Maggie Sawyer

Parliamentarian - Vanessa Ortiz

Item 6

Approval of Minutes –

September 8, 2015 (Attachment #1a)

Ponce made a motion to approve the minutes from September 8, 2015.

Anderson seconded, Motion passed.

Sawyer accepted nomination for Secretary. Anderson made a motion to accept Sawyer as secretary Vanessa seconded. Motion passed.

Item 7

Budget Overview/Report – Diane Lyon

\$244,969 Overall Budget

Setaside Max 15% Admin & Indirect

Min 20% Choice: 5% Tansp.

5% S.E.S Supplemental Educational Services explanation by Darcy

10% Discretionary (Sal's & Ben's)

Min 10% Prof. Development

10% Remaining Balance

Prof. Dev.Subs, Training, Sal's & Ben's.

Indirect Support Max 10,444

What is SES?

Supplemental Educational Services explanation by Darcy

\$12,000 total only service 12-14 students. Required to offer.

Last year only \$7,000 was used.

Item 8 Reports

8.1 ADMINISTRATION (Pollak)

CAASPP - Scores came out, county very low, no curriculum match, Only Math has been adopted.

Intervention - designated time K-5 30 minutes a day,

benchmark (at grade level), strategic, and intensive (2 or more years in standards).

6th -8th Math and Reading intervention

Events - Recap of Anti-Bullying Presentation (Sufuentes/Pollak)

Anti Bully presentation offered by Korney update

8.2 ENGLISH LEARNER (ELAC) (Vargas)

Last Meeting Update/Membership voting/Outreach (Oct. 5)

Lenia shared her project and the importance of working with parents to encourage participation to be active participants in the education of their child. How to help students at home. She will first work with reading comprehension. Pilot project. to develop a plan of study to involve parents in child's education.

Next ELAC - trying to figure out the next date. Options are: 1. during the November 9th DAC, during December 4th Parent Luncheon, Need to have two separate meetings for now. ELAC and SSC. Survey EL parents Bylaws - can SSC recover the ELAC. Just cause and justification to make that merger. SSC can be a great support for ELAC.

DISCUSSION ITEMS

Item 9 Overview of the Single Plan for Student Achievement (SPSA) (Pollak)

Three Goals:

1. Improve English Language Proficiency amongst ALL learners
 2. Increase Student Achievement in Math
 3. Increase the number of parents/community members involved in outreach programs.
- Primary purpose of SSC.

Item 10 Proposal to move monthly meetings to the second Monday of the month. (Cruz)

Genaro moved to change the SSC to the 2nd Monday of the Month and on November 9th - attend the DAC meeting. Lenia seconded. Motion passed.

Anderson made a motion to meet on Tuesday Feb 9th (due to the holiday in February). Vanessa seconded. Motion passed.

May meeting will be discussed later. DAC meeting scheduled for May 9th.

PTO meeting will be October 7th.

Item 11 ELAC - Representative to attend the DLAC Meeting - October 12th at HHS Library.

Lenia will be the representative to the DLAC meeting.

ACTION ITEMS

None

ADJOURNMENT

Leslie made a motion to adjourn the meeting at 7:01 p.m.

Hamilton Elementary School



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District Governing Board

Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

District Superintendent

Charles Tracy

Hamilton Elementary School

School Site Council Meeting

Monday December 14, 2015 5:30 PM

Hamilton Elementary School – Conference Room, Room 204

PO Box 277 Capay Ave. – Hamilton City, CA 95951

Principal

Darcy Pollak

Minutes

ORDER OF BUSINESS

- Item 1** **Call to Order** - The meeting was called to order at 5:37 by Ester Cruz.
- Item 2** **Establish Quorum (3 HES Staff, 3 Parents/Community Members)**
Quorum was established.
Staff Present: Heather Sufuentes, Lelsie Anderson, Ester Cruz, and Maggie Sawyer
Parents Present: Genaro Garcia, Lenia Garcia, and Cesar Ponce
- Item 3** **Verification of Posting of the Agenda- 72 Hours in advance**
Agenda was posted on December 11, 2015.
- Item 4** **Public Comment**
No public comment.
- Item 5** **Approval of Minutes – (5 min.) - Cruz**
November 9, 2015 (Attachment #1a)
Add: Yesenia Alcaraz and Vickie Casillas to the parents attending.
Cesar made a motion to approve the minutes with the changes reflected
Leslie seconded. Motion passed.

DISCUSSION ITEMS

Item 6 ELAC Report - (5 min.) - Sawyer/Garcia

ELAC was Friday, December 4th in the HES conference room.

1. The draft outline of the District EL master plan was reviewed and approved.
2. Ideas regarding more parent involvement were discussed. A survey will be drafted at the next ELAC to find the needs/desires of parents. The survey will be handed out by ELAC members personally before, after school, and during SPARK pick-up times.
3. Next ELAC will be Friday, February 5th at 11:00 a.m.

Item 7 EL Master Plan Report - (10 min.) - Sawyer

The draft outline of the District EL master plan was reviewed. Leslie made a motion to consider the EL Master Plan outline for approval at this meeting. Genaro seconded the motion. Motion passed. Some discussion regarding goals, monitoring, and funding. It was suggested that we might want to include a chapter regarding funding. Leslie made a motion to approve the EL master plan draft outline, Heather seconded. Motion carried.

Item 8 Title 3 Conference - (10 min.) - Sawyer

Trudy Bryan, Maria Reyes, Darcy Pollak, and Maggie Sawyer attended a Title III Accountability Leadership Institute December 7-8, 2015. The major focus was the Internal Accountability System in order to build capacity for deeper learning. Topics included - Integrated and Designated ELD, Migrant Education, Superintendent Panel Discussion, the implementation of LED/ELD Framework, Implementation of ELD standards, Dual Immersion Programs, Equity for English Learners and the underserved, and various teaching/formative assessment strategies.

Item 9 District Budget Update - (10 min.) - Lyon/Anderson

The majority of the district Title III money is here at the Elementary school.

We also receive Title I money for our population of low socioeconomic students (95%). A breakdown of the Title I Budget was provided to explain where the total of \$244,969 is allocated.

A question was asked regarding the process for parents to take advantage of the transportation? It was explained that a letter is sent out every year to all HES families. Mr. Ponce suggested that we prepare in advance and have a policy in place in order to deal with the possible influx of requests.

Action Item: Look into our policy and criteria for Transportation. What do other districts do? - Esther

A question regarding the approved field trip at our last meeting. It was suggested that we be consistent and allow other teachers the same opportunity. Mrs. Whittaker submitted her written request as was requested at the last meeting.

Item 10 LCAP Update - (5 min.) - Anderson

- Funding from state is called LCFF (Local Control Funding Formula)
- The plan we use for our funding is LCAP (Local Control Accountability Plan)

This is the ultimate Plan at our district. All money by state and federal government will be in one big pot and then we are asked to give a report on how we are planning to allocate the money and how do we will know that that will improve student achievement - Our plan for the money.

Item 11 School Update - (10 min.) - Sufuentes

We currently have 418 students, (7 new students recently.)

The First 5 program provided a fun, educational, activity for all Kindergarten students.

This included fitness and healthy food choices. Hula Hoops, etc.

Wednesday and Thursday morning will be the Student of the Month Assembly.

PLC pods are moving forward and discussing interventions, Benchmarks, Grade Level Expectations and SMART goals. The Leadership Team meets every Tuesday and leading the pod work.

ACTION ITEMS

Item 1 Single Plan/Action Plan Meeting - (5 min.) - Anderson/Cruz

California Ed Code provides a guide for developing a Single Plan for Student Achievement. We do have a current plan, but would like to revisit, revise, etc.

Meeting will be Friday, January 15th at 12:30 p.m.

Action Item: Send an electronic copy of the SPSA. and the Guide for Developing the Single Plan for Student Achievement.

Parents will be in the following groups: ELA/ELD: Genaro Reyes, Math : Cesar Ponce
Community Involvement: Lenia Garcia

Other: We have an opening for a parent vacancy due to a parent missing three meetings. It was suggested that we do an all call out to parents to announce the opening.

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting

Maggie made a motion to adjourn the meeting at 7:00 seconded by Leslie.



Hamilton Elementary School

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Hamilton Elementary School School Site Council Meeting

Monday February 22, 2016 6:00 PM
Hamilton Elementary School – Conference Room, Room 204
PO Box 277 Capay Ave. – Hamilton City, CA 95951

Minutes

ORDER OF BUSINESS

- Item 1** **Call to Order** the meeting was called to order by E.Cruz at 6:06 p.m.
- Item 2** **Establish Quorum (3 HES Staff, 3 Parents/Community Members)**
Staff Present: E. Cruz, H.Suffuentes, L.Anderson, M.Sawyer, V.Cruz, B.Godinez
Parents Present: G.Reyes, C.Ponce, R.Vargas
- Item 3** **Verification of Posting of the Agenda- 72 Hours in advance**
Agenda posted Friday, February 19, 2016.
- Item 4** **Public Comment**
No Public Comment
- Item 5** **Approval of Minutes – (5 min.) - Cruz**
December 14, 2015 (Attachment #1a)
L. Anderson made a motion to approve the minutes from December 14 after changing the typo under the “other” section. Change “uggested” to “suggested” G.Reyes seconded. Motion passed.

January 15, 2016 (Attachment #1b)
L. Anderson made a motion to approve the minutes from January 15 with the correction on item 6, change “V.Reyes” to “V.Ortiz”, C.Ponce seconded. Motion passed.

DISCUSSION ITEMS

- Item 6** **ELAC Report/Parent Luncheon (Feb. 5, 2016) - (5 min.) – Garcia/Sawyer**
No ELAC on February 5th. Informal Survey during the Morning Coffee to get some initial information on how parents can get involved.

The parent Luncheon was well attended. There was a full house around the table. The topics discussed were: CAASPP testing , promotion and college requirements.

Item 7 EL Master Plan Report - (5 min.) – Sawyer

Update regarding the completion of the EL Master Plan. M.Sawyer asked to be added to the agenda next month as an Action Item.

Item 8 Single Plan Presentations - (35 min.) – Cruz

Update and discussion for all three areas provided by the following groups:

- ELD/Language Development Plan Update – Sawyer/Reyes
- Parent Outreach Plan Update – Garcia/Sufuentes/Ortiz
- Mathematics Plan Update – Ponce/Anderson/Sufuentes

School personnel will write up the action steps based on the discussion and at the next SSC meeting (March), we will consider adopting the plan.

ACTION ITEMS

Item 1 Field Trip Funding Request - (10 min.) – Godinez

Ms. Godinez is requesting financial assistance for the Fourth Grade field trip to The Gold Nugget Museum. The Fourth graders need \$400 for the trip scheduled on April 27th. The Cost is \$8.00 per student and there are 55 fourth graders. The roundtrip transportation/bus cost will be \$182.00. Ms. Godinez has a few Zumba fundraisers scheduled for Friday Feb 26th and March 4th 530 – 630 pm. We will wait until after the fundraisers to find out how much money will be needed. We may have to have an emergency meeting in order to allow Ms. Godinez time to submit the payment, otherwise, we will have a decision at the next meeting March 14th

Item 2 Voting-Parent Nomination - Replacing Mr. Perez (5 min.)- Cruz

L.Anderson made a motion to appoint Mrs. Vargas as a voting member to replace Mr. Perez through 2017. V.Ortiz seconded the motion. Motion passed.

ADJOURNMENT

V.Ortiz made a motion to adjourn the meeting, it was seconded by G.Reyes.
Meeting adjourned at 7:40 p.m.

Hamilton Elementary School



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Hamilton Elementary School

School Site Council Meeting

Tuesday February 9, 2016 6:00 PM

Hamilton Elementary School – Conference Room, Room 204

PO Box 277 Capay Ave. – Hamilton City, CA 95951

District Governing Board

Tomas Loera, President,

Judy Twede, Clerk

Wendell Lower

Gabriel Leal

Rosalinda Sanchez

District Superintendent

Charles Tracy

Principal

Darcy Pollak

Minutes

ORDER OF BUSINESS

Item 1 Call to Order - NO MEETING due to lack of Quorum, rescheduled for Monday, February 22

Item 2 Establish Quorum (3 HES Staff, 3 Parents/Community Members)

Staff Present:

Parents Present:

Item 3 Verification of Posting of the Agenda- *72 Hours in advance*

Anticipated posting by February 5, 2016.

Item 4 Public Comment

This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.

Item 5 Approval of Minutes – (5 min.) - Cruz

December 14, 2015 (Attachment #1a)

DISCUSSION ITEMS

Item 6 ELAC Report/Parent Luncheon - (5 min.) – Garcia/Sawyer

Item 7 EL Master Plan Report - (5 min.) - Sawyer

Item 8 Single Plan Presentations - (35 min.) – Cruz

-ELD/Language Development Plan Update – Sawyer/Reyes

-Parent Outreach Plan Update – Garcia/Sufuentes/Ortiz

-Mathematics Plan Update – Ponce/Anderson/Sufuentes

ACTION ITEMS

Item 1 Field Trip Funding Request - (10 min.) - Godinez

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting

Hamilton Elementary School



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Principal
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Hamilton Elementary School School Site Council Meeting

Monday November 9, 2015 5:30 PM

**Hamilton Elementary School – Conference Room, Room 204
PO Box 277 Capay Ave. – Hamilton City, CA 95951**

Minutes

ORDER OF BUSINESS

- Item 1** **Call to Order - SSC will meet briefly from 5:30-6:00pm in Room 204
Monday November 9, 2015**
- Item 2** **Establish Quorum (3 HES Staff, 3 Parents/Community Members)**
Staff Present: Ester, Vanessa, Lelsie, Darcy, Heather, Maggie
Parents Present: Genaro Reyes, Tara Teeter, Lenia Garcia
Others Present: _____
- Item 3** **Verification of Posting of the Agenda- 72 Hours in advance**
Agenda posted on November 6, 2015.
- Item 4** **Public Comment**
No public comment
- Item 5** **Approval of Minutes – (2 min.) - Cruz**
October 5, 2015 (Attachment #1a)
Genaro made a motion to approve the minutes from October 5, 2015.
Seconded by Vanessa. Motion passed.

DISCUSSION ITEMS

- Item 6 Summary of DELAC Meeting - October 12, 2015 - (5 min.) - Garcia**
As the ELAC representative, Lenia gave a brief summary of the DELAC meeting that she attended on October 12, 2015 at the High School. She mentioned that Mrs. Sawyer is forming a committee to work on the District Master EL Plan.

ACTION ITEMS

Item 1 Approve Title I Funds to Pay for a 3rd Grade Field Trip - Mrs. Whittaker - (3 min.) -

Mrs. Whittaker presented a proposal to take the 3rd grade students on a field trip to the Gateway Museum. She is incorporating the science curriculum of Modern Farming and Bats. This will give students the opportunity to have a visual, auditory, and hands-on-learning experience. She is requesting approval to use Title I funds. Leslie made a motion to approve her petition as long as she fills out and turns in the form and that it does not exceed \$200. Genaro seconded the motion. Motion passed.

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting

Vanessa made a motion to adjourn the SSC meeting and attend the DAC meeting.

Genaro seconded the motion.

HAMILTON HIGH SCHOOL
AP Results and A-G Participation/Passage Rates
2015-16

AP Results for Spring 2015

US History	6/15= 40%	(2014-0/2=0%)
English Language	9/30=30%	(2014 ELit-5/25=20%)
Calculus	4/11=36%	(2014 Stats-5/21=24%)
Spanish Language	10/10=100%	(2014- 10/10= 100%)

A-G Participation/Passage Rates

CSU Eligibility Report	26/72= 36.11%
A-G Subject Areas Completed	29/72=40.28%

Hamilton High School CS

6/21/2016

2015-2016

Discipline Distribution Report from 8/11/2015 to 6/3/2016

Page 1

Code # and Name	Total	Grade				Sex		Hispanic/Latino?	Race (Not Hispanic)						
		9	10	11	12	F	M	Y	100	200	300	400	600	700	999
30 EC48900(a)(2) Use of forc	9	1	3	2	3	3	6	6	-	-	-	-	-	-	-
31 EC48900(a)(1) Caused or	2	-	-	2	-	-	2	2	-	-	-	-	-	-	-
36 EC48900(f) Caused or atte	5	-	-	1	4	-	5	4	-	-	-	-	-	1	-
37 EC48900(g) Propterty Thef	7	-	-	1	6	-	7	5	-	-	-	-	-	2	-
40 EC48900(j) Drug Parapher	1	1	-	-	-	-	1	-	-	-	-	-	-	-	-
41 EC48900(k) Disruption or	11	2	3	2	4	2	9	6	-	-	-	-	-	1	-
42 EC48900(l) Receiving stole	5	-	-	1	4	-	5	4	-	-	-	-	-	1	-
Totals:	40	4	6	9	21	5	35	27	-	-	-	-	-	5	-

Hamilton High School CS

06/21/2016

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2015-2016

MASTER SCHEDULE BY COURSE and PERIOD

Page 1

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0076	0	Y	MTWTF	825	R.O.P Construc		0	Unassigned		5.0		10	12	30	0	0	0	0				
Totals:				Seats: 30	Students: 0			Class Average: 0.0			Boys: 0		Pct: 0			Girls: 0		Pct: 0				
0079	0	Y	MTWTF	090	Aca Deca		0	Unassigned		5.0		9	12	30	0	0	0	0				
Totals:				Seats: 30	Students: 0			Class Average: 0.0			Boys: 0		Pct: 0			Girls: 0		Pct: 0				
0709	7	Y	MTWTF	606	Adv Art		180	Eden	18	5.0		9	12	30	5	0	0	5	100			
Totals:				Seats: 30	Students: 5			Class Average: 5.0			Boys: 0		Pct: 0			Girls: 5		Pct: 10				
0609	6	Y	MTWTF	915	Agriscience Sys		126	Lohse	13	5.0		9	12	30	22	12	55	10	45			
Totals:				Seats: 30	Students: 22			Class Average: 22.0			Boys: 12		Pct: 55			Girls: 10		Pct: 45				
0405	4	Y	MTWTF	310	Algebra II		166	Bocast	2	5.0		9	12	30	15	4	27	11	73			
0505	5	Y	MTWTF	310	Algebra II		166	Bocast	2	5.0		9	12	30	8	3	38	5	63			
0705	7	Y	MTWTF	310	Algebra II		166	Bocast	2	5.0		9	12	30	19	6	32	13	68			
Totals:				Seats: 90	Students: 42			Class Average: 14.0			Boys: 13		Pct: 31			Girls: 29		Pct: 69				
0508	5	Y	MTWTF	450	Anatomy		174	Bretney	7	5.0		10	12	30	19	6	32	13	68			
0608	6	Y	MTWTF	450	Anatomy		174	Bretney	7	5.0		10	12	30	15	4	27	11	73			
Totals:				Seats: 60	Students: 34			Class Average: 17.0			Boys: 10		Pct: 29			Girls: 24		Pct: 71				
0100	1	Y	MTWTF	149	AP Engl Lit		32	Gonzalez	1	5.0		10	12	40	25	9	36	16	64			
Totals:				Seats: 40	Students: 25			Class Average: 25.0			Boys: 9		Pct: 36			Girls: 16		Pct: 64				
0309	3	Y	MTWTF	615	AP Spanish Lang		45	Mercado	14	5.0		9	12	30	11	5	45	6	55			
Totals:				Seats: 30	Students: 11			Class Average: 11.0			Boys: 5		Pct: 45			Girls: 6		Pct: 55				
0205	2	Y	MTWTF	315	AP Statistics		166	Bocast	2	5.0		10	12	30	12	6	50	6	50			

Hamilton High School CS

06/21/2016

09:05:17 AM

2015-2016

MASTER SCHEDULE BY COURSE and PERIOD

Page 2

Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 30		Students: 12		Class Average:		12.0	Boys: 6		Pct: 50		Girls: 6		Pct: 50						
0702	7	Y	MTWTF	209	AP US History		17	Brown	5	5.0		10	12	30	13	7	54	6	46		
Totals:		Seats: 30		Students: 13		Class Average:		13.0	Boys: 7		Pct: 54		Girls: 6		Pct: 46						
0800	8	Y	MTWTF	620	Band		179	Taylor	Café	5.0		9	12	30	17	7	41	10	59		
Totals:		Seats: 30		Students: 17		Class Average:		17.0	Boys: 7		Pct: 41		Girls: 10		Pct: 59						
0551	5	Y	MTWTF	141	Basic English		101	Von Kleist	18	5.0		9	12	30	9	3	33	6	67		
Totals:		Seats: 30		Students: 9		Class Average:		9.0	Boys: 3		Pct: 33		Girls: 6		Pct: 67						
0217	2	Y	MTWTF	380	Basic Math		175	K. Brown	16	5.0		9	12	15	16	10	63	6	38		
Totals:		Seats: 15		Students: 16		Class Average:		16.0	Boys: 10		Pct: 63		Girls: 6		Pct: 38						
0207	2	Y	MTWTF	400	Biology		174	Bretney	7	5.0		9	12	30	28	12	43	16	57		
0408	4	Y	MTWTF	400	Biology		174	Bretney	7	5.0		9	12	30	10	5	50	5	50		
Totals:		Seats: 60		Students: 38		Class Average:		19.0	Boys: 17		Pct: 45		Girls: 21		Pct: 55						
0814	8	Y	MTWTF	521	Boys JV Bsktbll		0	Unassigned		5.0		9	12	30	10	10	100	0	0		
Totals:		Seats: 30		Students: 10		Class Average:		10.0	Boys: 10		Pct: 100		Girls: 0		Pct: 0						
0811	8	Y	MTWTF	516	Boys Soccer		0	Unassigned		5.0		9	12	30	16	16	100	0	0		
Totals:		Seats: 30		Students: 16		Class Average:		16.0	Boys: 16		Pct: 100		Girls: 0		Pct: 0						
0815	8	Y	MTWTF	520	Boys Vars.Baskb		0	Unassigned		5.0		9	12	30	10	9	90	1	10		
Totals:		Seats: 30		Students: 10		Class Average:		10.0	Boys: 9		Pct: 90		Girls: 1		Pct: 10						
0067	0	3	----F	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	32	15	47	17	53		
0068	0	3	----F	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	28	11	39	17	61		
0069	0	3	----F	003	BRAVES TIME		178	Garcia	15	0.0		9	12	30	26	14	54	12	46		

Hamilton High School CS

06/21/2016

09:05:17 AM

2015-2016 **MASTER SCHEDULE BY COURSE and PERIOD** Page 3

Sec#	Pd-BI	Sm	Days	CrS ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0070	0	4	----F	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	30	14	47	16	53		
0071	0	4	----F	003	BRAVES TIME		178	Garcia	15	0.0		9	12	30	29	11	38	18	62		
0072	0	4	----F	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	27	15	56	12	44		
0050	0	F	----F	003	BRAVES TIME		178	Garcia	15	0.0		9	12	30	30	14	47	16	53		
0052	0	F	----F	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	27	14	52	13	48		
0064	0	F	----F	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	29	12	41	17	59		
0001	0	Y	-T---	003	BRAVES TIME		32	Gonzalez	1	0.0		9	12	30	25	9	36	16	64		
0010	0	Y	-T---	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	32	11	34	21	66		
0011	0	Y	-T---	003	BRAVES TIME		180	Eden	18	0.0		9	12	30	26	12	46	14	54		
0012	0	Y	-T---	003	BRAVES TIME		116	Vogelesang	Pres	0.0		9	12	30	6	2	33	4	67		
0013	0	Y	-T---	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	13	5	38	8	62		
0014	0	Y	-T---	003	BRAVES TIME		129	Oseguera	Ofc	0.0		9	12	30	2	0	0	2	100		
0015	0	Y	-T---	003	BRAVES TIME		178	Garcia	Gym	0.0		9	12	30	26	16	62	10	38		
0016	0	Y	--W--	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	20	10	50	10	50		
0017	0	Y	--W--	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	22	10	45	12	55		
0018	0	Y	--W--	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	31	15	48	16	52		
0019	0	Y	--W--	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	23	10	43	13	57		
0002	0	Y	-T---	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	4	2	50	2	50		
0020	0	Y	--W--	003	BRAVES TIME		166	Bocast	2	0.0		9	12	30	12	6	50	6	50		
0021	0	Y	--W--	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	13	5	38	8	62		
0022	0	Y	--W--	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	29	12	41	17	59		
0023	0	Y	--W--	003	BRAVES TIME		126	Lohse	13	0.0		9	12	30	21	10	48	11	52		
0024	0	Y	--W--	003	BRAVES TIME		105	Bentz	10	0.0		9	12	30	14	12	86	2	14		
0025	0	Y	--W--	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	27	15	56	12	44		
0026	0	Y	--W--	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	37	13	35	24	65		

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0027	0	Y	--W--	003	BRAVES TIME		116	Vogelesang	Pres	0.0		9	12	30	6	0	0	6	100			
0028	0	Y	--W--	003	BRAVES TIME		32	Gonzalez	1	0.0		9	12	30	1	1	100	0	0			
0029	0	Y	--W--	003	BRAVES TIME		178	Garcia	15	0.0		9	12	30	11	4	36	7	64			
0003	0	Y	-T---	003	BRAVES TIME		176	Hansen	1	0.0		9	12	30	19	5	26	14	74			
0030	0	Y	--W--	003	BRAVES TIME		129	Oseguera	Ofc	0.0		9	12	30	2	0	0	2	100			
0031	0	Y	--W--	003	BRAVES TIME		180	Eden	18	0.0		9	12	30	9	4	44	5	56			
0032	0	Y	--W--	003	BRAVES TIME		175	K. Brown	16	0.0		9	12	30	16	10	63	6	38			
0033	0	Y	---T-	003	BRAVES TIME		32	Gonzalez	1	0.0		9	12	30	29	14	48	15	52			
0034	0	Y	---T-	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	31	19	61	12	39			
0035	0	Y	---T-	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	23	14	61	9	39			
0036	0	Y	---T-	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	27	11	41	16	59			
0037	0	Y	---T-	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	15	8	53	7	47			
0038	0	Y	---T-	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	12	10	83	2	17			
0039	0	Y	---T-	003	BRAVES TIME		177	Hironimus	8	0.0		9	12	30	22	7	32	15	68			
0004	0	Y	-T---	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	27	16	59	11	41			
0040	0	Y	---T-	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	25	10	40	15	60			
0041	0	Y	---T-	003	BRAVES TIME		126	Lohse	13	0.0		9	12	30	19	6	32	13	68			
0042	0	Y	---T-	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	11	5	45	6	55			
0043	0	Y	---T-	003	BRAVES TIME		180	Eden	18	0.0		9	12	30	27	7	26	20	74			
0044	0	Y	---T-	003	BRAVES TIME		178	Garcia	15	0.0		9	12	30	31	17	55	14	45			
0045	0	Y	---T-	003	BRAVES TIME		116	Vogelesang	Pres	0.0		9	12	30	6	0	0	6	100			
0046	0	Y	---T-	003	BRAVES TIME		129	Oseguera	Ofc	0.0		9	12	30	1	0	0	1	100			
0047	0	Y	---T-	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	12	9	75	3	25			
0048	0	Y	---T-	003	BRAVES TIME		101	Von Kleist	17	0.0		9	12	30	0	0	0	0	0			
0049	0	Y	---T-	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	5	0	0	5	100			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0005	0	Y	-T---	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	14	9	64	5	36		
0051	0	Y	----F	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	7	4	57	3	43		
0053	0	Y	----F	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	24	11	46	13	54		
0054	0	Y	----F	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	19	7	37	12	63		
0055	0	Y	----F	003	BRAVES TIME		166	Bocast	2	0.0		9	12	30	15	4	27	11	73		
0056	0	Y	----F	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	19	9	47	10	53		
0057	0	Y	----F	003	BRAVES TIME		177	Hironimus	8	0.0		9	12	30	6	3	50	3	50		
0058	0	Y	----F	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	10	5	50	5	50		
0059	0	Y	----F	003	BRAVES TIME		105	Bentz	10	0.0		9	12	30	25	15	60	10	40		
0006	0	Y	-T---	003	BRAVES TIME		166	Bocast	2	0.0		9	12	30	20	10	50	10	50		
0060	0	Y	----F	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	16	6	38	10	63		
0061	0	Y	----F	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	14	10	71	4	29		
0062	0	Y	----F	003	BRAVES TIME		116	Vogelesang	Pres	0.0		9	12	30	4	0	0	4	100		
0063	0	Y	----F	003	BRAVES TIME		129	Oseguera	Ofc	0.0		9	12	30	2	0	0	2	100		
0065	0	Y	----F	003	BRAVES TIME		32	Gonzalez	1	0.0		9	12	30	30	13	43	17	57		
0066	0	Y	----F	003	BRAVES TIME		101	Von Kleist	17	0.0		9	12	30	13	8	62	5	38		
0007	0	Y	-T---	003	BRAVES TIME		177	Hironimus	8	0.0		9	12	30	21	13	62	8	38		
0073	0	Y	-T---	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	10	4	40	6	60		
0074	0	Y	-T---	003	BRAVES TIME		39	Langan	Cnsl	0.0		9	12	30	1	1	100	0	0		
0075	0	Y	-T---	003	BRAVES TIME		101	Von Kleist	17	0.0		9	12	30	2	0	0	2	100		
0077	0	Y	--W--	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	2	0	0	2	100		
0008	0	Y	-T---	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	25	14	56	11	44		
0080	0	Y	----F	003	BRAVES TIME		39	Langan	Cnsl	0.0		9	12	30	1	1	100	0	0		
0009	0	Y	-T---	003	BRAVES TIME		126	Lohse	13	0.0		9	12	30	22	8	36	14	64		
0933	9	1	---T-	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	26	12	46	14	54		

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Sec#	Pd-BI	Sm	Days	CrS ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0938	9	1	---T-	003	BRAVES TIME		178	Garcia	15	0.0	9	12	30	25	14	56	11	44			
0963	9	1	---T-	003	BRAVES TIME		163	Steele, M.	20	0.0	9	12	30	24	13	54	11	46			
0947	9	2	---T-	003	BRAVES TIME		176	Hansen	9	0.0	9	12	30	24	13	54	11	46			
0948	9	2	---T-	003	BRAVES TIME		178	Garcia	15	0.0	9	12	30	24	11	46	13	54			
0949	9	2	---T-	003	BRAVES TIME		163	Steele, M.	20	0.0	9	12	30	26	14	54	12	46			
0950	9	S	---T-	003	BRAVES TIME		178	Garcia	15	0.0	9	12	30	24	13	54	11	46			
0951	9	S	---T-	003	BRAVES TIME		163	Steele, M.	20	0.0	9	12	30	24	11	46	13	54			
0952	9	S	---T-	003	BRAVES TIME		176	Hansen	9	0.0	9	12	30	26	15	58	11	42			
0900	9	Y	-T---	003	BRAVES TIME		32	Gonzalez	1	0.0	9	12	30	20	6	30	14	70			
0901	9	Y	-T---	003	BRAVES TIME		104	Funderburk	4	0.0	9	12	30	18	8	44	10	56			
0902	9	Y	-T---	003	BRAVES TIME		176	Hansen	9	0.0	9	12	30	16	8	50	8	50			
0903	9	Y	-T---	003	BRAVES TIME		17	Brown	5	0.0	9	12	30	21	10	48	11	52			
0904	9	Y	-T---	003	BRAVES TIME		163	Steele, M.	20	0.0	9	12	30	21	12	57	9	43			
0905	9	Y	-T---	003	BRAVES TIME		166	Bocast	2	0.0	9	12	30	10	4	40	6	60			
0906	9	Y	-T---	003	BRAVES TIME		177	Hironimus	8	0.0	9	12	30	23	6	26	17	74			
0907	9	Y	-T---	003	BRAVES TIME		174	Bretney	7	0.0	9	12	30	19	6	32	13	68			
0908	9	Y	-T---	003	BRAVES TIME		126	Lohse	13	0.0	9	12	30	29	20	69	9	31			
0909	9	Y	-T---	003	BRAVES TIME		105	Bentz	10	0.0	9	12	30	29	14	48	15	52			
0910	9	Y	-T---	003	BRAVES TIME		180	Eden	18	0.0	9	12	30	14	5	36	9	64			
0911	9	Y	-T---	003	BRAVES TIME		45	Mercado	14	0.0	9	12	30	32	15	47	17	53			
0912	9	Y	-T---	003	BRAVES TIME		164	Jarvis	15	0.0	9	12	30	28	19	68	9	32			
0913	9	Y	-T---	003	BRAVES TIME		129	Oseguera	Ofc	0.0	9	12	30	0	0	0	0	0			
0914	9	Y	-T---	003	BRAVES TIME		101	Von Kleist	17	0.0	9	12	30	11	3	27	8	73			
0915	9	Y	--W--	003	BRAVES TIME		32	Gonzalez	1	0.0	9	12	30	21	13	62	8	38			
0916	9	Y	--W--	003	BRAVES TIME		104	Funderburk	4	0.0	9	12	30	21	9	43	12	57			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0917	9	Y	--W--	003	BRAVES TIME		176	Hansen	9	0.0		9	12	30	18	5	28	13	72		
0918	9	Y	--W--	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	31	10	32	21	68		
0919	9	Y	--W--	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	13	8	62	5	38		
0920	9	Y	--W--	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	25	10	40	15	60		
0921	9	Y	--W--	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	16	4	25	12	75		
0922	9	Y	--W--	003	BRAVES TIME		126	Lohse	13	0.0		9	12	30	22	12	55	10	45		
0923	9	Y	--W--	003	BRAVES TIME		105	Bentz	10	0.0		9	12	30	24	19	79	5	21		
0924	9	Y	--W--	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	29	14	48	15	52		
0925	9	Y	--W--	003	BRAVES TIME		180	Eden	18	0.0		9	12	30	7	2	29	5	71		
0926	9	Y	--W--	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	30	15	50	15	50		
0927	9	Y	--W--	003	BRAVES TIME		129	Oseguera	Offic	0.0		9	12	30	2	1	50	1	50		
0928	9	Y	--W--	003	BRAVES TIME		166	Bocast	2	0.0		9	12	30	26	10	38	16	62		
0930	9	Y	--W--	003	BRAVES TIME		177	Hironimus	8	0.0		9	12	30	9	4	44	5	56		
0931	9	Y	--W--	003	BRAVES TIME		163	Steele, M.	20	0.0		9	12	30	0	0	0	0	0		
0932	9	Y	---T-	003	BRAVES TIME		32	Gonzalez	1	0.0		9	12	30	24	9	38	15	63		
0934	9	Y	---T-	003	BRAVES TIME		17	Brown	5	0.0		9	12	30	14	7	50	7	50		
0936	9	Y	---T-	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	4	2	50	2	50		
0937	9	Y	---T-	003	BRAVES TIME		166	Bocast	2	0.0		9	12	30	20	6	30	14	70		
0939	9	Y	---T-	003	BRAVES TIME		105	Bentz	10	0.0		9	12	30	26	18	69	8	31		
0940	9	Y	---T-	003	BRAVES TIME		180	Eden	18	0.0		9	12	30	6	0	0	6	100		
0941	9	Y	---T-	003	BRAVES TIME		164	Jarvis	15	0.0		9	12	30	40	13	33	27	68		
0942	9	Y	---T-	003	BRAVES TIME		126	Lohse	13	0.0		9	12	30	24	11	46	13	54		
0943	9	Y	---T-	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	18	8	44	10	56		
0944	9	Y	---T-	003	BRAVES TIME		129	Oseguera	Offic	0.0		9	12	30	0	0	0	0	0		
0945	9	Y	---T-	003	BRAVES TIME		101	Von Kleist	17	0.0		9	12	30	17	12	71	5	29		

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Sec#	Pd-BI	Sm	Days	CrS ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0946	9	Y	---T-	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	13	6	46	7	54			
0955	9	Y	-T---	003	BRAVES TIME		134	Reyes	Cnsl	0.0		9	12	30	1	0	0	1	100			
0956	9	Y	-T---	003	BRAVES TIME		18	Charlon	6	0.0		9	12	30	1	0	0	1	100			
0957	9	Y	-T---	003	BRAVES TIME		172	Hernandez	3	0.0		9	12	30	1	0	0	1	100			
0958	9	Y	--W--	003	BRAVES TIME		39	Langan	Cnsl	0.0		9	12	30	0	0	0	0	0			
0959	9	Y	---T-	003	BRAVES TIME		174	Bretney	7	0.0		9	12	30	1	1	100	0	0			
0960	9	Y	---T-	003	BRAVES TIME		104	Funderburk	4	0.0		9	12	30	0	0	0	0	0			
0961	9	Y	---T-	003	BRAVES TIME		39	Langan	Cnsl	0.0		9	12	30	5	2	40	3	60			
0962	9	Y	---T-	003	BRAVES TIME		45	Mercado	14	0.0		9	12	30	2	1	50	1	50			
0965	9	Y	---T-	003	BRAVES TIME		134	Reyes	Cnsl	0.0		9	12	30	1	0	0	1	100			
0966	9	Y	--W--	003	BRAVES TIME		134	Reyes	Cnsl	0.0		9	12	30	2	1	50	1	50			
Totals:				Seats: 4170	Students: 2378		Class Average: 17.9				Boys: 111	Pct: 47		Girls: 126	Pct: 53							
0802	8	Y	MTWTF	011	Butte Class		39	Langan	Butte	5.0		9	12	30	8	1	13	7	88			
Totals:				Seats: 30	Students: 8		Class Average: 8.0				Boys: 1	Pct: 13		Girls: 7	Pct: 88							
0703	7	1	MTWTF	270	Career Life		163	Steele, M.	20	2.5		9	12	30	23	13	57	10	43			
0717	7	2	MTWTF	270	Career Life		163	Steele, M.	20	2.5		9	12	30	25	14	56	11	44			
0743	7	3	MTWTF	270	Career Life		163	Steele, M.	20	2.5		9	12	30	25	12	48	13	52			
0722	7	4	MTWTF	270	Career Life		163	Steele, M.	20	2.5		9	12	30	25	12	48	13	52			
Totals:				Seats: 120	Students: 98		Class Average: 24.5				Boys: 51	Pct: 52		Girls: 47	Pct: 48							
0806	8	Y	MTWTF	515	Cheerleading		0	Unassigned		0.0		9	12	30	14	0	0	14	100			
Totals:				Seats: 30	Students: 14		Class Average: 14.0				Boys: 0	Pct: 0		Girls: 14	Pct: 10							
0106	1	Y	MTWTF	440	Chemistry		177	Hironimus	8	5.0		10	12	30	21	13	62	8	38			
0306	3	Y	MTWTF	440	Chemistry		177	Hironimus	8	5.0		10	12	30	22	7	32	15	68			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0507	5	Y	MTWTF	440	Chemistry		177	Hironimus	8	5.0		10	12	30	23	6	26	17	74			
Totals:		Seats: 90		Students: 66		Class Average: 22.0				Boys: 26		Pct: 39		Girls: 40		Pct: 61						
0601	6	Y	MTWTF	119	Comp&Lit		104	Funderburk	4	5.0		10	12	30	20	9	45	11	55			
Totals:		Seats: 30		Students: 20		Class Average: 20.0				Boys: 9		Pct: 45		Girls: 11		Pct: 55						
0701	7	1	MTWTF	715	Computer Tech		176	Hansen	9	2.5		9	12	30	25	12	48	13	52			
0715	7	2	MTWTF	715	Computer Tech		176	Hansen	9	2.5		9	12	30	23	13	57	10	43			
0744	7	3	MTWTF	715	Computer Tech		176	Hansen	9	2.5		9	12	30	26	15	58	11	42			
0723	7	4	MTWTF	715	Computer Tech		176	Hansen	9	2.5		9	12	30	26	15	58	11	42			
Totals:		Seats: 120		Students: 100		Class Average: 25.0				Boys: 55		Pct: 55		Girls: 45		Pct: 45						
0807	8	Y	MTWTF	504	Cross Country		0	Unassigned		5.0		9	12	30	13	6	46	7	54			
Totals:		Seats: 30		Students: 13		Class Average: 13.0				Boys: 6		Pct: 46		Girls: 7		Pct: 54						
0803	8	Y	MTWTF	010	CSU, Chico		39	Langan	CSUC	7.5		9	12	30	0	0	0	0	0			
Totals:		Seats: 30		Students: 0		Class Average: 0.0				Boys: 0		Pct: 0		Girls: 0		Pct: 0						
0420	4	2	MTWTF	260	Dr. Ed.		178	Garcia	15	2.5		9	12	30	30	14	47	16	53			
0421	4	2	MTWTF	260	Dr. Ed.		163	Steele, M.	20	2.5		9	12	30	28	11	39	17	61			
0422	4	2	MTWTF	260	Dr. Ed.		176	Hansen	9	2.5		9	12	30	27	14	52	13	48			
Totals:		Seats: 90		Students: 85		Class Average: 28.3				Boys: 39		Pct: 46		Girls: 46		Pct: 54						
0501	5	Y	MTWTF	630	Drama		104	Funderburk	4	5.0		9	12	30	18	8	44	10	56			
Totals:		Seats: 30		Students: 18		Class Average: 18.0				Boys: 8		Pct: 44		Girls: 10		Pct: 56						
0107	1	Y	MTWTF	418	Earth Science		174	Bretney	7	5.0		9	12	30	24	13	54	11	46			
0307	3	Y	MTWTF	418	Earth Science		174	Bretney	7	5.0		9	12	30	25	10	40	15	60			
0326	3	Y	----F	418	Earth Science		107	Zambrano	EBHS	5.0		9	12	30	1	0	0	1	100			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
Totals:				Seats: 90	Students: 50	Class Average: 16.7					Boys: 23	Pct: 46		Girls: 27	Pct: 54							
0114	1	Y	MTWTF	018	EBHS		172	Hernandez	EBHS	0.0		9	12	0	0	0	0	0	0	0	0	
0244	2	Y	MTWTF	018	EBHS		177	Hironimus	EBHS	0.0		9	12	0	0	0	0	0	0	0	0	
0314	3	Y	MTWTF	018	EBHS		163	Steele, M.	EBHS	0.0		9	12	0	0	0	0	0	0	0	0	
0540	5	Y	MTWTF	018	EBHS		178	Garcia	EBHS	0.0		9	12	0	0	0	0	0	0	0	0	
Totals:				Seats: 0	Students: 0	Class Average: 0.0					Boys: 0	Pct: 0		Girls: 0	Pct: 0							
0218	2	S	MTWTF	220	Economics		17	Brown	5	5.0		11	12	30	22	10	45	12	55			
0255	2	Y	----F	220	Economics		107	Zambrano	EBHS	5.0		11	12	30	1	1	100	0	0			
0318	3	S	MTWTF	220	Economics		17	Brown	5	5.0		11	12	30	26	11	42	15	58			
0419	4	S	MTWTF	220	Economics		17	Brown	5	5.0		11	12	30	23	10	43	13	57			
Totals:				Seats: 120	Students: 72	Class Average: 18.0					Boys: 32	Pct: 44		Girls: 40	Pct: 56							
0101	1	Y	MTWTF	123	ELD 1		104	Funderburk	4	5.0		9	12	30	4	2	50	2	50			
Totals:				Seats: 30	Students: 4	Class Average: 4.0					Boys: 2	Pct: 50		Girls: 2	Pct: 50							
0401	4	Y	MTWTF	126	ELD 2		104	Funderburk	4	5.0		9	12	30	7	4	57	3	43			
Totals:				Seats: 30	Students: 7	Class Average: 7.0					Boys: 4	Pct: 57		Girls: 3	Pct: 43							
0252	2	Y	----F	982	Elective		107	Zambrano	EBHS	5.0		9	12	30	1	0	0	1	100			
0440	4	Y	----F	982	Elective		107	Zambrano	EBHS	5.0		9	12	30	1	1	100	0	0			
0557	5	Y	----F	982	Elective		107	Zambrano	EBHS	5.0		9	12	30	1	1	100	0	0			
0672	6	Y	----F	982	Elective		107	Zambrano	EBHS	5.0		9	12	30	1	1	100	0	0			
0741	7	Y	----F	982	Elective		107	Zambrano	EBHS	5.0		9	12	30	4	2	50	2	50			
Totals:				Seats: 150	Students: 8	Class Average: 1.6					Boys: 5	Pct: 63		Girls: 3	Pct: 38							
0128	1	Y	----F	120	English 10		107	Zambrano	EBHS	5.0		10	12	30	3	2	67	1	33			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0201	2	Y	MTWTF	120	English 10		104	Funderburk	4	5.0		10	12	30	19	10	53	9	47			
0301	3	Y	MTWTF	120	English 10		104	Funderburk	4	5.0		10	12	30	30	19	63	11	37			
Totals:		Seats: 90		Students: 52		Class Average: 17.3				Boys: 31		Pct: 60		Girls: 21		Pct: 40						
0102	1	Y	MTWTF	130	English 11		176	Hansen	9	5.0		11	12	30	18	5	28	13	72			
0302	3	Y	MTWTF	130	English 11		176	Hansen	9	5.0		11	12	30	23	14	61	9	39			
Totals:		Seats: 60		Students: 41		Class Average: 20.5				Boys: 19		Pct: 46		Girls: 22		Pct: 54						
0132	1	Y	----F	140	English 12		107	Zambrano	EBHS	5.0		12	12	30	1	1	100	0	0			
0300	3	Y	MTWTF	140	English 12		32	Gonzalez	1	5.0		12	12	36	28	14	50	14	50			
0317	3	Y	MTWTF	140	English 12		176	Hansen	9	5.0		12	12	30	5	0	0	5	100			
0417	4	Y	MTWTF	140	English 12		32	Gonzalez	1	5.0		12	12	30	29	13	45	16	55			
Totals:		Seats: 126		Students: 63		Class Average: 15.8				Boys: 28		Pct: 44		Girls: 35		Pct: 56						
0129	1	Y	----F	110	English 9		107	Zambrano	EBHS	5.0		9	12	30	1	0	0	1	100			
0500	5	Y	MTWTF	110	English 9		32	Gonzalez	1	5.0		9	12	30	20	6	30	14	70			
0502	5	Y	MTWTF	110	English 9		176	Hansen	9	5.0		9	12	30	16	8	50	8	50			
0600	6	Y	MTWTF	110	English 9		32	Gonzalez	1	5.0		9	12	30	20	13	65	7	35			
0700	7	Y	MTWTF	110	English 9		32	Gonzalez	1	5.0		9	12	30	24	9	38	15	63			
Totals:		Seats: 150		Students: 81		Class Average: 16.2				Boys: 36		Pct: 44		Girls: 45		Pct: 56						
0216	2	Y	MTWTF	153	English Support		180	Eden	18	5.0		9	12	15	9	4	44	5	56			
Totals:		Seats: 15		Students: 9		Class Average: 9.0				Boys: 4		Pct: 44		Girls: 5		Pct: 56						
0110	1	Y	MTWTF	609	F/H Drawing		180	Eden	18	5.0		9	12	30	25	12	48	13	52			
0310	3	Y	MTWTF	609	F/H Drawing		180	Eden	18	5.0		9	12	30	26	7	27	19	73			
Totals:		Seats: 60		Students: 51		Class Average: 25.5				Boys: 19		Pct: 37		Girls: 32		Pct: 63						

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0812	8	Y	MTWTF	519	Girls JV Bskbll		0	Unassigned		5.0		9	12	30	15	0	0	15	100			
Totals:		Seats: 30		Students: 15		Class Average: 15.0				Boys: 0		Pct: 0		Girls: 15		Pct: 10						
0810	8	Y	MTWTF	517	Girls Soccer		0	Unassigned		5.0		9	12	30	19	0	0	19	100			
Totals:		Seats: 30		Students: 19		Class Average: 19.0				Boys: 0		Pct: 0		Girls: 19		Pct: 10						
0813	8	Y	MTWTF	518	Girls Var. Bktb		0	Unassigned		5.0		9	12	30	12	0	0	12	100			
Totals:		Seats: 30		Students: 12		Class Average: 12.0				Boys: 0		Pct: 0		Girls: 12		Pct: 10						
0202	2	F	MTWTF	210	Government		17	Brown	5	5.0		11	12	30	21	10	48	11	52			
0303	3	F	MTWTF	210	Government		17	Brown	5	5.0		11	12	30	26	11	42	15	58			
0403	4	F	MTWTF	210	Government		17	Brown	5	5.0		11	12	30	24	10	42	14	58			
Totals:		Seats: 90		Students: 71		Class Average: 23.7				Boys: 31		Pct: 44		Girls: 40		Pct: 56						
0400	4	1	MTWTF	240	Health 1		178	Garcia	15	2.5		9	12	30	30	14	47	16	53			
0425	4	3	MTWTF	240	Health 1		178	Garcia	15	2.5		9	12	30	26	14	54	12	46			
0427	4	4	MTWTF	240	Health 1		178	Garcia	15	2.5		9	12	30	29	11	38	18	62			
Totals:		Seats: 90		Students: 85		Class Average: 28.3				Boys: 39		Pct: 46		Girls: 46		Pct: 54						
0707	7	1	MTWTF	246	Health 2		178	Garcia	15	2.5		10	12	30	25	14	56	11	44			
0716	7	2	MTWTF	246	Health 2		178	Garcia	15	2.5		10	12	30	25	12	48	13	52			
0745	7	3	MTWTF	246	Health 2		178	Garcia	15	2.5		10	12	30	23	13	57	10	43			
0751	7	3	MTWTF	246	Health 2		178	Garcia	15	2.5		10	12	30	0	0	0	0	0			
0721	7	4	MTWTF	246	Health 2		178	Garcia	15	2.5		10	12	30	24	13	54	11	46			
Totals:		Seats: 150		Students: 97		Class Average: 24.3				Boys: 52		Pct: 54		Girls: 45		Pct: 46						
0105	1	Y	MTWTF	325	Integ. Math 1		166	Bocast	2	5.0		9	12	30	19	10	53	9	47			
0206	2	Y	MTWTF	325	Integ. Math 1		172	Hernandez	3	5.0		9	12	30	13	5	38	8	62			

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0305	3	Y	MTWTF	325	Integ. Math 1		172	Hernandez	3	5.0		9	12	30	12	10	83	2	17			
0438	4	Y	----F	325	Integ. Math 1		107	Zambrano	EBHS	5.0		9	12	30	1	0	0	1	100			
0607	6	Y	MTWTF	325	Integ. Math 1		172	Hernandez	3	5.0		9	12	30	24	10	42	14	58			
0615	6	Y	MTWTF	325	Integ. Math 1		166	Bocast	2	5.0		9	12	30	25	10	40	15	60			
Totals:		Seats: 180		Students: 94		Class Average: 15.7				Boys: 45		Pct: 48		Girls: 49		Pct: 52						
0104	1	Y	MTWTF	326	Integ. Math 2		18	Charlon	6	5.0		9	12	30	13	9	69	4	31			
0304	3	Y	MTWTF	326	Integ. Math 2		18	Charlon	6	5.0		9	12	30	15	8	53	7	47			
0404	4	Y	MTWTF	326	Integ. Math 2		18	Charlon	6	5.0		9	12	30	20	7	35	13	65			
0406	4	Y	MTWTF	326	Integ. Math 2		172	Hernandez	3	5.0		9	12	30	19	9	47	10	53			
0435	4	Y	----F	326	Integ. Math 2		107	Zambrano	EBHS	5.0		9	12	30	3	2	67	1	33			
Totals:		Seats: 150		Students: 70		Class Average: 14.0				Boys: 35		Pct: 50		Girls: 35		Pct: 50						
0510	5	Y	MTWTF	908	Intro Ag Mech		105	Bentz	10	5.0		9	12	30	15	9	60	6	40			
0708	7	Y	MTWTF	908	Intro Ag Mech		105	Bentz	10	5.0		9	12	30	26	18	69	8	31			
Totals:		Seats: 60		Students: 41		Class Average: 20.5				Boys: 27		Pct: 66		Girls: 14		Pct: 34						
0308	3	Y	MTWTF	950	Intro to Ag 1		126	Lohse	13	5.0		9	12	30	19	6	32	13	68			
Totals:		Seats: 30		Students: 19		Class Average: 19.0				Boys: 6		Pct: 32		Girls: 13		Pct: 68						
0818	8	Y	MTWTF	527	JV Baseball		0	Unassigned		0.0		9	12	30	16	16	100	0	0			
Totals:		Seats: 30		Students: 16		Class Average: 16.0				Boys: 16		Pct: 100		Girls: 0		Pct: 0						
0805	8	Y	MTWTF	512	JV Football		164	Jarvis		0.0		9	12	30	37	36	97	1	3			
Totals:		Seats: 30		Students: 37		Class Average: 37.0				Boys: 36		Pct: 97		Girls: 1		Pct: 3						
0809	8	Y	MTWTF	514	JV Volleyball		0	Unassigned		0.0		9	12	30	12	0	0	12	100			

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Totals:		Seats: 30		Students: 12		Class Average: 12.0				Boys: 0		Pct: 0		Girls: 12		Pct: 10					
0402	4	1	MTWTF	711	Keyboarding		176	Hansen	9	2.5		9	12	30	27	14	52	13	48		
0424	4	3	MTWTF	711	Keyboarding		176	Hansen	9	2.5		9	12	30	28	11	39	17	61		
0426	4	4	MTWTF	711	Keyboarding		176	Hansen	9	2.5		9	12	30	31	14	45	17	55		
Totals:		Seats: 90		Students: 86		Class Average: 28.7				Boys: 39		Pct: 45		Girls: 47		Pct: 55					
0325	3	Y	----F	415	Life Science		107	Zambrano	EBHS	5.0		9	12	30	3	2	67	1	33		
Totals:		Seats: 30		Students: 3		Class Average: 3.0				Boys: 2		Pct: 67		Girls: 1		Pct: 33					
0515	5	Y	MTWTF	255	Life Skills		101	Von Kleist	17	5.0		11	12	10	2	0	0	2	100		
Totals:		Seats: 10		Students: 2		Class Average: 2.0				Boys: 0		Pct: 0		Girls: 2		Pct: 10					
0605	6	Y	MTWTF	365	Math Support		18	Charlon	6	5.0		9	12	30	13	8	62	5	38		
0714	7	Y	MTWTF	365	Math Support		172	Hernandez	3	5.0		9	12	30	13	6	46	7	54		
Totals:		Seats: 60		Students: 26		Class Average: 13.0				Boys: 14		Pct: 54		Girls: 12		Pct: 46					
0115	1	Y	MTWTF	500	Physical Ed		178	Garcia	Gym	5.0		9	12	40	25	16	64	9	36		
0211	2	Y	MTWTF	500	Physical Ed		164	Jarvis	Gym	5.0		9	12	40	37	13	35	24	65		
0311	3	Y	MTWTF	500	Physical Ed		178	Garcia	Gym	5.0		9	12	40	31	17	55	14	45		
0412	4	Y	MTWTF	500	Physical Ed		164	Jarvis	Gym	5.0		9	12	40	14	10	71	4	29		
0513	5	Y	MTWTF	500	Physical Ed		164	Jarvis	Gym	5.0		9	12	40	28	19	68	9	32		
0669	6	Y	----F	500	Physical Ed		107	Zambrano	EBHS	5.0		9	12	30	4	2	50	2	50		
0710	7	Y	MTWTF	500	Physical Ed		164	Jarvis	Gym	5.0		9	12	40	39	13	33	26	67		
Totals:		Seats: 270		Students: 178		Class Average: 25.4				Boys: 90		Pct: 51		Girls: 88		Pct: 49					
0327	3	Y	----F	420	Physical Sci		107	Zambrano	EBHS	5.0		9	12	30	1	1	100	0	0		

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 30		Students: 1		Class Average: 1.0		Boys: 1		Pct: 100		Girls: 0		Pct: 0							
0407	4	Y	MTWTF	470	Physics		177	Hironimus	8	5.0		10	12	30	5	3	60	2	40		
Totals:		Seats: 30		Students: 5		Class Average: 5.0		Boys: 3		Pct: 60		Girls: 2		Pct: 40							
0219	2	S	MTWTF	311	Precalculus		18	Charlon	6	5.0		9	12	30	22	10	45	12	55		
Totals:		Seats: 30		Students: 22		Class Average: 22.0		Boys: 10		Pct: 45		Girls: 12		Pct: 55							
0209	2	Y	MTWTF	911	ROP Adv.Ag Mech		105	Bentz	10	5.0		9	12	30	13	12	92	1	8		
Totals:		Seats: 30		Students: 13		Class Average: 13.0		Boys: 12		Pct: 92		Girls: 1		Pct: 8							
0509	5	Y	MTWTF	465	ROP Ag Biology		126	Lohse	13	5.0		9	12	35	28	19	68	9	32		
Totals:		Seats: 35		Students: 28		Class Average: 28.0		Boys: 19		Pct: 68		Girls: 9		Pct: 32							
0801	8	Y	MTWTF	901	ROP Ag Careers		105	Bentz	10	5.0		10	12	30	14	10	71	4	29		
Totals:		Seats: 30		Students: 14		Class Average: 14.0		Boys: 10		Pct: 71		Girls: 4		Pct: 29							
0409	4	Y	MTWTF	910	ROP Ag Mech		105	Bentz	10	5.0		10	12	30	25	15	60	10	40		
0554	5	Y	MTWTF	910	ROP Ag Mech		105	Bentz	10	5.0		10	12	30	11	2	18	9	82		
0610	6	Y	MTWTF	910	ROP Ag Mech		105	Bentz	10	5.0		10	12	30	23	18	78	5	22		
Totals:		Seats: 90		Students: 59		Class Average: 19.7		Boys: 35		Pct: 59		Girls: 24		Pct: 41							
0111	1	Y	MTWTF	850	ROP Crs/Child		116	Vogeesang	PreS	5.0		9	12	30	6	2	33	4	67		
0212	2	Y	MTWTF	850	ROP Crs/Child		116	Vogeesang	PreS	5.0		9	12	30	6	0	0	6	100		
0312	3	Y	MTWTF	850	ROP Crs/Child		116	Vogeesang	PreS	5.0		9	12	30	6	0	0	6	100		
0413	4	Y	MTWTF	850	ROP Crs/Child		116	Vogeesang	PreS	5.0		9	12	30	4	0	0	4	100		
0436	4	Y	MTWTF	850	ROP Crs/Child		39	Langan	HES	5.0		9	12	30	1	0	0	1	100		
Totals:		Seats: 150		Students: 23		Class Average: 4.6		Boys: 2		Pct: 9		Girls: 21		Pct: 91							

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0512	5	Y	MTWTF	730	ROP Dig. Photo.		180	Eden	18	5.0		10	12	30	14	5	36	9	64			
Totals:		Seats: 30		Students: 14		Class Average: 14.0				Boys: 5		Pct: 36		Girls: 9		Pct: 64						
0108	1	Y	MTWTF	608	ROP Floral		126	Lohse	13	5.0		9	12	30	22	8	36	14	64			
Totals:		Seats: 30		Students: 22		Class Average: 22.0				Boys: 8		Pct: 36		Girls: 14		Pct: 64						
0617	6	Y	MTWTF	455	ROP ForensicSci		177	Hironimus	8	5.0		11	12	30	9	4	44	5	56			
Totals:		Seats: 30		Students: 9		Class Average: 9.0				Boys: 4		Pct: 44		Girls: 5		Pct: 56						
0208	2	Y	MTWTF	430	ROP Plant Sci		126	Lohse	13	5.0		9	12	30	21	10	48	11	52			
Totals:		Seats: 30		Students: 21		Class Average: 21.0				Boys: 10		Pct: 48		Girls: 11		Pct: 52						
0613	6	Y	MTWTF	510	ROP Sports Med.		164	Jarvis	Gym	5.0		10	12	30	29	14	48	15	52			
Totals:		Seats: 30		Students: 29		Class Average: 29.0				Boys: 14		Pct: 48		Girls: 15		Pct: 52						
0112	1	Y	MTWTF	015	SP Release		129	Oseguera		0.0		9	12	30	22	9	41	13	59			
0213	2	Y	MTWTF	015	SP Release		129	Oseguera		0.0		9	12	30	3	1	33	2	67			
0711	7	Y	MTWTF	015	SP Release		129	Oseguera		0.0		9	12	30	40	18	45	22	55			
Totals:		Seats: 90		Students: 65		Class Average: 21.7				Boys: 28		Pct: 43		Girls: 37		Pct: 57						
0210	2	Y	MTWTF	612	Spanish 1		45	Mercado	14	5.0		9	12	30	26	15	58	11	42			
0611	6	Y	MTWTF	612	Spanish 1		45	Mercado	14	5.0		9	12	30	29	14	48	15	52			
Totals:		Seats: 60		Students: 55		Class Average: 27.5				Boys: 29		Pct: 53		Girls: 26		Pct: 47						
0109	1	Y	MTWTF	613	Spanish 2		45	Mercado	14	5.0		9	12	30	30	10	33	20	67			
0511	5	Y	MTWTF	613	Spanish 2		45	Mercado	14	5.0		9	12	30	32	15	47	17	53			
Totals:		Seats: 60		Students: 62		Class Average: 31.0				Boys: 25		Pct: 40		Girls: 37		Pct: 60						
0410	4	Y	MTWTF	614	Spanish 3		45	Mercado	14	5.0		9	12	30	16	6	38	10	63			

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:				Seats: 30	Students: 16	Class Average: 16.0				Boys: 6		Pct: 38		Girls: 10		Pct: 63					
0553	5	Y	----F	257	State Reqs		107	Zambrano	EBHS	5.0		10	12	30	4	2	50	2	50		
Totals:				Seats: 30	Students: 4	Class Average: 4.0				Boys: 2		Pct: 50		Girls: 2		Pct: 50					
0612	6	Y	MTWTF	605	Studio Art/Cult		180	Eden	18	5.0		9	12	30	7	2	29	5	71		
Totals:				Seats: 30	Students: 7	Class Average: 7.0				Boys: 2		Pct: 29		Girls: 5		Pct: 71					
0416	4	1	MTWTF	250	Study Skills		163	Steele, M.	20	2.5		9	12	30	27	10	37	17	63		
0423	4	3	MTWTF	250	Study Skills		163	Steele, M.	20	2.5		9	12	30	31	14	45	17	55		
0428	4	4	MTWTF	250	Study Skills		163	Steele, M.	20	2.5		9	12	30	26	14	54	12	46		
Totals:				Seats: 90	Students: 84	Class Average: 28.0				Boys: 38		Pct: 45		Girls: 46		Pct: 55					
0123	1	Y	MTWTF	006	Supported Study		101	Von Kleist	18	5.0		9	12	30	2	0	0	2	100		
0432	4	Y	MTWTF	006	Supported Study		101	Von Kleist	17	5.0		9	12	30	13	8	62	5	38		
0713	7	Y	MTWTF	006	Supported Study		101	Von Kleist	17	5.0		9	12	20	17	12	71	5	29		
Totals:				Seats: 80	Students: 32	Class Average: 10.7				Boys: 20		Pct: 63		Girls: 12		Pct: 38					
0113	1	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0	0	0	0	Y	
0116	1	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	2	0	0	2	100	Y	
0117	1	Y	MTWTF	999	Teacher Aide		166	Bocast	2	5.0		10	12	30	1	0	0	1	100	Y	
0118	1	Y	MTWTF	999	Teacher Aide		163	Steele, M.	20	5.0		10	12	30	2	2	100	0	0	Y	
0119	1	Y	MTWTF	999	Teacher Aide		45	Mercado	14	5.0		10	12	30	2	1	50	1	50	Y	
0120	1	Y	MTWTF	999	Teacher Aide		180	Eden	18	5.0		10	12	30	1	0	0	1	100	Y	
0121	1	Y	MTWTF	999	Teacher Aide		18	Charlon	6	5.0		10	12	30	1	0	0	1	100	Y	
0122	1	Y	MTWTF	999	Teacher Aide		177	Hironimus	8	5.0		10	12	30	0	0	0	0	0	Y	
0124	1	Y	MTWTF	999	Teacher Aide		178	Garcia	Gym	5.0		10	12	30	0	0	0	0	0	Y	
0125	1	Y	MTWTF	999	Teacher Aide		39	Langan	Cnsl	5.0		10	12	30	1	1	100	0	0	Y	

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MASTER SCHEDULE BY COURSE and PERIOD

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
0126	1	Y	MTWTF	999	Teacher Aide		174	Bretney	7	5.0		10	12	30	1	1 100	0 0				Y
0127	1	Y	MTWTF	999	Teacher Aide		17	Brown	5	5.0		10	12	30	1	0 0	1 100				Y
0130	1	Y	MTWTF	999	Teacher Aide		178	Garcia	Gym	5.0		10	12	30	1	0 0	1 100				Y
0131	1	Y	MTWTF	999	Teacher Aide		176	Hansen	9	5.0		10	12	30	1	0 0	1 100				Y
0214	2	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0 0	0 0				Y
0245	2	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	2	0 0	2 100				Y
0246	2	Y	MTWTF	999	Teacher Aide		174	Bretney	7	5.0		10	12	30	1	0 0	1 100				Y
0247	2	Y	MTWTF	999	Teacher Aide		178	Garcia	15	5.0		10	12	30	1	1 100	0 0				Y
0248	2	Y	MTWTF	999	Teacher Aide		18	Charlon	6	5.0		10	12	30	1	0 0	1 100				Y
0249	2	Y	MTWTF	999	Teacher Aide		177	Hironimus	8	5.0		10	12	30	0	0 0	0 0				Y
0250	2	Y	MTWTF	999	Teacher Aide		104	Funderburk	4	5.0		10	12	30	1	0 0	1 100				Y
0253	2	Y	MTWTF	999	Teacher Aide		45	Mercado	14	5.0		10	12	30	1	0 0	1 100				Y
0254	2	Y	MTWTF	999	Teacher Aide		105	Bentz	10	5.0		10	12	30	1	0 0	1 100				Y
0313	3	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0 0	0 0				Y
0319	3	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	1	0 0	1 100				Y
0320	3	Y	MTWTF	999	Teacher Aide		32	Gonzalez	1	5.0		10	12	30	1	0 0	1 100				Y
0321	3	Y	MTWTF	999	Teacher Aide		17	Brown	5	5.0		10	12	30	1	0 0	1 100				Y
0322	3	Y	MTWTF	999	Teacher Aide		104	Funderburk	4	5.0		10	12	30	1	0 0	1 100				Y
0323	3	Y	MTWTF	999	Teacher Aide		174	Bretney	7	5.0		10	12	30	0	0 0	0 0				Y
0324	3	Y	MTWTF	999	Teacher Aide		180	Eden	18	5.0		10	12	30	1	0 0	1 100				Y
0437	4	S	MTWTF	999	Teacher Aide		177	Hironimus	8	5.0		10	12	30	1	0 0	1 100				Y
0414	4	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0 0	0 0				Y
0429	4	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	2	0 0	2 100				Y
0430	4	Y	MTWTF	999	Teacher Aide		17	Brown	5	5.0		10	12	30	1	1 100	0 0				Y
0431	4	Y	MTWTF	999	Teacher Aide		163	Steele, M.	20	5.0		10	12	30	1	1 100	0 0				Y

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0433	4	Y	MTWTF	999	Teacher Aide		176	Hansen	9	5.0		10	12	30	0	0	0	0			Y	
0434	4	Y	MTWTF	999	Teacher Aide		32	Gonzalez	1	5.0		10	12	30	1	0	0	1	100			Y
0439	4	Y	MTWTF	999	Teacher Aide		39	Langan	Cnsl	5.0		10	12	30	1	1	100	0	0			Y
0514	5	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0	0	0			Y	
0541	5	Y	MTWTF	999	Teacher Aide		176	Hansen	9	5.0		10	12	30	0	0	0	0			Y	
0542	5	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	0	0	0	0			Y	
0543	5	Y	MTWTF	999	Teacher Aide		105	Bentz	10	5.0		10	12	30	1	1	100	0	0			Y
0544	5	Y	MTWTF	999	Teacher Aide		177	Hironimus	8	5.0		10	12	30	0	0	0	0			Y	
0545	5	Y	MTWTF	999	Teacher Aide		126	Lohse	13	5.0		10	12	30	1	1	100	0	0			Y
0546	5	Y	MTWTF	999	Teacher Aide		164	Jarvis	Gym	5.0		10	12	30	0	0	0	0			Y	
0547	5	Y	MTWTF	999	Teacher Aide		172	Hernandez	3	5.0		10	12	30	1	0	0	1	100			Y
0548	5	Y	MTWTF	999	Teacher Aide		18	Charlon	6	5.0		10	12	30	1	0	0	1	100			Y
0549	5	Y	MTWTF	999	Teacher Aide		166	Bocast	2	5.0		10	12	30	2	1	50	1	50			Y
0550	5	Y	MTWTF	999	Teacher Aide		32	Gonzalez	1	5.0		10	12	30	0	0	0	0			Y	
0555	5	Y	MTWTF	999	Teacher Aide		134	Reyes	Cnsl	5.0		10	12	30	1	0	0	1	100			Y
0556	5	Y	MTWTF	999	Teacher Aide		17	Brown	5	5.0		10	12	30	1	0	0	1	100			Y
0614	6	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0	0	0			Y	
0657	6	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	2	1	50	1	50			Y
0658	6	Y	MTWTF	999	Teacher Aide		32	Gonzalez	1	5.0		10	12	30	1	0	0	1	100			Y
0659	6	Y	MTWTF	999	Teacher Aide		164	Jarvis	15	5.0		10	12	30	1	1	100	0	0			Y
0660	6	Y	MTWTF	999	Teacher Aide		39	Langan	Cnsl	5.0		10	12	30	0	0	0	0			Y	
0661	6	Y	MTWTF	999	Teacher Aide		105	Bentz	10	5.0		10	12	30	1	1	100	0	0			Y
0662	6	Y	MTWTF	999	Teacher Aide		17	Brown	5	5.0		10	12	30	2	1	50	1	50			Y
0663	6	Y	MTWTF	999	Teacher Aide		172	Hernandez	3	5.0		10	12	30	1	0	0	1	100			Y
0664	6	Y	MTWTF	999	Teacher Aide		176	Hansen		5.0		10	12	30	0	0	0	0			Y	

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A	
0665	6	Y	MTWTF	999	Teacher Aide		104	Funderburk	4	5.0		10	12	30	1	0	0	1	100			Y
0666	6	Y	MTWTF	999	Teacher Aide		177	Hironimus	8	5.0		10	12	30	0	0	0	0	0			Y
0667	6	Y	MTWTF	999	Teacher Aide		180	Eden	10	5.0		10	12	30	0	0	0	0	0			Y
0668	6	Y	MTWTF	999	Teacher Aide		166	Bocast	2	5.0		10	12	30	1	0	0	1	100			Y
0670	6	Y	MTWTF	999	Teacher Aide		174	Bretney	7	5.0		9	12	30	1	0	0	1	100			Y
0671	6	Y	MTWTF	999	Teacher Aide		134	Reyes		5.0		10	12	30	2	1	50	1	50			Y
0712	7	Y	MTWTF	999	Teacher Aide		0	Unassigned		5.0		10	12	30	0	0	0	0	0			Y
0724	7	Y	MTWTF	999	Teacher Aide		126	Lohse	13	5.0		10	12	30	0	0	0	0	0			Y
0725	7	Y	MTWTF	999	Teacher Aide		129	Oseguera	Ofc	5.0		10	12	30	0	0	0	0	0			Y
0726	7	Y	MTWTF	999	Teacher Aide		39	Langan	Cnsl	5.0		10	12	30	5	2	40	3	60			Y
0727	7	Y	MTWTF	999	Teacher Aide		166	Bocast	2	5.0		10	12	30	1	0	0	1	100			Y
0728	7	Y	MTWTF	999	Teacher Aide		45	Mercado	14	5.0		10	12	30	2	1	50	1	50			Y
0729	7	Y	MTWTF	999	Teacher Aide		18	Charlon	6	5.0		10	12	30	1	0	0	1	100			Y
0730	7	Y	MTWTF	999	Teacher Aide		172	Hernandez	3	5.0		10	12	30	1	0	0	1	100			Y
0731	7	Y	MTWTF	999	Teacher Aide		104	Funderburk	4	5.0		10	12	30	0	0	0	0	0			Y
0732	7	Y	MTWTF	999	Teacher Aide		176	Hansen	9	5.0		10	12	30	1	0	0	1	100			Y
0733	7	Y	MTWTF	999	Teacher Aide		178	Garcia	15	5.0		10	12	30	0	0	0	0	0			Y
0735	7	Y	MTWTF	999	Teacher Aide		164	Jarvis	Gym	5.0		10	12	30	1	0	0	1	100			Y
0736	7	Y	MTWTF	999	Teacher Aide		180	Eden	18	5.0		10	12	30	1	0	0	1	100			Y
0737	7	Y	MTWTF	999	Teacher Aide		17	Brown	6	5.0		10	12	30	1	0	0	1	100			Y
0738	7	Y	MTWTF	999	Teacher Aide		174	Bretney	7	5.0		10	12	30	1	1	100	0	0			Y
0739	7	Y	MTWTF	999	Teacher Aide		163	Steele, M.	20	5.0		10	12	30	1	0	0	1	100			Y
0740	7	Y	MTWTF	999	Teacher Aide		32	Gonzalez	1	5.0		10	12	30	0	0	0	0	0			Y
0752	7	Y	MTWTF	999	Teacher Aide		134	Reyes	Lib	5.0		10	12	30	1	0	0	1	100			Y

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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 2520		Students: 72		Class Average: 1.2				Boys: 21		Pct: 29		Girls: 51		Pct: 71					
0820	8	Y	MTWTF	524	Track and Field		0	Unassigned		0.0		9	12	30	45	19	42	26	58		
Totals:		Seats: 30		Students: 45		Class Average: 45.0				Boys: 19		Pct: 42		Girls: 26		Pct: 58					
0204	2	F	MTWTF	370	Trigonometry		18	Charlon	6	5.0		11	12	30	20	9	45	11	55		
0704	7	Y	MTWTF	370	Trigonometry		18	Charlon	6	5.0		11	12	30	3	2	67	1	33		
Totals:		Seats: 60		Students: 23		Class Average: 11.5				Boys: 11		Pct: 48		Girls: 12		Pct: 52					
0503	5	Y	MTWTF	200	U S History		17	Brown	5	5.0		11	12	30	20	10	50	10	50		
0603	6	Y	MTWTF	200	U S History		17	Brown	5	5.0		11	12	30	29	9	31	20	69		
Totals:		Seats: 60		Students: 49		Class Average: 24.5				Boys: 19		Pct: 39		Girls: 30		Pct: 61					
0817	8	Y	MTWTF	528	V Baseball		0	Unassigned		0.0		9	12	30	14	13	93	1	7		
Totals:		Seats: 30		Students: 14		Class Average: 14.0				Boys: 13		Pct: 93		Girls: 1		Pct: 7					
0078	0	Y	MTWTF	526	V Softball		0	Unassigned		0.0		9	12	30	0	0	0	0	0		
0819	8	Y	MTWTF	526	V Softball		0	Unassigned		0.0		9	12	30	17	0	0	17	100		
Totals:		Seats: 60		Students: 17		Class Average: 17.0				Boys: 0		Pct: 0		Girls: 17		Pct: 10					
0804	8	Y	MTWTF	511	Varsity Ftball		105	Bentz		0.0		9	12	30	33	30	91	3	9		
Totals:		Seats: 30		Students: 33		Class Average: 33.0				Boys: 30		Pct: 91		Girls: 3		Pct: 9					
0808	8	Y	MTWTF	513	Varsity Vball		0	Unassigned		0.0		9	12	30	11	0	0	11	100		
Totals:		Seats: 30		Students: 11		Class Average: 11.0				Boys: 0		Pct: 0		Girls: 11		Pct: 10					
0215	2	Y	MTWTF	529	Weight Training		178	Garcia	WR	5.0		10	12	30	10	3	30	7	70		
0315	3	Y	MTWTF	529	Weight Training		164	Jarvis	WR	5.0		10	12	30	12	9	75	3	25		

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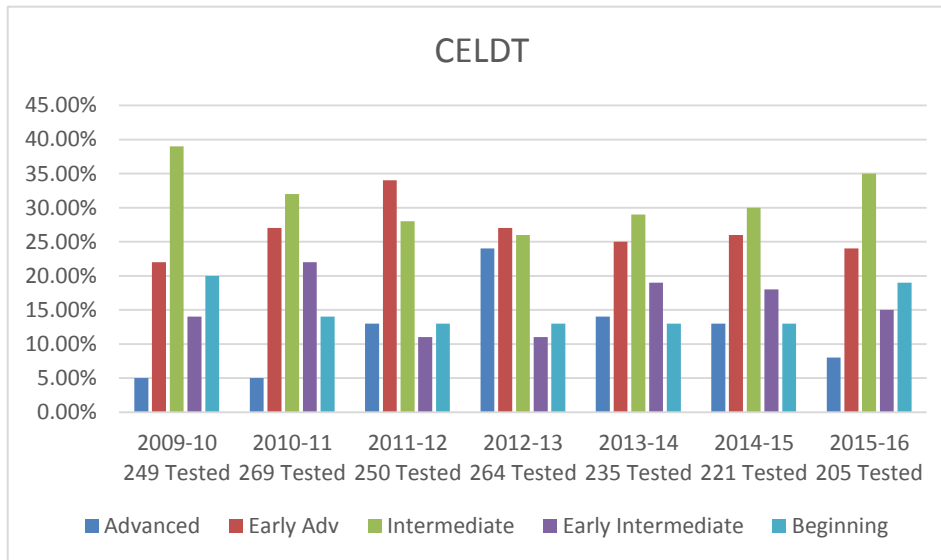
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Sec#	Pd-BI	Sm	Days	Crs ID	Course Title	Dept	Tch#	Teacher Name	Room	Credit	Sex	Low	High	Max	Tot	Boys/Pct	Girls/Pct	Sch Crs Grp	Team Num	Sm Grp	T/A
Totals:		Seats: 60		Students: 22		Class Average: 11.0				Boys: 12		Pct: 55		Girls: 10		Pct: 45					
0103	1	Y	MTWTF	230	World History	163		Steele, M.	20	5.0		9	12	30	25	14	56	11	44		
0203	2	Y	MTWTF	230	World History	163		Steele, M.	20	5.0		9	12	30	31	15	48	16	52		
0251	2	Y	----F	230	World History	107		Zambrano	EBHS	5.0		9	12	30	3	2	67	1	33		
0504	5	Y	MTWTF	230	World History	163		Steele, M.	20	5.0		9	12	30	21	12	57	9	43		
Totals:		Seats: 120		Students: 80		Class Average: 20.0				Boys: 43		Pct: 54		Girls: 37		Pct: 46					
0816	8	Y	MTWTF	523	Wrestling	0		Unassigned		5.0		9	12	30	8	8	100	0	0		
Totals:		Seats: 30		Students: 8		Class Average: 8.0				Boys: 8		Pct: 100		Girls: 0		Pct: 0					
0602	6	Y	MTWTF	161	Yearbook	176		Hansen	9	5.0		9	12	30	18	5	28	13	72		
Totals:		Seats: 30		Students: 18		Class Average: 18.0				Boys: 5		Pct: 28		Girls: 13		Pct: 72					

**HUSD CELDT Comparaison
2009 - 2016**

	2009-10 249 Tested	2010-11 269 Tested	2011-12 250 Tested	2012-13 264 Tested	2013-14 235 Tested	2014-15 221 Tested	2015-16 205 Tested
Advanced	5.00%	5%	13.00%	24.00%	14.00%	13.00%	8.00%
Early Adv	22.00%	27.00%	34.00%	27.00%	25.00%	26.00%	24.00%
Intermediate	39.00%	32.00%	28.00%	26.00%	29.00%	30.00%	35.00%
Early Intermediate	14.00%	22.00%	11.00%	11.00%	19.00%	18.00%	15.00%
Beginning	20%	14.00%	13.00%	13.00%	13.00%	13.00%	19.00%



Time	Group	Activity
1:05 to 1:10	Whole Group	Welcome
1:10 to 1:20	Whole Group	Close Reading Video Clip Dave Stuart Jr.
1:20 to 1:35	Whole Group	Examples: Close Reading in Action! (Nena and Lupe) https://www.engageny.org/resource/grade-9-english-reading-closely-and-analyzing-a-character
1:35 to 1:55	Small Groups	Barriers and Needs: Using text to make meaning in content areas.
1:55 to 2:15	Whole Group	Resources and discussion
2:15 to 3:00	Small Groups	PLC groups to develop a lesson using the Close Reading Template Close Reading Template
3:00 to 3:15	Whole Group	Closure/Next Steps: Inservice April 4. Work with PLC group to implement a Close Reading Lesson prior to April 4. Share out, bring student work. Success/Needs/Next Steps for 2016-17.

Small Groups

Nancy Heffley Bertha Carter Vanessa Ortiz Maria Alvarez* Liz Cox	Shelley Whittaker Lupita Esquivel* Maribel Hernandez Maria Llamas Nicole Meyer	Blanca Godinez Nora Reale Lynn Larson Linda McHatton Maggie Sawyer*	Jenny Firth* Ryan Bentz Rina Gonzalez Mary Hansen (absent) Kile Taylor
Tracey Leveroni Alex Charlon* Patricia Hernandez Raquel Bocast Michael Taylor	Michael Brantingham John Hironimus (absent) Jen Bretney Janice Lohse Lupe Funderburk*	Matt Jarvis (absent) Paula Garcia Patrick Carras Betty Mercado*	Suz Titchenal Hogan Brown Matt Steele (absent) Kristy Eden Leslie Anderson*

Learning Outcomes:

- Teachers will increase their knowledge of close reading for making meaning using text.
- Teachers will be able to construct a close reading lesson with their PLC group.

Staff Inservice March 11, 2016

U2 COX

Janice Lohse

Jimmy Firth

Mad Stole

Rin Young

Julay Brun

Jym Larson

Tracy Teroni

PATRICK CARRAS

Betha Carter

Ma H Jarvis

Shm Hironimus

Betty Mercado

Sam Bell

Mandy

Shelley Whelan

Heather Survent

Kim Brown

Michael

The Kristy Eden

Vanessa Ortiz

Nancy Hefley

Paula Garcia

L Anders

Jennifer Bretney

Maí Elena Gonzalez-Alvarez

Hoban Brown

The Ryan Bentz

Raquel Bocast

Blanca Gole

Maggie Sawyer

Jim James Titcher

Manafegund

Amelia

Alexandra Charlton

Chapel

As Chequer

Conditions of Learning
 Include highly qualified classroom instruction to promote college and career readiness.

ACTIONS / SERVICES

Next Year	YEAR 2	3-5 Years
① Increase current levels of certificated staff to eliminate combination classes and reduce "current" class sizes. (costing)	⇒	⇒⇒
② Include technology under instructional supplies.	⇒	⇒⇒
③ After adoption of new curriculum, ongoing training and support will be provided.	⇒	⇒⇒

What must be present in your school to ensure success for all students?

Provide mental health services ~~for~~ as necessary →

Pupil Outcomes
 continue: Provide ELD designated time w/ ELD coach →

Increase student achievement on state and district assessments. Including increased

PLC time → 4 critical ?'s → Common planning time →

Next Year	3-5 Years
Well Planned lessons/assessments that provide data/progress monitoring	Increase ↑ Course Options
Maintain course options	Continue/expand tutoring services
provide tutoring beyond current options - staffed	Continue to maintain staffing as enrollment ↑↓
<u>Maintain current staffing</u>	Keep up w/ current relevant technology
Reality of technology needs: more access to applicable tech.	Continue to integrated subject matter
Integrated Reading w/ Sci/SS	
Project-based learning opportunities w/ student centered focus (training, curriculum, resources)	
Teacher Training on current & high leverage practices	
Access to relevant resources to enhance learning	

What does your child need to be college and career ready?

Engagement

Improve stakeholder participation in the learning process.

	Next Year	3-5 Years
<p>How can we work together to support relationships in our district (e.g. students, teacher, staff-parents,...) to motivate student achievement?</p>	<ul style="list-style-type: none"> Extend the library hours to evenings ^{and} or weekends Provide a full-time librarian for student access. Family literacy night Family math night Continue to promote Student academic successes through the media 	<ul style="list-style-type: none"> Maintain staffing levels and increase the number of electives/career-readiness courses Design parent-teacher academic teams Increase involvement of second language learner parents by providing more Spanish sessions at school functions

Pupil Outcomes

Increase student achievement on state and district assessments. Including increased student performance.

	Next Year	3-5 Years
<p>What does your child need to be college and career ready?</p>	<p>Materials, supplies and textbooks needed to support student learning. (include ELL)</p> <p>Maintain current staffing levels and more push in support K-2 as a means to achieve goals.</p> <p>Maintain RTI as means to achieve goals; include School wide Intervention Programs.</p> <p>Special ed, NPS, Health Services, other County Services.</p> <p>Increase student achievement w/ better access to <u>technology</u> in the classroom.</p>	<p>Reading Specialist</p>

Conditions of Learning

Include highly qualified classroom instruction to promote college and career readiness.

Next Year

- Maintain current staff levels and increase staff in Gen Ed.
- Add Business Technology Department - to promote college and career readiness.

◦ Add Instructional Aids as planned.

How do we add electives while maintaining current staffing levels?

◦ Timing in the middle school.

◦ Typing / Keyboarding in HES to prepare students for state testing and HHS college and career readiness path.

◦ Increase or maintain ^{or maintain} staffing to support FTE in special ed staffing at each site (HHS, HES, HMS)
(that is middle schools I just made it up)

3-5 Years

Add staff. Strengthen program to include CAD training programming, FELA. (Add more 21st programming through Burke College).

Continue to provide IA for high needs classes.

Support of electives with curriculum / supplies.

Middle school schedule issues resolved.

Program for all Elementary Students to be proficient in minimum level keyboarding skills.

What must be present in your school to ensure success for all students?

1.9 Completers and Dropouts - Count

Academic Year: 2015-2016	LEA: Hamilton Unified	Created Date: 06-21-2016
View: ODS	School Type: ALL	
As Of: 10/7/2015 12:00:00 AM	School: ALL	

School Code	School Name	Graduate Completers			Non-Graduate Completers			Dropouts		
		Graduates Meeting UC/CSU Requirements	Graduates Not Meeting UC/CSU Requirements	Total Graduate Completers	GED	Special Ed Certificate	Total Non-Graduate Completers	Same School No Show	Other	Total Dropouts
1130053	Ella Barkley High	0	4	4	0	0	0	0	0	0
1130111	Hamilton Community Day	0	0	0	0	0	0	0	0	0
6007447	Hamilton Elementary	0	0	0	0	0	0	0	0	0
1133701	Hamilton High	29	31	60	0	0	0	0	0	0
TOTAL - Selected Schools		29	35	64	0	0	0	0	0	0

Grade: ALL	Ethnicity/Race: ALL	Gender: ALL
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Re-enrollment in another LEA is not evaluated for purposes of adjusting dropout counts. To view Dropout data adjusted for re-enrollments in another LEA, please refer to Snapshot reports 1.14 Dropouts Count - State View and 8.1c - Student Profile Dropouts - State View - List.

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report is filtered by the user selections that appear on the last page of this report.

English Learner Master Plan

HAMILTON UNIFIED SCHOOL DISTRICT



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INTRODUCTION

- Mission
- Goals
- Message From the Board/Superintendent
- EL Master Plan Overview

Mission

The mission of the faculty, staff, and administration of Hamilton Unified School District is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

Goals General & Specific to English Learner Program

1. Academic success for every child we serve.
2. The development of good character in all.
3. English Learners will be redesignated within three years of starting the program.
4. English Learners will move up one language level each year.

Message from Board/Superintendent

The Governing Board intends to provide English Language Learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English Language Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

Message From Board

Overview

The new *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Hamilton Unified School District is committed to providing the highest level of educational programs to all of our students. Over the past five years, we have made instructional improvement

and student achievement our highest priorities. A central part of that effort has been spent on reviewing not only our instructional practices for English Learners (EL), but the assumptions and beliefs we have about these learners and how English is best taught and learned. The *English Learner Master Plan* crafts Hamilton Unified School District's policies, programs, and instructional practices for our English Learners.

Chapter 1- Identification and Assessment

- Home Language Survey
- English Language Proficiency Assessment
- Parent Notification of Assessment Results
- Timelines for Initial Identification

Home Language Survey

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5CCR 11307)

Upon enrollment in Hamilton Unified School District, parents/legal guardians complete a Home Language Survey. This survey is included in the HUSD Student Registration Form and required of all California Public Schools. The Home Language Survey is available in English and Spanish. The Home Language Survey will remain on file in the students' cumulative folder. The student's primary language shall be determined through the use of the Home Language Survey. This information will be entered in the district's Student Information System (AERIES); as well as, CALPADS.

English Language Proficiency Assessment

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5CCR 11511)

All students with a language other than English on Questions 1, 2, or 3 of the Home Language Survey will be assessed in English Language Proficiency within 30 calendar days of initial enrollment in a California school. When a language other than English is entered for Question 4 only, testing is optional. Each school has a designated language assessor who administers and scores the Assessment. (See Form 1)

Students who arrive from another California public school with records of a Home Language Survey and initial language classification will not go through the initial identification process. The HUSD ELD Coordinator will request the CELDT results from the previous district. This data will be entered into the AERIES Student Information System and CALPADS(See Form 2)

Students entering HUSD who are new to California will need to follow the initial identification procedure for new students.

Students with a home language other than English as reported on the Home Language Survey are classified based on the English Language Proficiency Assessment (CELDT soon to be replaced by ELPAC). These classifications are stored in the HUSD AERIES Student Information System for access by district and school personnel and linked with CALPADS.

Students receiving Special Education Services participate in the initial assessment process to the extent as specified in their Individualized Education Programs (IEP) or Section 504 Plans. Students with Section 504 Plans may not use an alternate assessment for the CELDT. The Language assessment staff will follow the CELDT Administration Guidelines for appropriate modifications or accommodations or alternate assessments as specified on the student's "English Language Development Assessment Information" form included in all special education English Learner's Individualized Education Plans.

The classifications are:

EL – English Learner

IFEP – Initially Fluent in English

RFEP – Reclassified Fluent English Proficient

EO – English Only

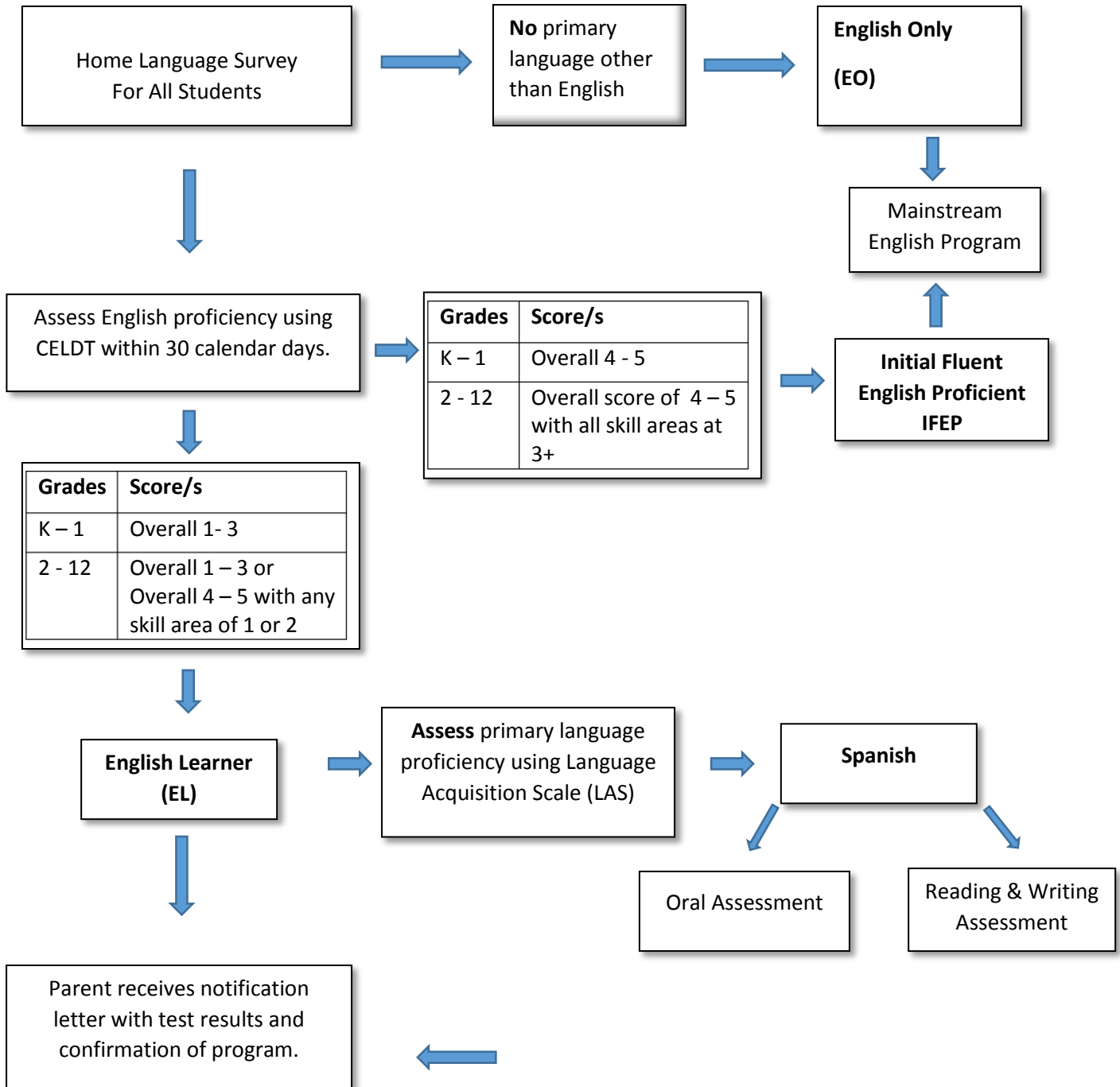
Parent Notification of Assessment Results

The district shall notify parents/guardians of their child’s results on the CELDT within 30 calendar days. (5CCR 11511.5)

Initial - Within 30 days of the time a student is placed in an English Learner program, the district will provide parents/guardians with their child’s results on the English Language Proficiency Assessment, instructional program information, and parental rights in the form of a district letter. These letters are also sent to families of new IFEP and RFEP students to notify them of initial assessment results and language classifications. Official initial CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher. (See Form 3)

Annual – No later than 30 days after the beginning of each school year, the District informs the parents/guardians of English Learners of students’ most current available annual assessment results and program information regarding the English Learner program in which their child participates. Official annual CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher (See Form 4)

Timeline for Initial Identification



Chapter 2- Instructional Programs for English Learners

- *Language Star Overview*
- *Guiding Key Language Acceleration Principles*
- *Language Star Program Levels and Placement*
- *General Design of Language Star Program*

Language Star Overview

BP 6174 (a) guarantees that HUSD provides a challenging curriculum for English language learners.

The Accompanying AR 6174 (a) delineates the process for which the curriculum, identification and assessment are delivered.

Hamilton Unified School district is committed to providing English Learners with an accelerated language program that equips students with the language skills needed to be proficient in grade level reading, writing and content expectations. Hamilton Unified School District has adopted an accelerated language program, *Language Star*, which is constructed around the linguistic research that there are five key elements of language that learners must know and use to be considered fluent language users. These elements include: phonology, the production and reception of the sound system, morphology, the smallest units of meaning, syntax, the rules that govern the English language and lexicon and semantics which make up vocabulary. These five elements of language formulate our definition of language.

Based on these elements of language, Hamilton Unified's *Language Star* program is designed to accelerate language learning and build a balanced language competence which will increase students' skills in reading, writing and speaking.

Guiding Key Language Acceleration Principles

Hamilton Unified endorses five *Key Language Acceleration Principles* which guide the instructional methods of *Language Star*.

1. *Grouping students by their language proficiency level enhances the focus of teaching and accelerates English learning.*
2. *Language skills are best learned when teachers and students know what the exact language is and the desired outcome of the instruction.*
3. *Sentences are the basic units of language and their use by teachers and students accelerates English language learning.*
4. *Students produce their way to higher levels of language proficiency and must therefore produce correctly at least half of the language during a language lesson.*
5. *Language growth occurs when students are pushed to operate out of their linguistic comfort zone.*

Language Star Program Levels and Placement

Students in grades K-5 who are designated English Learners are given a placement assessment and placed into one of two program levels, foundational or academic.

Both the Foundational Language Star and the Academic Language Star are designed to provide 60 minutes of English language instruction that focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Students in grades 6th -12th are given a placement assessment and placed into one of four course levels. Students receive one course of explicit instruction in a designated Grammar and Writing course which focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Like any foreign language program, the students are grouped for language instruction based on their language levels. Each level follows a discrete language Scope and Sequence and takes benchmark assessments every eight weeks. Unlike other programs, HUSD *Language Star*, is an accelerated language program which sets students up to move up language levels as they demonstrate their language ability.

General Design of Language Star Program

1. During *Language Star* (Designated English Language Development time) English learners are grouped by their language proficiency level. There are no English only or Fluent English Proficient (RFEP) present at this time.
2. *The Language Star* program is designed to accelerate students' language acquisition;
3. *Language Star* groupings may include students of different grade levels. The primary grouping consideration is students' language proficiency.
4. *Language Star* classes are taught by credentialed teachers who possess the proper supplemental authorization (LDS, CLAD, SB 2042, BCLAD, SB1969, SB 395, or AB 2913), or who are in a district-approved training program for one of these authorizations.
5. *The Language Star* program has strict yet flexible entry and exit criteria that ensure students' have the ability to move through their levels of proficiency as demonstrated in the accelerated language model.
6. *The Language Star* program features a designated block of instructional time in which specific methods and language objectives are taught. These specific language objectives and methods come from the district's ELD Scope and Sequence and Methods Mix.

Chapter 3- Reclassification Procedure and Academic Progress Monitoring

- Reclassification Procedure
- Academic Progress Monitoring
- ELD Progress Monitoring
- Academic Progress Monitoring/Support/Intervention for Reclassified Students
- Special Education

Reclassification Procedure

Each of the following four criteria is required to redesignate English Language Learners to Redesignated Fluent English Proficient (RFEP). The only exception to this would be English Learners in special education programs. See Alternative Assessments Guidelines and Accommodations for the California English Language Development Test. (AR 6174 h) (California *Education Code* Section 313) (Form 5, 6)

Criteria	Method	District Standards
#1 Assessment	State approved Language Assessment CELDT	Overall Proficiency level is Early Advanced or higher-and <ul style="list-style-type: none"> • Listening/speaking is Intermediate or higher • Reading is intermediate or higher • Writing is intermediate or higher
#2 Teacher Evaluation	ELL Teacher Input	English Grade of “C” or better on most recent report card.
#3 Comparison of Performance in Basic Skills	ELD Benchmark Assessment ELA District Benchmarks	80% or higher Comparable to RFEP/EO Peers
#4 Parent and Student Opinion and consultation	Letter to parent informing them of intent to redesignate to RFEP. Meeting or phone call to parent may be used in addition to the letter.	Documentation: Copy of parent letter in cum folder.

Academic Progress Monitoring

Academic progress is monitored on multiple levels during the school year for all students equally whether the student is an English learner or the student is a native English speaker in a mainstream program. Teachers monitor growth informally each day during the course of lessons in all subject areas (including ELD) to determine the degree to which students understand the lesson objectives and the grade level content being taught. This progress monitoring is often referred to as *formative assessments* or *assessments for learning* because the teacher is adjusting his/her teaching based on how students are learning the content.

Students also take curriculum embedded assessments upon completion of chapters, units of study, and the end of grading periods to determine their overall understanding and retention of the content delivered. These are often referred to as *summative assessments* or *assessments of learning* because they are administered after the lesson sequence is completed. The instructional materials and curriculum in all of the content areas (including ELD) have state content standards aligned summative assessments. In addition to the curriculum embedded assessments, HUSD teachers administer common assessments to students (including English learners and reclassified students) at all grade levels K-12 to monitor their general achievement in English Language Arts and Mathematics three to four times a year

depending on the grade level. These are also considered summative assessments because they are administered after the content has been delivered.

ELD Progress Monitoring

English Language Development (ELD) progress is also assessed every six-eight weeks. All English learners are assessed on the ELD Benchmarks. These are also considered summative assessments because they are administered after the content has been delivered. Students who score 80% or higher move up to the next program level.

All English learners are required to take the California English Language Development Test (CELDT, soon to be replaced by the ELPAC) annually until they have been reclassified. The CELDT assessment is administered between July and October each school year. The CELDT assessment is designed to monitor the progress English learners are making as they acquire the English in four specific language domains: reading, writing, listening, and speaking.

Academic Progress Monitoring/Support/Intervention for Reclassified Students

Reclassified students will receive two years follow-up monitoring by the classroom teachers, administrators, and the district. Progress will be checked and recorded on the district monitoring form each semester of the year following reclassification. (See Form 7)

If the student's applicable assessment scores – fall below the basic level in English Language Arts or the student's grades fall below average in any academic area, the school site team will re-evaluate the student's lack of progress and interventions will be recommended.

Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to: intervention courses, additional tutoring or counseling, training in test taking strategies, and modified work in reading, language areas, and mathematics.

Special Education

The procedures and services for all special education students also apply to special education English Learners. Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

Long Term English Learners

Long Term EL students will be monitored after three years in the U.S. Students will be evaluated based on their CELDT level and progress, CAASP scores, and grades in both ELA and Math. Students that are not meeting the benchmark criteria will be placed on an intervention (Catch-up) Plan. The Action Plan will be documented on the Long Term EL Monitoring and Plan Form.

(Form # 8)

Chapter 4- Staffing and Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

Teacher Certification

Hamilton Unified School District ensures that all teachers assigned to provide ELD instruction to English Learners in the *Language Star* program are highly-qualified with the proper authorization.

BP 4112.24 (a) ensures that the Governing Board recruits certificated staff that meets the requirements of No Child Left Behind and are highly qualified to instruct within their respective credential area.

AR 4112.24 (a) is the accompanying procedures for accurately recruiting and assigning teachers to core instructional assignments.

AR 4112.22 (a) demonstrates that the District has a clear procedure for providing English Language Development. The strategies required by AR 4112.22, that the Superintendent requires that all teachers who teach ELD/SDAIE course have appropriate credentials granted by the CTC authorizing instruction to second language learners.

District Language Coach

Hamilton Unified recognizes that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. In order to ensure that our English Learners are provided the highest level of instruction, HUSD employs a full time District Language Coach.

The Language Coach is equipped to provide a variety of services to the staff including:

- i. Professional development and training for staff;
- ii. Co-planning of lessons with teachers;
- iii. In-class coaching and direct feedback of lesson instruction;
- iv. Monitors adherence to the district adopted Scope and Sequence for the Language Star program;
- v. Facilitates and records benchmark assessments and data;
- vi. Evaluates and monitors student placement within the program.

Professional Development

The district is dedicated to providing multiple professional development opportunities to all teachers assigned to instruct language learners. There are two fundamental objectives of the professional development opportunities:

- i. Deepen educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately;

- ii. Prepare educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement

The district ensures that all *Language Star* instructors will receive specific professional development that provides them with and understanding of the program's methods, principles and design; as well as, schedule designated times to work with the district coach.

The district understands that all of our students are language learners and provides additional professional development to staff with an emphasis on integrated ELD and specific reading and writing strategies to increase the language skills of all students.

Chapter 5- Family and Community Involvement

- Parent Advisory Committees (ELAC/DELAC)
- Communication With Parents and Community

Parent Advisory Committees

HUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for ELAC at the school-site level and DELAC at the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

English Learner Advisory Committee (ELAC)

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision making council nor does it approve expenditures from any funding source. However, it does provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent.

Each school-level ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets.

District English Learner Advisory Committee (DELAC)

Each District with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

Communication With Parents and community

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff to ensure that parents have full access to communication about their students' learning and progress. Translators are provided for Back to school Night, Parent Conferences, Student Study Teams (SST), and IEPs.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

Chapter 6- Monitoring, Evaluation, and Accountability

- Purpose of EL Program Monitoring
- Program Evaluation and Accountability

Purpose of EL Program Monitoring

Hamilton Unified is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

1. Monitor implementation of instructional program and principles as defined in the English Learner Master Plan;
2. Determine effectiveness of the program in accelerating English for ELs;
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
4. Support continuous improvement in the implementation of instruction, learning and program design and identify needed modifications.

Program Evaluation and Monitoring

The district administrative team in collaboration with the district language coach work together to identify consistent and inconsistent implementation of program methods and principles. Site administration regularly does walk-throughs during ELD instruction and provides teachers with direct feedback. In addition, the district coach monitors the daily instruction and assists teacher with adherence to the district adopted Grammar Scope and Sequence and Methods Mix. Furthermore, site administration will do two program evaluations a year (one at the end of each semester) which will be used to assess the quality and consistency of the implementation of the instructional methods and principles of the program.

Student learning is monitored and assessed every eight weeks. A benchmark assessment is administered to all EL students. This data is entered into the Student Information and Data System (EADMS) and students who pass with an 80% on the semester benchmarks are moved to the next level. In addition, student learning is monitored using the CELDT results and grade level benchmarks.

HAMILTON UNIFIED SCHOOL DISTRICT

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code* sections 7012 and 6312[g][1][A]; California *Education Code*, Section 48985; and Title 5 of the *California Code of Regulations*, Section 11309[a][b][1])

Your child's current English proficiency level is _____, according to the most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** and assigned to the Structured English Immersion program.
 English learner (EL) with reasonable fluency in English and assigned to the English Language Mainstream Program.

Check if applicable:

- Individualized Education Program (IEP) on file** (A description of how your child's recommended program placement will meet the objectives of the IEP is attached.)

Academic Achievement Results

Skill Area	California Standards Tests	Other measure	Performance Level
English Language Arts	340	CELDT	Early Advanced or Higher
Mathematics	325	Smarter Balanced Test	Effective 2015-2016
History-Social Science	325		
Science	325		

[**Note to districts:** Customize this table according to measures used in your district.]

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

English Language Proficiency Levels		Program Placement
Advanced	Reasonable fluency***	English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver
Early Advanced		
Intermediate		
Early Intermediate	Less than reasonable fluency***	Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver
Beginning		
		Other Instructional Setting based on IEP

[***Districts determine what levels constitute "reasonable fluency" and "less than reasonable fluency".]

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.



Request Form

California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

Directions: Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the English Language Proficiency Assessment Information section of this form and return it to the receiving school immediately.

Receiving School's Information

Today's Date: _____
(mm/dd/yy)

Requestor's Name _____ District _____

Phone _____ Fax _____ E-mail _____

Mailing Address _____ City _____ Zip Code _____

Student Information

Last Name _____ First _____ Middle _____ Other Name Used (Last, First, Middle) _____

Birth Date (mm/dd/yy) _____ Current Grade _____

Previous Enrolled School District _____ Phone _____

Current Enrolling School Site _____ Phone _____ Fax _____

English Language Proficiency Assessment Information

Student's primary language: _____ SSID #: _____

Has student taken the CELDT? No Yes Date of **most recent** CELDT _____

Date of **initial** CELDT, if known _____

Date of enrollment into a California public school, if different from the initial CELDT date above: _____

Initial English Learner Acquisition Status (ELAS): IFEP EL

Most recent CELDT results for _____ grade: Initial CELDT results for _____ grade, if available:

<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>	<u>Domain</u>	<u>Scale Score</u>	<u>Level</u>
Listening	_____	_____	Listening	_____	_____
Speaking	_____	_____	Speaking	_____	_____
Reading	_____	_____	Reading	_____	_____
Writing	_____	_____	Writing	_____	_____
Overall	_____	_____	Overall	_____	_____

If reclassified, please provide date: _____ (If documentation is available, please include.)

Comments: _____

School District _____ Signature (Previous Enrolled School Site Representative) _____ Printed Name _____ Date _____

ANNUAL PARENT NOTIFICATION LETTER Federal Title III and State Requirements

- **English Language Mainstream (ELM):** Students who score at **reasonable fluency** in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.
- **Alternative Program (ALT):** Students with an approved "Parental Exception Waiver"**** are taught core subjects in their primary language. They receive instruction in ELD in English. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. **(District inserts full description of their alternative program(s) and process to obtain a Parental Exception Waiver.)**

NOTE: At any time during the school year, you may have your child moved into the English Language Mainstream Program.

Parents/Guardians have the right to request a "Parental Exception Waiver" for an alternative program.

California law gives parents the right to request that their child be placed in an Alternative Program. To do so, you must visit your child's school to apply for a "Parental Exception Waiver" each year. Your child must meet **one** of the following requirements: a) knows English and performs academically at least at fifth grade level; b) is ten years of age or older; or c) is a student under ten years of age who has been in an English language classroom for 30 calendar days, and has special needs.

Reclassification (Exit) Criteria

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (California Education Code Section 313[d])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment (CELDT)	Early Advanced or higher
Comparison of Performance in Basic Skills	CST 340 or 325 and 350 on CAHSEE
Parental Opinion and Consultation	Letter and consultation of parent and student
Teacher Evaluation	"C" or higher in core ELA and survey
	Optional: Other district multiple measures

Graduation Rate

School	Rate
Hamilton High School	98.7%

Please telephone the school at (530) 826-3474 if you would like to schedule a parent conference to discuss your child's options for program placement.

Chapter 7- Forms

- 1 Home Language Survey
 - a. Elementary
 - b. High School
- 2 CELDT Request
- 3 Initial Parent Notification
 - a. English Learner
 - b. Initial Fluent English Proficient
- 4 Annual Parent Notification
- 5 Reclassification
 - a. Elementary
 - b. High School
- 6 Reclassification Parent Notification
- 7 Follow Up Monitoring
- 8 Long Term EL Monitoring

HAMILTON ELEMENTARY SCHOOL ENROLLMENT FORM

For Office Use Only

Teacher _____

Enrollment Date _____

Student Information (Please print clearly and legibly)						
Name		First Name		Middle Name		Grade
Mailing Address		City	Zip Code	Physical Address		City
Birth Date		Birth Place (City/State/Country)		<input type="checkbox"/> Male <input type="checkbox"/> Female	Social Security #	
U.S. Entry Date			First Entry Date in California Public Schools (Office)			

HOME LANGUAGE SURVEY

Which language did your son/daughter learn when he/she first began to talk? _____

What language does your son/daughter most frequently use at home? _____

What language do you use most frequently to speak to your son/daughter? _____

Name the language most often spoken by the adults at home: _____

Has your child ever been given the CELDT Test (Calif. English Language Development Test)? Yes No I don't know

In which language do you wish to receive written communications from the school? English Spanish

Student's Ethnicity (Section 1 and 2 must be complete -- No not leave blank)

1. ETHNICITY: Mark the ethnicity with which the student most closely identifies (please check one)

- Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
 Not Hispanic or Latino

2. WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more to indicate what you consider your race to be.

- American Indian or Alaskan Native Original (Person having origins in any of the people of North and South America, including Central America) (100)
 White (Persons having origins in any the original peoples of Europe, North Africa, or the Middle East) (700)
 Chinese (201) Japanese (202) Korean (203) Vietnamese (204) Asian Indian (205) Laotian (206) Cambodian (207)
 Hmong (208) Other Asian (299) Hawaiian (301) Guamanian (302) Samoan (303) Tahitian (304) Other Pacific Islander (399)
 Filipino/Filipino American (400)

Residence--Where is your child/family currently living? This information is federally mandated by No Child Left Behind--Please check appropriate box(es)

- In a single family permanent residence--house, apartment, condo, mobile home In or waiting foster care placement
 With more than one family in a house or apartment In a motel, car or campsite
 With friends or other family members--other than parents, grandparents, or legal care giver In a group home
 In a shelter or transitional housing program

Family Information (Student Lives With)

Father/Guardian Name	Home Phone	Cell Phone	Work Phone
Mother/Guardian Name	Home Phone	Cell Phone	Work Phone

DUPLICATE MAILING--If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, please include their name, address, and phone number:

Full Name _____ Mailing Address _____ Phone Number _____

Other Children in Family

Name	Birth Date	Name	Birth Date

Last School Attended

School Name	City	State	Phone Number
Date of Withdrawal	Reason for Withdrawal		Fax Number

Voluntary: Describe the education level of the most educated parent.

- 1 Not a high school student 2 High School graduate 3 Some college 4 College graduate 5 Graduate school/post graduate training

Check if child has special medical needs.

Glasses Hearing Speech Medicine: List Medication Taken Regularly: _____

Bus Transportation Needed: Yes No

I/We have reviewed this page and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parent's or legal guardians of the above-named student and grant the above authorizations

Date: _____ Signature of Parent/Guardian: _____

Printed Name of Parent/Guardian: _____

1a

**HAMILTON ELEMENTARY SCHOOL
ELL RECLASSIFICATION WORKSHEET**

Student Name _____ Grade _____ Date _____

CRITERIA FOR RECLASSIFICATION Date of Assessment / /

1. English Language Proficiency:

CELDT Overall (Early Advanced or above)	CELDT Listening (Inter. or higher)	CELDT Speaking (Inter. or higher)	CELDT Reading (Inter. or higher)	CELDT Writing (Inter. or higher)

2. Teacher Evaluation/Curriculum Mastery

<u>ELD Benchmark</u> (80% or higher)	<u>Standards</u> (K-3; Satisfactory or better, Grades 4-8; C or better)		
Date <u> </u> / <u> </u> / <u> </u>		Language Arts	

3. Parent Opinion/Consultation

Date Contacted: _____

Parent Opinion Yes _____ No _____ Letter mailed Date: _____

4. Student Performance

District Benchmark Score _____

<p>Student Meets Reclassification Criteria: <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____</p> <p>Teacher: _____ Date _____</p> <p>Principal/ Designee: _____ Date _____</p> <p>Parent: _____ Date _____</p> <p>EL Coordinator: _____ Date _____</p>
--

Hamilton High School
New Enrollment Form
(To be completed by the parent or guardian)

Grade

Male
Female

Student's **LEGAL** Name: _____ Date of Birth: _____
(from birth certificate) Last Name First Name Middle Name Mo./Day/Year

Student Social Security No. _____ Student cell phone No. _____

Student's Birthplace: _____ If not born in the U.S., what month/year did your child enter U.S.? _____
City/State/Country Mo./ Year

What month and year did your child first enroll in a U.S. school? _____ In a California school? _____
Mo. / Year Mo. / Year

HOME LANGUAGE SURVEY

Which language did your son/daughter learn when he/she first began to talk? _____

What language does your son/daughter most frequently use at home? _____

What language do you use most frequently to speak to your son/daughter? _____

Name the language most often spoken by the adults at home: _____

Has your child ever been given the CELDT Test (Calif. English Language Development Test)? Yes No I don't know

In which language do you wish to receive written communications from the school? English Spanish

What special services has your child received? (Please check all boxes that apply)

- Special Education:** Resource (RSP) Special Day Class (SDC) Speech/Language 504 Accommodation Plan
Other: Gifted (GATE) Remedial Math Remedial Reading Counseling
 English Language Development

Has the student been expelled or is the student in the process of being expelled from any school? Yes No

If yes: Name of school: _____ Location: _____ Date: _____

****PLEASE ANSWER BOTH PARTS OF THE FOLLOWING QUESTION****

1. ETHNICITY:

Mark the ethnicity with which the student most closely identifies (please check one):

- Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
 Not Hispanic or Latino

2. WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- American Indian or Alaskan Native (Person having origins in any of the original people of North and South America (including Central America))
 White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)
 Asian Other: _____
 Native Hawaiian or Other Pacific Islander
 Black or African American

PARENT EDUCATION LEVEL: Check the response that describes the highest education level of parent/guardian(s)

- Not a high school graduate Some college (includes AA degree) Graduate school/post graduate training
 High school graduate College graduate

*****PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM*****

RESIDENCE – where is your child/family currently living? (Federally mandated by NCLB: Please check appropriate box)

- | | |
|--|---|
| <input type="checkbox"/> In a single family permanent residence (house, apartment, condo, mobile home) | <input type="checkbox"/> In a motel/hotel |
| <input type="checkbox"/> Doubled-up (sharing housing with other families/individuals due to economic hardship, loss, or other reasons) | <input type="checkbox"/> Unsheltered (car/campsite) |
| <input type="checkbox"/> In a sheltered or transitional housing program | <input type="checkbox"/> Other _____ |

OTHER CHILDREN IN THE FAMILY:

First and Last Name	Relationship	Lives at Home?	School	Grade (If graduated, not applicable)
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____	_____
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____	_____
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____	_____
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>	_____	_____

PARENT/GUARDIANSHIP INFORMATION: (with whom the student lives) – check all that apply

Father Mother Both Step-Father Step-Mother Guardian Foster/Group Home Other _____

Is the above (checked) person (s) the student's LEGAL guardian? Yes No If No, please complete a "Caregiver Affidavit"

If there is a legal custody agreement regarding this student, please check one: Joint Custody Sole Custody Guardian

If foster or group home, name of organization _____ Tel. No. _____

Name of caseworker: _____ Tel. No. _____

DUPLICATE MAILING – If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, please include their name, address, and phone number:

Full Name: _____ Phone No: () _____

Mailing Address: _____ City: _____ State: _____ Zip code: _____

OTHER ADULTS IN THE HOME:

Name	Relationship	Name	Relationship

DISTRICT OF RESIDENCE: Is your district of residence Hamilton Unified School District? Yes No

If No, please list your district of residence: _____

Has an Interdistrict Attendance Agreement been approved? Yes No (Attendance agreements must be approved **annually**)

Have you ever attended a HUSD school before? Yes No If yes, which school: _____

If student is enrolling in 9th grade, did/will the student graduate form 8th grade? Yes No

Last school attended _____

School Name	City	State	Tel. No.
Date of withdrawal _____	Reason for withdrawal _____		

Type of school:

<input type="checkbox"/> Regular 4-year high school	<input type="checkbox"/> Continuation	<input type="checkbox"/> Independent Study
<input type="checkbox"/> Home School	<input type="checkbox"/> Community School	<input type="checkbox"/> Juvenile Hall
<input type="checkbox"/> Private	<input type="checkbox"/> Junior High	<input type="checkbox"/> Other

I/We have reviewed this two page document and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parents or legal guardians of the above-named student and grant the above authorizations.

Date: _____ Signature of Parent/Guardian: _____

Printed name of Parent/Guardian: _____

**HAMILTON HIGH SCHOOL
PROGRAM FOR ENGLISH LANGUAGE LEARNERS
REDESIGNATION CHECKLIST**

Student Name **Grade** **Date**

CELDT

Date: _____ Overall Score: _____ Overall Proficiency Level : _____

Category :

Listening	Score : _____	Level : _____
Speaking	Score : _____	Level : _____
Reading	Score : _____	Level : _____
Writing	Score : _____	Level : _____

Meeting or Exceeding Standards

Report Card Grades (Grades C or Better): English _____ Term _____ Overall GPA _____

***CAASPP Scores: Language Arts:** Standard Not Met Standard Nearly Met Standard Met
*(Only used for 11th grade students)

Standard Exceeded Score _____

Comments: _____

Parent Opinion: Yes _____ No _____ Signature _____
Parent contacted (letter mailed) Date: _____

Teacher Recommendation: Yes _____ No _____ Signature _____

Appraisal Team Members: _____

Recommended for Redesignation Not recommended for Redesignation Date: _____

Comments: _____

Principal Signature _____ **Date** _____

**Hamilton Unified School District
Parent/Guardian Notification Letter for Initial Identification of English Learners
Students Identified As English Learners**

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as an English learner. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Hamilton Unified School District Board of Trustees have adopted a supplemental English Language Support Instruction known as "Language Star" The Language Star program is designed to support students at all levels of English Language Immersion assisting all students to rapidly progress towards proficiency in obtaining all aspects of the English Language. The Language Star Program has regular and on-going assessments that monitor students' progress towards proficiency. The district has adopted a reclassification policy that supports movement of our student into full English Proficiency.

You are invited to request a conference at school where your child's CELDT results and details of the English language instructional support program will be explained. To schedule your conference, call

**Darcy Pollak, Principal
Hamilton Elementary School
277 Capay Street
Hamilton City CA 95951
(530) 826 3474**

**Cris Oseguera, Principal
Hamilton High School
620 Canal Street
Hamilton City CA 95951
(530) 826 3261**

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your child's instructional placement or wish to observe the classroom, please contact your school's office.

Sincerely,

Superintendent/Principal

Date

**Hamilton Unified School District
Parent/Guardian Notification Letter for Initial Identification of English Learners
Students Initially Identified as Fluent English Proficient (IFEP)**

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as initially fluent English proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program. However, in an on-going effort to support your student at the correct level and with an educational program that is supportive of your child's needs, the school district will continue to monitor your child's progress on state tests to insure adequate progress is maintained. Should your child's ability to perform at proficient on state English Language Arts tests, a review and support plan may be necessary. If such support plan is required, your child's principal or guidance counselor will schedule a parent, student and administrative conference for the purpose of jointly developing the support plan.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office during school hours.

Hamilton Elementary School (530) 826 3474]
Hamilton High School (530) 826 3261

Sincerely,

Superintendent/Principal

Date

Hamilton Unified School District Long Term English Learner Monitoring and Catch Up Plan

Name: _____ SSID # _____
 Grade: _____ Teacher: _____
 DOB: _____ Date: _____
 Date Entered District: _____ Date Entered US School: _____

Annual Evaluation of Assessment Measures: (all English Learners) Scale Scores

CELDT	Scale Score	Listening	Speaking	Reading	Writing

CAASP	ELA Scale Score	ELA Prof. Level	Math Scale	Math Prof. Level

Attendance	Date

Intervention (Catch-Up) Plan: English Learner who did not meet benchmark criteria

Content Area Needs:		
Action Plan:		
	Who	When
1. School Day Intervention		
2. After School		
3. Summer School		
4. Other		

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

Hamilton Unified School District

**Parent/Guardian Notification Letter for Annual Assessment Results
English Learners Being Considered for Reclassification**

Date: _____

To: _____

Your child, _____, has been enrolled in an educational program that provides services to English learners.

At this time, we are happy to inform you that we are recommending that your child be reclassified to Fluent English Proficient (RFEP) status. Based on the information described below, we believe your child can now progress academically without specialized instruction for students who are learning English.

The decision to reclassify your child to Fluent English Proficient Status is based on the following:

- a. Level of English Proficiency based on the CELDT
- b. Teacher Evaluation based on achievement in class work
- c. Comparison of Basic Skills comparable to peers
- d. Your opinion as the parents or guardians

At school, we will follow your child's progress over the next two years to be sure that he/she receives any needed support.

If you would like to have more information and/or discuss the decision to reclassify your child, please call the school at 530-826-3474.

Sincerely,

Principal

Date

Hamilton Unified School District RFEP Monitoring and Plan

Name: _____

SSID # _____

Grade: _____

Teacher: _____

DOB: _____

Date: _____

Date Entered District: _____

Date Entered US School: _____

CAASP	ELA Scale Score	ELA Prof. Level	Math Scale	Math Prof. Level

Grades	(__/__) Sem. 1	(__/__) Sem. 2	(__/__) Sem. 3	(__/__) Sem. 4
ELA				
Math				

Attendance		Date

Intervention (Catch-Up) Plan: English Learner who did not meet benchmark criteria

Content Area Needs:		
Action Plan:		
	Who	When
1. School Day Intervention		
2. After School		
3. Summer School		
4. Other		

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

Hamilton Elementary School - ELAC/DELAC Meeting

ELAC/DELAC MEETING AGENDA (April 8) 11:00 - 12:00 pm Room 204

AGENDA JUNTA DE ELAC y DELAC (8 de abril) 11:00 - 12:00 p.m. Salón 204

English Language Advisory Committee (ELAC)/Comité Consultivo para los Estudiantes de inglés/District English Language Advisory Committee (DELAC)/Comité Consultivo para los Estudiantes de inglés del distrito

Introductions/Introducciones

Discussion/Discusión

1. CELDT results/Los resultados del CELDT (Reyes)
2. ELD Benchmark results/ Los resultados de los "Benchmarks" de ELD (Sawyer)
3. Reclassified students (criteria, celebration)/ Los estudiantes reclasificados (criterios, celebración) (Sufuentes)
4. Update on EL Master Plan/ Actualización sobre Plan Maestro (Sawyer)
5. Next Steps for the District/Próximos pasos para el Distrito (Sawyer)
6. LCAP (Anderson)

Adjourn

Hamilton Elementary School - ELAC/DELAC Meeting

ELAC/DELAC MEETING AGENDA (April 8) 11:00 - 12:00 pm Room 204

AGENDA JUNTA DE ELAC y DELAC (8 de abril) 11:00 - 12:00 p.m. Salón 204

English Language Advisory Committee (ELAC)/Comité Consultivo para los Estudiantes de inglés/District English Language Advisory Committee (DELAC)/Comité Consultivo para los Estudiantes de inglés del distrito

Introductions/Introducciones

Discussion/Discusión

1. CELDT results/Los resultados del CELDT (Reyes)
2. ELD Benchmark results/ Los resultados de los "Benchmarks" de ELD (Sawyer)
3. Reclassified students (criteria, celebration)/ Los estudiantes reclasificados (criterios, celebración) (Sufuentes)
4. Update on EL Master Plan/ Actualización sobre Plan Maestro (Sawyer)
5. Next Steps for the District/Próximos pasos para el Distrito (Sawyer)
6. LCAP (Anderson)

Adjourn

Hamilton Elementary School - ELAC/DELAC Meeting
Minutes (April 8) 11:00 - 12:00 pm. Room 204

1. District CELDT results were reviewed by Mrs. Reyes. She also explained the upcoming changes and the transition to ELPAC (English Language Proficiency Assessment for California). An overview of the ELD program was also provided. (See attachment A)
2. An analysis of ELD Benchmark results was presented by Mrs. Sawyer (See attachment B). This included scores for first, second, and third Benchmark scores. The fourth benchmark is scheduled for late May. Mrs. Sawyer also presented a Data Quest report of CELDT scores comparing Hamilton Unified to Glenn County and the State of California. (See attachment C).
3. The criteria for Reclassification at the High School was presented by Mrs. Reyes and Mrs. Sawyer explained the criteria for the Elementary School. A celebration for reclassified students will take place at the May Board meeting. It was suggested by a parent that an announcement could be made at the May Dance Festival as well. Sawyer also clarified that reclassified students are monitored for academic progress for two years.
4. An Update on the progress and evolution of the EL Master Plan was explained by Mrs. Sawyer and Mrs. Reyes described the chapter contents of the plan.
5. Next Steps for the EL District Master Plan -first read in April, and hopefully adopt the plan at the May Board Meeting. Sawyer
6. LCAP (Local Control Accountability Plan) update by Mrs. Anderson.. The three district goals were discussed and the website was displayed so parents could see where to access the document. Questions can be submitted to Mr. Tracy by April 13th at 5:00 p.m.
7. Announcement was made for the "Parents in Action" group starting Tuesday, April 12 at 8:30 a.m. This is being presented by a parent volunteer, Lenia Garcia. Parents in Action will continue every Tuesday and Friday in the Hamilton Elementary School conference room (Room 204) from 8:30-9:30 a.m. in April and May.

HAMILTON UNIFIED SCHOOL DISTRICT

ELAC/DELAC

April 8, 2016

11:00 a.m. – 12:30 p.m.

1. Evangelina Arreola
2. Guadalupe Gonzalez
3. Rubi Torres
4. Esmeralda Torres
5. Eulalia Ortiz
6. Judy Bryaw
7. America Hernandez
8. Lenia Garcia
9. Sylvia Robles Adult School
10. Rosa Vargas
11. Andersen
12. Blanca Bradley
13. [Signature]
14. Maggie Sawyer
15. C. P. [Signature]
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.

HAMILTON UNIFIED SCHOOL DISTRICT - INTERDISTRICTS 2015-16

Sex	Grade	Interdistrict	DST of Residence
M	9	1	11754810000000
F	9	1	11754810000000
M	0	1	04614240000000
F	12	1	11754810000000
F	10	1	11754810000000
M	10	1	52715060000000
F	6	1	04614240000000
M	10	1	11754810000000
M	9	1	52715060000000
F	11	1	52715060000000
M	12	1	11754810000000
M	8	1	11754810000000
F	10	1	11754810000000
M	6	1	11754810000000
F	12	1	52715060000000
M	12	1	52715060000000
F	2	1	04614240000000
F	2	1	04614240000000
F	4	1	04614240000000
F	4	1	11754810000000
M	3	1	11754810000000
M	3	1	11754810000000
F	10	1	11754810000000
F	10	1	11754810000000
F	12	1	52715060000000
F	10	1	52715065231709
M	12	1	11754810000000
F	9	1	11754810000000
F	11	1	11754810000000
F	9	1	11754810000000
M	10	1	11754810000000
M	7	1	11754810000000
M	10	1	11754810000000
F	4	1	11754810000000
F	9	1	11626610000000
F	11	1	11626610000000
M	10	1	52715060000000
F	1	1	11754810000000
M	12	1	52715060000000
F	5	1	11754810000000
M	10	1	11754810000000
F	2	1	11754810000000

M	12	1	52715060000000
M	10	1	52715060000000
F	2	1	11754810000000
F	2	1	11754810000000
F	12	1	11754810000000
F	10	1	11754810000000
M	10	1	52715060000000
M	3	1	11625966007454
f	1	1	11625966007454
M	7	1	11754810000000
M	11	1	11754810000000
F	12	1	11754810000000
F	9	1	11754810000000
M	2	1	04614240000000
F	9	1	04614240000000
M	12	1	11754810000000
F	4	1	11754810000000
M	4	1	11754810000000
M	0	1	11754810000000
M	11	1	52715060000000
M	10	1	52715065231709
F	12	1	04614240000000
M	9	1	11754810000000
F	6	1	11754810000000
M	12	1	04614240000000
F	9	1	04614240000000
F	12	1	11754810000000
M	12	1	11754810000000
F	11	1	11754810000000
F	11	1	11754810000000
F	12	1	11754810000000
F	9	1	11754810000000
M	3	1	11754810000000
M	3	1	11754810000000
M	0	1	11754810000000
M	0	1	11754810000000
F	1	1	11754810000000
F	1	1	11754810000000
M	1	1	04614240000000
F	10	1	11754810000000
F	5	1	04614240000000
M	2	1	04614240000000
M	2	1	04614240000000
F	9	1	11754810000000

M	12		11754810000000
F	9	1	11754810000000
F	12	1	11754810000000
F	10	1	11754810000000
F	12	1	11754810000000
F	11	1	11754811135656
M	12	1	11754810000000
F	2	1	11754810000000
M	12	1	11754810000000
F	0	1	04614240000000
M	11	1	11754810000000
M	11	1	11754810000000
F	12	1	11754810000000
F	9	1	11754810000000
F	10	1	52715060000000
M	12	1	11754810000000
M	12	1	11754810000000
F	9	1	11754810000000
F	10	1	11754810000000
M	5	1	11754810000000

HAMILTON UNIFIED SCHOOL DISTRICT

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

June 9, 2016

Purpose

- **Inform** community about the new Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP)
- **Review** the process to date and the criteria of the **development** of the Local Control Accountability Plan (LCAP)
- **Report** highlights and monitoring processes
- **Provide** timeline and next steps

Agenda

Overview

Unwrapping LCFF and LCAP - The Shift to Local Control.

Setting the Stage

What is the LCAP? What does it mean to HUSD?

Process/Criteria


1. Public Meetings and Outreach
2. Staff Input

Highlights

Overview of proposed plan.

Next Steps

Timelines - What are our next steps and when will they happen?

BEFORE LCFF	PER PUPIL FUNDING OLD SYSTEM	PER PUPIL FUNDING UNDER LCFF	AFTER LCFF
<p>Much of the money given to schools districts was restricted to particular programs, called categorical programs.</p> <p>Amount of money each district received per student was called "Revenue Limit" and was based on a complicated formula not on the needs of students.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #d9e1f2;">Categorical Funding</div> <div style="border: 1px solid black; padding: 5px; background-color: #1f4e79; color: white;">Revenue Limit Funding</div> 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: #d9e1f2;">Concentration Grant 50% of Base Grant</div> <div style="border: 1px solid black; padding: 5px; background-color: #1f4e79; color: white;">Supplemental Grant 20% of Base Grant For each at-risk Student</div> <div style="border: 1px solid black; padding: 5px; background-color: #1f4e79; color: white;"> <u>Base Grant</u> Grades K-3 Grades 4-6 Grades 7-8 Grades 9-12 </div>	<p>Base Grant: Per student funding is now called the Base Grant with different amounts depending on grade level.</p> <p>Supplemental Grants go to help high needs students: English Language Learners, low-income students and foster children.</p> <p>Concentration Grants go to districts with more than 55% of their students identified as EL/LI/FY.</p>

8 STATE PRIORITIES

Pupil Engagement

Pupil Achievement

Other Pupil Outcomes

School Climate

Parental Involvement

Basic Services

Course Access

Implementation of Common
Core Standards

8 STATE PRIORITIES for the LCAP

PRIORITY AREA	DEFINITION
1. Basic Services	<ul style="list-style-type: none">• Compliance with Williams Criteria• Instructional Materials• Teacher Credentials & Assignments• Facilities
2. Common Core State Standards (CCSS)	<ul style="list-style-type: none">• Implementation of CCSS• EL Access to CCSS• ELD Standards
3. Parental Involvement	<ul style="list-style-type: none">• Efforts to seek parent input.• Promotion of parental participation.

8 STATE PRIORITIES for the LCAP CONTINUED...

PRIORITY AREA	DEFINITION
4. Pupil Achievement	<ul style="list-style-type: none">• Statewide Assessments• College Preparation• API• Completion of A-G Requirements• CTE Sequences & AP Courses• EL Progress Towards Proficiency• EL reclassification rate
5. Pupil Engagement	<ul style="list-style-type: none">• Attendance, Dropout, & Graduation Rates
6. School Climate	<ul style="list-style-type: none">• Suspension & Expulsion Rates• Etc.
7. Course Access	<ul style="list-style-type: none">• Access to a broad course of study in specified subject areas for all students, including subgroups & special needs
8. Other Pupil Outcomes	<ul style="list-style-type: none">• Pupil outcomes in specified subject areas

8 State Priorities —————> Three Categories:

Conditions of Learning

- Basic Services
- Implement State Standards
- Course Access

Pupil Outcomes

- Pupil Achievement
- Other pupil Outcomes

Engagement

- Parent Involvement
- Pupil Engagement
- School Climate

Three Goals:

Conditions of Learning

Include highly qualified classroom instruction to promote college and career readiness.

Pupil Outcomes

Increase student achievement on state and district assessments. Including increased student performance for our subgroups.

Engagement

Improve stakeholder participation in the learning process.

Timeline/Process

Previously...

- Sep 21 – Overview of LCAP goals/State Priorities at Board Meeting
- Dec. 7 - Review LCAP progress
- Mar 3 – Review LCAP progress
- Mar 17 - Board Meeting
- Apr 4 - Review LCAP
- Apr 7/May 5 – LCAP Public Meeting/Questions
- Apr 21 – Board Meeting/LCAP Superintendent Answers
- May 19 - Board Meeting/LCAP Budget Public Hearing

Next Steps

- Jun 16 - Board Meeting/LCAP/Budget Adoption
- Oct 8 – COE Approves District LCAP

Highlights

Increase staffing/facilities

Adopting curriculum aligned to current standards

Focused staff develop

Enhance literacy across the curriculum

Increase opportunities to assist students with academic needs

Prompt APTT

HAMILTON UNIFIED SCHOOL DISTRICT

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- Other pupil Outcomes

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Adopting curriculum aligned to current standards

Focused staff develop

Enhance literacy across the curriculum

Increase opportunities to assist students with academic needs

Prompt APTT

Hamilton Unified School District

LCAP

Questions for Superintendent
HHS Open House – Gymnasium
6:30pm

Date: April 7, 2016

PRINT NAME	
1.	Silberia Marchan
2.	Vicente Cardenas
3.	Alejandra Cardenas
4.	Dawna Wyndy
5.	Graphica Rodriguez
6.	Modesta Scaavedra
7.	Kylee Paulos
8.	Divora Hernandez
9.	Yesenia Alcaraz
10.	Leticia Alba
11.	Maria Lujan
12.	Idalis Lujan
13.	Melba Fox
14.	George a Foy
15.	Rebecca McGill
16.	Mamuel Trinidad
17.	Leonardo Fordero
18.	Oscar Lozano
19.	Martha Lozano
20.	María Llamas
21.	Maria T Estrada
22.	EFRAIN Romo
23.	Eulalia Ortiz
24.	Julia Sanchez
25.	Lidia Leyva
26.	Paul F. Brown
27.	Melina Garcia

Hamilton Unified School District

LCAP

Questions for Superintendent
HHS Open House – Gymnasium
6:30pm

Date: April 7, 2016

28.	Tanya Chavez
29.	Nora Martinez
30.	Monica Rodriguez
31.	Mike Rodgers
32.	Karen Hamequist - Koebe
33.	Jarman Martinez
34.	
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56.	

Parent Luncheon & Seminar/Almuerzo para padres

Visit with staff and other parents. Have some great food./Visita con el facultad y con otros padres. Disfrute de Buena comida.

Topics/Tema

- Intervention: How does Hamilton Elementary School respond to students who are having learning difficulties?/
Intervención: ¿Cómo responde la Escuela Primaria de Hamilton a los estudiantes que tienen dificultades de aprendizaje?
- Set up EMail accounts/ Configurar cuentas de correo electrónico.
- Brainstorm topics for future Parent Lunches/ Collaborar sobre los temas de los almuerzos de padres para las próximas reuniones

Where/Lugar: Hamilton Elementary School in Room/Salon 204 (Conference Room)

Date/Fecha: Friday/Viernes 3/4/2016 @ 11:30 - 12:30

Cost: Free/Gratis

Child Care Provided/Habr  cuidado de ni os

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Child Care Provided/Habr  cuidado de ni os

Parent Lunch

	Name	Phone	Email	Student 1	Student 2	Student 3
1	Elvira Arce	826-3089			Adam	
2	Guadalupe Gonzalez	354 3443			Yessenia	
3	Randy Fuentes	530 966 4380		Jose Bandojo		
4	Andres Mejia	530 329 677		Yesseline V		
5	Esmeralda Torres	(530) 559-1777		Adelys Diaz		
6	L Anderson					
7	Maria (Lupe) Marquez	828-3748		Maria	Elianna	
8	Elija Ruiz	826-5363		Jose	Elija	Jasmine
9	America Hernandez	821 9250		Jacob Jose		
10	Keticia Alba	826-0932				
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Date: March 4 2016

Agenda

1. Sign In
2. Welcome
 - Intervention (brought to you by LCFF)
 - purpose
 - how it works
 - Set up Email accounts
3. Let's eat!
4. Additional Topics for the Parent Lunches

Agenda

1. Sign In
2. Welcome
 - LCAP Update
 - goals/meeting dates
 - additional services provided by LCFF
 - How to Read an Aeries Report
3. Let's eat!
4. Additional Topics for the Parent Lunches

LCFF/LCAP	
<p>Goals: Condition of Learning: goal to include highly qualified classroom instruction to promote college, career readiness with academic instruction in place to help all students succeed.</p>	<p>Metas: Condición del aprendizaje: objetivo de incluir la enseñanza en clase altamente cualificado para promover la universidad, las carreras profesionales con formación académica en el lugar para ayudar a todos los estudiantes a tener éxito.</p>
<p>Pupil Outcomes: all students will need to demonstrate proficiency on quizzes, tests, benchmark assessments and state academic performance exams to insure that they are achieving at the highest possible potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.</p>	<p>Alumno Resultados: todos los estudiantes tendrán que demostrar su destreza en las pruebas, exámenes, evaluaciones de referencia y los exámenes de rendimiento académico del estado para asegurarse de que están dando en el más alto potencial posible antes de la promoción de 8º grado y graduarse de la secundaria. Para aquellos alumnos que son estudiantes de segundo idioma o aquellos estudiantes con necesidades especiales, se necesitan recursos y apoyo adicionales para lograr la meta de graduarse de escuela secundaria con la más alta calidad de la educación.</p>
<p>Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.</p>	<p>Efoca: Distrito para mejorar la participación de los padres, información de la comunidad y la participación de los estudiantes a través de la inclusión de todas las partes interesadas en el proceso de aprendizaje.</p>
Currently at HES	
<p>Push in Music Program ELD Coach/Coordinator Intervention Teacher/Coordinator On-Site Counseling</p>	
LCAP Meeting	March 3, 6:00 Library
AERIES Overview	

LCAP
Materials

Jazmin Martinez

From: Mreyes@hamiltonusd.org
Sent: Monday, September 28, 2015 6:10 AM
To: Jazmin Martinez
Subject: Weekly Progress for Giovanni Martinez-Barron at Hamilton Elementary School CS

Weekly Progress for ~~Giovanni Martinez-Barron~~ at Hamilton Elementary School CS

Example

As of: 09/28/2015 06:09 AM

Current Grades							Last Updated
Name	%	Mark	Missing	Term	Period	Teacher	Email
Homeroom(6-8)		0		Year	0	Titchenal	stitchenal@husdschools.org
Band	100.0%	A+	0	Fall	1	Taylor	mtaylor@husdschools.org
MESA Elective			0	Quarter 1	2	Leveroni	tleveroni@hamiltonusd
Science Gr 8	100.0%	A+	0	Fall	3	Brantingham	mbrantingham@husdschools.org
8th	97.5%	A	0	Fall	4	Titchenal	stitchenal@husdschools.org
English 8	94.6%	A	0	Fall	5	Firth	jfirth@husdschools.org
Math 8	88.2%	B+	1	Quarter 1	6	Leveroni	tleveroni@hamiltonusd
Physical Ed 8	94.8%	A	0	Fall	7	Carras	pcarras@husdschools.org
Advisement	100.0%	A+	0	Fall	8	Titchenal	stitchenal@husdschools.org

Upcoming Assignments 09/28/2015-10/05/2015

Date	Description	Type
Band - Fall		
Due Fri 10/02	Notebook Check #4	Music Theory/History (Notebooks)
Due Fri 10/02	Standards of Excellence Book 1	Preparation/Participation
English 8 - Fall		
Due Mon 09/28	Participation	Class Participation
Math 8 - Quarter 1		
Due Fri 10/02	GSP Lab	Math 8

Recently Adjusted Scores 09/21/2015-09/28/2015

Date	Description	Score	%	Type
Band - Fall				
Due Fri 09/18	Practice Card #1	10/10	100%	Music Theory/History (Notebooks)
Due Fri 09/18	Sectionals #1	10/10	100%	Preparation/Participation
Due Fri 09/18	Sectionals #2	10/10	100%	Preparation/Participation
English 8 - Fall				
Due Mon 09/28	Participation	20/20	100%	Class Participation
Math 8 - Quarter 1				
Due Fri 09/11	CH 1 Quiz	15.5/20	77.5%	Math 8
Due Tue 09/15	Lesson 2.1.1	5/5	100%	Math 8
Due Tue 09/22	RP 2.17-2.20	5/5	100%	Math 8
Physical Ed 8 - Fall				
Due Fri 09/25	Week 7	40/40	100%	Participation/Citizenship

Parent Lunch Sign in Sheet

Date 2/5/16

Name	Students	Contact (email or phone)
Eulalia Ortiz	Alexandra Moritz Gonzalez	
Ella Ruiz	Jose, Ella y Jasmine Neudez	
Gabriela Garcia	Elizabeth Garcia	
Esmeralda Torres	Odolys Diaz	
Ismael Chavez	Citlali Chavez	ismachavez23@hotmail.com (530) 720-2042
Guadalupe Gonzalez	Priscilla Gonzalez	53013543443
Elyria Ribes		530 624-6973

Parent Lunch Sign In Sheet

Date _____

Name	Students	Contact (email or phone)
Elvira Arce	Adan Guido Arce	
	Yesenia Guido Arce	530) 826-3089
Rosa Vargas	Mia Soutosa	(530) 519-9458
	Isabel Rivera	Familia rosab@gmail.com
Lupe Marquez	Milani Rodriguez	828-3748
	Elianna Rodriguez	mm.lupe@gmail.com
L Anderson		staff
T. Bryan		staff

H Sufuentes

staff

RESOLUTION NO. 16-101
(August 17, 2015 Regular Meeting)

A RESOLUTION OF THE GOVERNING BOARD
OF HAMILTON UNIFIED SCHOOL DISTRICT

**REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS
FOR 2015/16 SCHOOL YEAR**

Whereas, the Governing Board of the Hamilton Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on August 17, 2015 at 6:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Governing Board provided at least 10 days' notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district of county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all student, including English learners, in the district, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional material were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
- Science
- History-Social Science
- English/language arts, including the English language development component of an adopted program

Whereas, sufficient textbooks or instructional material were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2015/16 school year, the Hamilton Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

APPROVED, PASSED, and ADOPTED by the Governing Board of the Hamilton Unified School District this 17th day of August 2015.

AYES: 4

NOES: 0

ABSENT: 1

ABSTAIN: 0

Attest:

Judy Twede 8/17/15
Judy Twede, Clerk Governing Board
Hamilton Unified School District

Charles Tracy
Charles Tracy, Superintendent
Hamilton Unified School District

**CERTIFICATION OF PROVISION OF STANDARDS-ALIGNED
INSTRUCTIONAL MATERIALS
FOR 2015/16 SCHOOL YEAR**

The local Governing Board of the Hamilton Unified School District hereby certifies that as of this date, each pupil in the District in kindergarten through grade twelve has been provided with a standards-aligned textbook or basic instructional materials in each of the following areas:

- History-Social Science
- Mathematics
- Reading/language arts
- Science


The instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by CCR, *Title 5*, Section 9531.

For students in kindergarten through grade eight, the instructional materials were purchased from an approved standards-aligned state adoption list as required by CCR, *Title 5*, Section 9531.

Certification was approved by the local governing board at a public meeting held on August 17, 2015.

AYES: 4
NOES: 0
ABSENT: 1
ABSTAIN: 0

Attest:

 8/17/15

Judy Twede, Clerk Governing Board
Hamilton Unified School District



Charles Tracy, Superintendent
Hamilton Unified School District

4.1 - Count and FTE by Job Classification

Academic Year: 2015-2016	LEA: Hamilton Unified	User ID:
View: ODS	School Type: ALL	Created Date:
As Of: Fall 2 - 10/7/2015	School: ALL	

School Code	School Name	Unduplicated Total			Teacher (12)		Administrator (10)		Pupil Services (11)		Charter School Non-Certificated Teacher With SEID (26)		Non-Certificated Administrators with SEID (25)		Itinerant Out/Pu Teache SEI (27)
		# Staff	FTE	FTE To Staff Ratio	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff	FTE	# Staff
1130053	Ella Barkley High	7	2.095	0.299	1	1.0	1	0.165	1	0.25	0	0	0	0	4
1130111	Hamilton Community Day	2	0.415	0.208	0	0	1	0.165	1	0.25	0	0	0	0	0
6007447	Hamilton Elementary	24	23.05	0.96	20	18.2	2	2.0	2	0.75	0	0	0	0	4
1133701	Hamilton High	23	18.43	0.801	19	15.98	1	1.0	2	1.25	0	0	0	0	1
1176562	Hamilton Unified	1	0.67	0.67	0	0	1	0.67	0	0	0	0	0	0	0
Duplicated Total - Selected Schools:					40		6		6		0		0		9
Unduplicated Total - Selected Schools:		47	44.66	0.95	40	35.18	4	4.0	3	2.5	0	0	0	0	8

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4.1 - Count and FTE by Job Classification

JTowns18
 6/21/2016

or Pull- sh-In r with ID (7)
FTE
0.68
0
2.1
0.2
0
2.98

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4.3 - Staff Teaching Assignment - Detail

Academic Year: 2015-2016	LEA: Hamilton Unified	User ID: jtowne.1176562
View: ODS	School Type: ALL	Created Date: 6/21/2016
As Of: Fall 2 - 10/7/2015	School: ALL	

School Code	School Name	SEID	Teacher Name	Local Staff ID	State Course Code	Local Course ID	Sec ID	Term	Class ID	NCLB Core Course Ind & Inst Lvl	HQT Content Area Comp	UC/CSU Aprv	Non-Std Inst Lvl	Educ Service	Inst Lang	Inst Strat	EL Course Enrollment
1130053	Ella Barkley High	1651103945	Garcia, Paula	2120	2510-Elective Physical Education Individual and Dual Activities	500-Physical Ed	300_901	FY	300_Y_28_9M	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		4003009810	Hernandez, Patricia	2110	2425-Integrated mathematics I college prep	325-Integ. Math 1	300_101	FY	300_Y_26_1M	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2426-Integrated mathematics II college prep	326-Integ. Math 2	300_310	FY	300_Y_26_3T	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		1427809635	Hironimus, John	2117	2610-Physical science	420-Physical Sci	300_212	FY	300_Y_27_2M	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1130053	Ella Barkley High	1427809635	Hironimus, John	2117	2621-Life science	415-Life Science	300_5	FY	300_Y_27_0W	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
				2091	2703-Principles of Am. democracy/govnt and civics	210-Government	300_509	FY	300_Y_21_5M	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		2709-United States history	200-U S History		300_512	FY	300_Y_21_5M	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N		
		2709-United States history	200-U S History		300_712	FY	300_Y_21_7T	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y		
		2728-World cultures	230-World History	300_705	FY	300_Y_21_7T	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N			

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4.3 - Staff Teaching Assignment - Detail

1130053	Ella Barkley High	4301214179	Zambrano, Leroy	2086	2106-English literature	122-Eb English II	300_802	FY	300_Y_7_8T	S	G-VPSS Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2401-Consumer math/senior math	330-Consumer Math	300_317	FY	300_Y_7_3T	S	G-VPSS Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2401-Consumer math/senior math	330-Consumer Math	300_6	FY	300_Y_7_0W	S	G-VPSS Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2537-Life skills	255-Life Skills	300_902	FY	300_Y_7_9M	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2806-Drawing	603-Art	300_900	FY	300_Y_7_9W	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1130053	Ella Barkley High	4301214179	Zambrano, Leroy	2086	4072-Agricultural Environmental & Earth Science	960-ROP Env. Hort	300_404	FY	300_Y_7_4W	S	G-VPSS Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					4311-Consumer & family studies comprehensive core I	840-Home Ec	300_605	FY	300_Y_7_6M	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
6007447	Hamilton Elementary	5032321969	Brantingham, Michael	2103	2453-Computer science	E1004-Technology	200_115	FY	200_Y_917_1	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2453-Computer science	E1004-Technology	200_215	FY	200_Y_917_2	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2652-Gen science with focus on earth sci(gd 6 stan)	E5006-Science Gr 6	200_415	FY	200_Y_917_4	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	5032321969	Brantingham, Michael	2103	2652-Gen science with focus on earth sci(gd 6 stan)	E5006-Science Gr 6	200_615	FY	200_Y_917_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2653-Gen science with focus on life sci(gd 7 stan)	E5007-Science Gr 7	200_515	FY	200_Y_917_5	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2653-Gen science with focus on life sci(gd 7 stan)	E5007-Science Gr 7	200_715	FY	200_Y_917_7	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2654-Gen science with focus on phys sci (gd 8 stan)	E5008-Science Gr 8	200_315	FY	200_Y_917_3	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		7132263455	Carras, Patrick	2121	2517-Physical Education K-8	E7006-Physical Ed 6	200_317	FY	200_Y_924_3	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	7132263455	Carras, Patrick	2121	2517-Physical Education K-8	E7006-Physical Ed 6	200_517	FY	200_Y_924_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7007-Physical Ed 7	200_417	FY	200_Y_924_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7007-Physical Ed 7	200_617	FY	200_Y_924_6	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7008-Physical Ed 8	200_717	FY	200_Y_924_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		5988598040	Carter, Bertha A	2008	1000-Self-Contained Class	E999-Homeroom	200_102	FY	200_Y_15_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	5988598040	Carter, Bertha A	2008	1000-Self-Contained Class	E999-Homeroom	200_2	FY	200_Y_15_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y	
		6648768486	Cox, Adriana Elizabeth	2014	1000-Self-Contained Class	E999-Homeroom	200_104	FY	200_Y_10_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y	
						1000-Self-Contained Class	E999-Homeroom	200_4	FY	200_Y_10_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		7649665895	Esquivel, Maria L	2024	1000-Self-Contained Class	E999-Homeroom	200_105	FY	200_Y_6_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y	
						1000-Self-Contained Class	E999-Homeroom	200_5	FY	200_Y_6_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	7649665895	Esquivel, Maria L	2024	2110-English Language Development	E802-ELD	200_205	FY	200_Y_6_2	E	B-Coursework	N	N/A	ELD Instruction Only	Structured English Immersion - English Learner Mainstreaming	Y
				2109	2100-Reading improvement/developmental reading	E3000-Reading	200_216	FY	200_Y_921_2	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
		2101-Comprehensive English	E3009-English 6		200_316	FY	200_Y_921_3	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y		
		2101-Comprehensive English	E3009-English 6		200_616	FY	200_Y_921_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y		
		2101-Comprehensive English	E3010-English 7	200_416	FY	200_Y_921_4	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y			

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	5724350953	Firth, Jennifer	2109	2101-Comprehensive English	E3010-English 7	200_716	FY	200_Y_921_7	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2101-Comprehensive English	E3011-English 8	200_516	FY	200_Y_921_5	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2821-Yearbook	E1015-Publication	200_116	FY	200_Y_921_1	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
		7589557219	Godinez, Blanca E	2030	1000-Self-Contained Class	E1000-English	200_109	FY	200_Y_21_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E1020-Homeroom(4-5)	200_9	FY	200_Y_21_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	7589557219	Godinez, Blanca E	2030	1000-Self-Contained Class	E4000-Math	200_309	FY	200_Y_21_3	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E4037-Writing Liter	200_409	FY	200_Y_21_4	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E5000-Science	200_724	FY	200_Y_21_7	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E6000-Social Stu	200_818	FY	200_Y_21_8	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2110-English Language Development	E802-ELD	200_209	FY	200_Y_21_2	E	B-Coursework	N	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	7589557219	Godinez, Blanca E	2030	2517-Physical Education K-8	E7000-Physical Ed	200_519	FY	200_Y_21_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		7680616518	Gonzalez-Alvarez, Maria E	2032	1000-Self-Contained Class	E999-Homeroom	200_103	FY	200_Y_29_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E999-Homeroom	200_3	FY	200_Y_29_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		4019734872	Heffley, Nancy	2129	1000-Self-Contained Class	E999-Homeroom	200_122	FY	200_Y_931_1	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E999-Homeroom	200_17	FY	200_Y_931_0	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	5208791730	Hernandez, Maribel	2038	1000-Self-Contained Class	E999-Homeroom	200_107	FY	200_Y_18_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E999-Homeroom	200_7	FY	200_Y_18_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2110-English Language Development	E401-ELD Academic	200_207	FY	200_Y_18_2	E	B-Coursework	N	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y
		6576327339	Larson, Lynn Marie	2046	1000-Self-Contained Class	E1000-English	200_112	FY	200_Y_1_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E1008-Intervention	200_522	FY	200_Y_1_5	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	6576327339	Larson, Lynn Marie	2046	1000-Self-Contained Class	E1020-Homeroom(4-5)	200_12	FY	200_Y_1_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E4000-Math	200_312	FY	200_Y_1_3	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E4037-Writing Liter	200_412	FY	200_Y_1_4	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E5000-Science	200_726	FY	200_Y_1_7	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E6000-Social Stu	200_820	FY	200_Y_1_8	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	6576327339	Larson, Lynn Marie	2046	2110-English Language Development	E401-ELD Academic	200_212	FY	200_Y_1_2	E	B-Coursework	N	N/A	ELD Instruction Only	Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7000-Physical Ed	200_523	FY	200_Y_1_5	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y		
					2517-Physical Education K-8	E7000-Physical Ed	200_629	FY	200_Y_1_6	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N		
		8810429442	Leveroni, Tracey Ann	2102	2402-Remedial math/proficiency development	E4038-Math Interventi	200_114	FY	200_Y_914_1	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2434-Grade 6 Mathematics – Common Core	E4006-Math Gr 6	200_414	FY	200_Y_914_4	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	8810429442	Leveroni, Tracey Ann	2102	2434-Grade 6 Mathematics – Common Core	E4006-Math Gr 6	200_714	FY	200_Y_914_7	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2435-Grade 7 Mathematics - Common Core	E4007-Math Gr 7	200_314	FY	200_Y_914_3	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2435-Grade 7 Mathematics - Common Core	E4007-Math Gr 7	200_514	FY	200_Y_914_5	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2436-Grade 8 Mathematics – Common Core	E4008-Math Gr 8	200_614	FY	200_Y_914_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		4399253295	Llamas, Maria J	2049	1000-Self-Contained Class	E999-Homeroom	200_106	FY	200_Y_2_1	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	4399253295	Llamas, Maria J	2049	1000-Self-Contained Class	E999-Homeroom	200_6	FY	200_Y_2_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2102-Basic English/Language Art (Proficiency Devel.)	E4034-Enhancement Eng	200_206	FY	200_Y_2_2	E	B-Coursework	N	N/A	Other English Learner Service	Structured English Immersion - English Learner Mainstreaming	Y
		6906832461	Ortiz, Vanessa	2125	1000-Self-Contained Class	E999-Homeroom	200_1	FY	200_Y_930_0	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E999-Homeroom	200_101	FY	200_Y_930_1	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					3306892047	Reale, Nora	2122	1000-Self-Contained Class	E1000-English	200_110	FY	200_Y_926_1	E	B-Coursework	N	N/A

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	3306892047	Reale, Nora	2122	1000-Self-Contained Class	E1008-Intervention	200_520	FY	200_Y_926_5	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					1000-Self-Contained Class	E1008-Intervention	200_626	FY	200_Y_926_6	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E1020-Homeroom(4-5)	200_10	FY	200_Y_926_0	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E4000-Math	200_310	FY	200_Y_926_3	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E4037-Writing Liter	200_410	FY	200_Y_926_4	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	3306892047	Reale, Nora	2122	1000-Self-Contained Class	E5000-Science	200_725	FY	200_Y_926_7	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					1000-Self-Contained Class	E6000-Social Stu	200_819	FY	200_Y_926_8	E	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2102-Basic English/Language Art (Proficiency Devel.)	E4034-Enhancement Eng	200_210	FY	200_Y_926_2	E	B-Coursework	N	N/A	Other English Learner Service		Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7000-Physical Ed	200_521	FY	200_Y_926_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2517-Physical Education K-8	E7000-Physical Ed	200_627	FY	200_Y_926_6	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	4864595121	Taylor, Michael	2119	2300-Band	E8004-Band	200_118	FY	200_Y_927_1	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2305-Chorus/choir/vocal ensemble	E978-Choir (6-8)	200_218	FY	200_Y_927_2	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
		1260165392	Titchenal, Suzanne	2105	2110-English Language Development	E003-ELD	200_113	FY	200_Y_922_1	N	N/A	N	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y
					2110-English Language Development	E003-ELD	200_213	FY	200_Y_922_2	N	N/A	N	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y
					2734-History-social science (any of grades K-8)	E6006-Social Stu Gr 6	200_513	FY	200_Y_922_5	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	1260165392	Titchenal, Suzanne	2105	2734-History-social science (any of grades K-8)	E6006-Social Stu Gr 6	200_713	FY	200_Y_922_7	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2734-History-social science (any of grades K-8)	E6007-Social Stu Gr 7	200_313	FY	200_Y_922_3	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2734-History-social science (any of grades K-8)	E6007-Social Stu Gr 7	200_613	FY	200_Y_922_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2734-History-social science (any of grades K-8)	E6008-Social Stu Gr 8	200_413	FY	200_Y_922_4	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		3205252798	Whittaker, Shelley	2123	1000-Self-Contained Class	E999-Homeroom	200_108	FY	200_Y_925_1	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

6007447	Hamilton Elementary	3205252798	Whittaker, Shelley	2123	1000-Self-Contained Class	E999-Homeroom	200_8	FY	200_Y_925_0	E	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2102-Basic English/Language Art (Proficiency Devel.)	E4034-Enhancement Eng	200_208	FY	200_Y_925_2	E	A-Exam Option	N	N/A	Other English Learner Service	Structured English Immersion - English Learner Mainstreaming	N
1133701	Hamilton High	1990418483	Bentz, Ryan S	2002	4031-Introduction to Agricultural Mechanics	908-Intro Ag Mech	100_510	FY	100_Y_105_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4031-Introduction to Agricultural Mechanics	908-Intro Ag Mech	100_708	FY	100_Y_105_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4032-Agricultural Welding	910-ROP Ag Mech	100_409	FY	100_Y_105_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	1990418483	Bentz, Ryan S	2002	4032-Agricultural Welding	910-ROP Ag Mech	100_610	FY	100_Y_105_6	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4901-Career Technical Work Experience Education (CTWEE)	901-ROP Ag Careers	100_801	FY	100_Y_105_8	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					5630-Advanced/Specialized Welding and Materials Joining	911-ROP Adv.Ag Mech	100_209	FY	100_Y_105_2	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
		8373238644	Bocast, Raquel Storm	2101	2404-Intermediate algebra/algebra II	310-Algebra II	100_405	FY	100_Y_166_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2404-Intermediate algebra/algebra II	310-Algebra II	100_505	FY	100_Y_166_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	8373238644	Bocast, Raquel Storm	2101	2404-Intermediate algebra/algebra II	310-Algebra II	100_705	FY	100_Y_166_7	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2425-Integrated mathematics I college prep	325-Integ. Math 1	100_105	FY	100_Y_166_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2425-Integrated mathematics I college prep	325-Integ. Math 1	100_615	FY	100_Y_166_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2483-AP Statistics	315-AP Statistics	100_205	FY	100_Y_166_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
		5434693536	Bretney, Jennifer	2108	2603-Biology	400-Biology	100_207	FY	100_Y_174_2	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5434693536	Bretney, Jennifer	2108	2603-Biology	400-Biology	100_408	FY	100_Y_174_4	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2618-Earth science	418-Earth Science	100_107	FY	100_Y_174_1	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2618-Earth science	418-Earth Science	100_307	FY	100_Y_174_3	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2655-Anatomy and Physiology	450-Anatomy	100_508	FY	100_Y_174_5	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2655-Anatomy and Physiology	450-Anatomy	100_608	FY	100_Y_174_6	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	8938694794	Brown, Hogan G	2005	2703-Principles of Am. democracy/gov nt and civics	210-Government	100_202	S1	100_F_17_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2703-Principles of Am. democracy/gov nt and civics	210-Government	100_303	S1	100_F_17_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2703-Principles of Am. democracy/gov nt and civics	210-Government	100_403	S1	100_F_17_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2709-United States history	200-U S History	100_503	FY	100_Y_17_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2709-United States history	200-U S History	100_603	FY	100_Y_17_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	8938694794	Brown, Hogan G	2005	2775-AP United States history	209-AP US History	100_702	FY	100_Y_17_7	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
			1730610811	Charlon, Alexandra L	2010	2402-Remedial math/proficiency development	365-Math Support	100_605	FY	100_Y_18_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming
					2407-Trigonometry	370-Trigonometry	100_204	S1	100_F_18_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2407-Trigonometry	370-Trigonometry	100_704	FY	100_Y_18_7	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
			2426-Integrated mathematics II college prep	326-Integ. Math 2	100_104	FY	100_Y_18_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y		

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	1730610811	Charlon, Alexandra L	2010	2426-Integrated mathematics II college prep	326-Integ. Math 2	100_304	FY	100_Y_18_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2426-Integrated mathematics II college prep	326-Integ. Math 2	100_404	FY	100_Y_18_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		5447837229	Eden, Kristy	2124	2806-Drawing	606-Adv Art	100_709	FY	100_Y_180_7	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2806-Drawing	609-F/H Drawing	100_110	FY	100_Y_180_1	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2806-Drawing	609-F/H Drawing	100_310	FY	100_Y_180_3	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5447837229	Eden, Kristy	2124	2898-Other art course	605-Studio Art/Cult	100_612	FY	100_Y_180_6	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					5759-Photography production and technology	730-ROP Dig. Photo.	100_512	FY	100_Y_180_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		5683839236	Funderburk, Guadalupe M	2027	2110-English Language Development	123-ELD 1	100_101	FY	100_Y_104_1	S	B-Coursework	Y	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y
					2110-English Language Development	126-ELD 2	100_401	FY	100_Y_104_4	S	B-Coursework	Y	N/A	ELD Instruction Only		Structured English Immersion - English Learner Mainstreaming	Y
					2113-Composition	119-Comp Lit	100_601	FY	100_Y_104_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5683839236	Funderburk, Guadalupe M	2027	2131-English 10	120-English 10	100_201	FY	100_Y_104_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2131-English 10	120-English 10	100_301	FY	100_Y_104_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2900-Theatre/play production (sec sch standards)	630-Drama	100_501	FY	100_Y_104_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
		1651103945	Garcia, Paula	2120	2510-Elective Physical Education Individual and Dual Activities	500-Physical Ed	100_115	FY	100_Y_178_1	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		2510-Elective Physical Education Individual and Dual Activities			500-Physical Ed	100_311	FY	100_Y_178_3	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y	

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	1651103945	Garcia, Paula	2120	2513-Elective Physical Education Weight Training and Fitness	529-Weight Training	100_215	FY	100_Y_178_2	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					4253-Health Science Preparation	240-Health 1	100_400	Q1	100_1_178_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4253-Health Science Preparation	246-Health 2	100_707	Q1	100_1_178_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		2707571440	Gonzalez, Rina P	2031	2130-English 9	110-English 9	100_500	FY	100_Y_32_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2130-English 9	110-English 9	100_600	FY	100_Y_32_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	2707571440	Gonzalez, Rina P	2031	2130-English 9	110-English 9	100_700	FY	100_Y_32_7	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2133-English 12	140-English 12	100_300	FY	100_Y_32_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2133-English 12	140-English 12	100_417	FY	100_Y_32_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2171-AP English Literature	149-AP Engl Lit	100_100	FY	100_Y_32_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
		5903833647	Hansen, Mary	2118	2130-English 9	110-English 9	100_502	FY	100_Y_176_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5903833647	Hansen, Mary	2118	2132-English 11	130-English 11	100_102	FY	100_Y_176_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2132-English 11	130-English 11	100_302	FY	100_Y_176_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2133-English 12	140-English 12	100_317	FY	100_Y_176_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					4123-Business Career Exploration	711-Keyboarding	100_402	Q1	100_1_176_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					4123-Business Career Exploration	715-Computer Tech	100_701	Q1	100_1_176_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5903833647	Hansen, Mary	2118	5759- Photography production and technology	161-Yearbook	100_602	FY	100_Y_176_6	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstrea ming	N
				4003009810	Hernandez, Patricia	2110	2402-Remedial math/proficienc y development	365-Math Support	100_714	FY	100_Y_172_7	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	
			2425- Integrated mathematics I college prep			325-Integ. Math 1	100_206	FY	100_Y_172_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstrea ming	Y
			2425- Integrated mathematics I college prep			325-Integ. Math 1	100_305	FY	100_Y_172_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstrea ming	Y
			2425- Integrated mathematics I college prep	325-Integ. Math 1	100_607	FY	100_Y_172_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstrea ming	Y		

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1133701	Hamilton High	4003009810	Hernandez, Patricia	2110	2426-Integrated mathematics II college prep	326-Integ. Math 2	100_406	FY	100_Y_172_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
		1427809635	Hironimus, John	2117	2607-Chemistry	440-Chemistry	100_106	FY	100_Y_177_1	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					2607-Chemistry	440-Chemistry	100_306	FY	100_Y_177_3	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2607-Chemistry	440-Chemistry	100_507	FY	100_Y_177_5	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					2613-Physics	470-Physics	100_407	FY	100_Y_177_4	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N

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1133701	Hamilton High	1427809635	Hironimus, John	2117	5840-Forensic science	455-ROP ForensicSci	100_617	FY	100_Y_177_6	S	A-Exam Option	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
			2576412643	Jarvis, Matthew Todd	2096	2510-Elective Physical Education Individual and Dual Activities	500-Physical Ed	100_211	FY	100_Y_164_2	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming
		2510-Elective Physical Education Individual and Dual Activities				500-Physical Ed	100_412	FY	100_Y_164_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		2510-Elective Physical Education Individual and Dual Activities				500-Physical Ed	100_513	FY	100_Y_164_5	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
		2510-Elective Physical Education Individual and Dual Activities	500-Physical Ed	100_710	FY	100_Y_164_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y			

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	2576412643	Jarvis, Matthew Todd	2096	2513-Elective Physical Education Weight Training and Fitness	529-Weight Training	100_315	FY	100_Y_164_3	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					4257-Healthcare Occupations	510-ROP Sports Med.	100_613	FY	100_Y_164_6	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		4503179899	Lohse, Janice E	2050	4011-Plant Science	430-ROP Plant Sci	100_208	FY	100_Y_126_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4052-Floriculture & Floral Design	608-ROP Floral	100_108	FY	100_Y_126_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					4071-Introduction to Agriscience	950-Intro to Ag 1	100_308	FY	100_Y_126_3	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	4503179899	Lohse, Janice E	2050	4073-Agricultural Biology	465-ROP Ag Biology	100_509	FY	100_Y_126_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					4074-Advanced Agriscience	915-Agriscience Sys	100_609	FY	100_Y_126_6	S	B-Coursework	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		4727059786	Mercado, Betty V	2055	2206-Spanish (first and second year)	612-Spanish 1	100_210	FY	100_Y_45_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2206-Spanish (first and second year)	612-Spanish 1	100_611	FY	100_Y_45_6	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2206-Spanish (first and second year)	613-Spanish 2	100_109	FY	100_Y_45_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	4727059786	Mercado, Betty V	2055	2206-Spanish (first and second year)	613-Spanish 2	100_511	FY	100_Y_45_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2207-Spanish (advanced)	614-Spanish 3	100_410	FY	100_Y_45_4	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2275-AP Spanish language	615-AP Spanish Lang	100_309	FY	100_Y_45_3	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		1389758663	Steele, Matthew	2091	2722-Career education	270-Career Life	100_703	Q1	100_1_163_7	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					2728-World cultures	230-World History	100_103	FY	100_Y_163_1	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	1389758663	Steele, Matthew	2091	2728-World cultures	230-World History	100_203	FY	100_Y_163_2	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2728-World cultures	230-World History	100_504	FY	100_Y_163_5	S	B-Coursework	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
					6001-Skills center/study skills	250-Study Skills	100_416	Q1	100_1_163_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	Y
		4864595121	Taylor, Michael	2119	2300-Band	620-Band	100_800	FY	100_Y_179_8	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N
					2900-Theatre/play production (sec sch standards)	630-Drama	100_501	FY	100_Y_104_5	S	A-Exam Option	Y	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction	Structured English Immersion - English Learner Mainstreaming	N

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4.3 - Staff Teaching Assignment - Detail

1133701	Hamilton High	5383047791	Vogelesang, Margrit Louise	2083	4400-Careers in child development	850-ROP Crs/Child	100_111	FY	100_Y_116_1	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					4400-Careers in child development	850-ROP Crs/Child	100_212	FY	100_Y_116_2	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	Y
					4400-Careers in child development	850-ROP Crs/Child	100_312	FY	100_Y_116_3	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N
					4400-Careers in child development	850-ROP Crs/Child	100_413	FY	100_Y_116_4	N	N/A	N	N/A	ELD Instruction and SDAIE Instruction But Not Primary Language Instruction		Structured English Immersion - English Learner Mainstreaming	N

Content Area:	ALL	State Course Code:	ALL	CTE Course:	Y,N,N/A
Gender:	ALL	Employment Status:	ALL	HQT Content Area Competency Code:	ALL

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***Williams* Settlement – Hamilton Unified School District 2015-16 Glenn County Schools Deciles 1-3 Report**

November 4, 2015

In accordance with the *Williams* Settlement Legislation, California Education Code 1240 requirement, the County Superintendent of Schools must annually visit schools scoring in Deciles 1-3 on the 2012 Base Academic Performance Index and report observations to the Glenn County Board of Education. Hamilton Elementary School in the Hamilton Unified School District is ranked at Decile 1. A copy of this report has been given to the Glenn County Board of Education.

The purpose of the visits as specified in California Education Code Section 1240 is to:

1. Ensure that students have access to sufficient instructional materials in four core subject areas: English/Language Arts, Mathematics, History-Social Science, and Science.
2. Assess compliance with facilities maintenance to determine the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff: and
3. Determine if the school has provided accurate data for the annual School Accountability Report Card related to instructional materials and facilities maintenance.

The law further requires that the county superintendent to:

1. Annually monitor and review teacher assignments in 2012 Base API Deciles 1-3 Schools; and
2. Receive quarterly reports on Uniform Complaints filed with the school district concerning *Williams* issues of insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues.

CLARIFICATION OF TERMS

- “Sufficient instructional materials” means every pupil, including English learners, has a textbook in the four core areas to use in class and to take home.
- “Facilities standards” means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.
- “Good repair” is defined as maintaining schools that are clean, safe, and functional.

SUMMARY OF VISIT/OBSERVATIONS

The Glenn County Office of Education *Williams* Coordinator, Shirley Diaz, provides overall administration for the oversight responsibilities. Human Resources, Business Services, Maintenance and Educational Services all provided personnel and expertise to fulfilling reporting requirements. The *Williams* team visited Hamilton Elementary and met with administrators, teachers and staff to confirm materials sufficiency, facilities maintenance, and teacher assignments. In addition the latest School Accountability Report Card was reviewed and determined that data regarding sufficiency of materials and facility conditions was accurately reported for Hamilton Elementary.

Instructional Materials:

Hamilton Elementary was able to demonstrate sufficiency of instructional materials in all four core academic subjects (Reading/Language Arts, Mathematics, History-Social Science, Science). Availability was determined by comparing enrollment numbers with actual textbooks in the classroom or by textbook purchase orders/inventories. Core subject textbooks are all locally approved or current state adopted materials.

School facilities:

During the annual site inspection, no emergency facility situations were observed. Hamilton Elementary facilities are being maintained in a safe, clean, and functional condition.

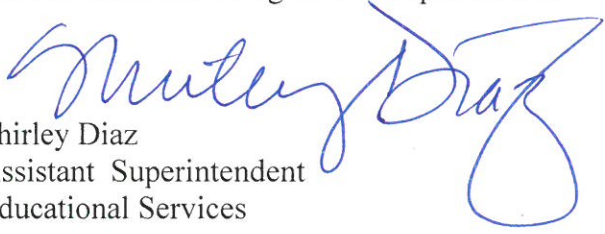
Teacher Assignments:

The County Office's ongoing credentials monitoring process has effectively incorporated the additional mandates of *Williams* legislation. Teacher assignment compliance reporting is made to the California Commission on Teacher Credentialing (CCTC). Upon review, Hamilton Elementary has classes that have 20% or more English Learners and all teachers assigned to these classes are holding appropriate certification and authorization to teach English Learners. Hamilton Unified School District is to be commended for having appropriately certified teachers.

Uniform Complaint Procedure:

All school districts are required to provide a Uniform Complaint quarterly report to their governing boards and GCOE regarding *Williams* related issues. The required Uniform Complaint Procedure notice is posted in each classroom and in the school office.

The Glenn County Office of Education verifies that Hamilton Elementary is compliant with all *Williams* Settlement legislation requirements.


Shirley Diaz
Assistant Superintendent
Educational Services