

# 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/>.
- 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Hamilton Community Day School
<b>Street</b>	535 Sacramento Avenue
<b>City, State, Zip</b>	Hamilton City, CA 95951-0488
<b>Phone Number</b>	(530) 826-0504
<b>Principal</b>	Charles Tracy
<b>E-mail Address</b>	ctracy@husdschools.org
<b>Web Site</b>	
<b>Grades Served</b>	7-12
<b>CDS Code</b>	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
<b>Total Enrollment</b>	<b>1</b>

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall 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
<b>Suspensions</b>	0.00	0.00	0.00	5.01	5.83	3.75	5.07	4.36	3.80
<b>Expulsions</b>	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)

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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.