

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

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
CDS Code	11765626007447

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)

Hamilton Unified School District Mission Statement

The Hamilton Unified School District will provide a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.

Hamilton Elementary School

Mission Statement

All students at Hamilton Elementary School will achieve at high levels.

Vision Statement:

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.

Values Statement:

At Hamilton Elementary School we have made it a priority to value: Safety - Respect - Accountability - Honesty - Rigor -Relationships- Achievement - Communication-Life Long Learners - Consistency - Collaboration

As stakeholders of Hamilton Elementary, we strive to...

communicate in an open, respectful, and a constructive way.

meet the social and emotional needs of our students by creating a positive learning environment.

promote and present a united and positive environment in our classrooms, school, and community.

create a positive learning environment which promotes risk taking.

challenge students with high academic expectations and develop critical thinking skills.

support parent involvement by providing opportunities and tools.

As the Principal of Hamilton Elementary School, I am energized and deeply 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. This year we would like to initiate a more consistent and meaningful collaboration with all our families. We welcome you to work in the classroom, get involved with PTO, and participate in all school activities. Research has proven that schools with high parent involvement produce higher achieving students.

We will continue much of last year's planning with an Early Release Day. We will dismiss students on Fridays at 12:30 PM. This time will be devoted to grade level work that includes but is not exclusive to planning, looking at student work, data analysis, assessment, and reflecting and reshaping or redesigning lessons based on results. Four of the main areas of work are full implementation of Explicit Direct Instruction (EDI), English Development through our work with Kevin Clark Consulting, formative assessments, and implementation of the Common Core Curriculum for Math & Language Arts. We are also committed to continue our work around Anti-Bullying, Class Meetings, and school climate.

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.

We hope your visit to our website (www.husdschools.org) to give you a quick snapshot of life at our school. Please explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School. In addition, please stop by our new computer lab! This state of the art lab will help our students become more proficient in research, computer literacy, and technology.

Our school day begins at 8:15am when the first bell rings and students are expected to be in their classroom. Please ensure that your child is well rested and has been given the proper nutrition prior to starting school in order to ensure the optimum learning.

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 2013-14)

Grade Level	Number of Students
Kindergarten	63
Grade 1	29
Grade 2	59
Grade 3	38
Grade 4	50
Grade 5	46
Grade 6	36
Grade 7	63
Grade 8	56
Ungraded Elementary	
Total Enrollment	440

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0.9
Filipino	0.0
Hispanic or Latino	96.4
Native Hawaiian or Pacific Islander	0.0
White	1.6
Two or More Races	0.2
Socioeconomically Disadvantaged	92.3
English Learners	47.7
Students with Disabilities	11.1

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	15	20	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.56	2.44
High-Poverty Schools in District	97.56	2.44
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: 10/20/2014

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 adopted a new history-social science program in 2005-06 and a new science program in 2006-07. To ensure adequacy and sufficiency of books and materials, over the last three years the District has spent an average of \$12,000 per year to supplement the instructional materials money provided by the State. The District adopted a new math curriculum for all grade levels in the 2007-2008 school year---Sadlier Publishers for Kindergarten through fifth grade and Holt/Rinehart Publishers for sixth through eighth grade. Finally, the district adopted the California Treasures Language Arts program from McGraw-Hill for Kindergarten through 3rd grade in the 2010-11 school year and for 4th-6th in 2011-12.

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	K-5 Sadlier Publishers 2007-08 6-8 Holt/Rinehart 2007-08	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06	Yes	0%
History-Social Science	K-5 Pearson, Scott Foresman 2006-07 6-8 Pearson, Prentice Hall 2006-07	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

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.

We are waiting for emergency repair program funding for pavement of the Hamilton Elementary school campus. 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: 10/13/2014				
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]	[]	101: Stained Ceiling tile 203: Stained Ceiling tile 301: Paint Peeling near Windows stained ceiling tile 307: Paint Peeling near Windows 501: Carpet rip Kitchen: Dirty floor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	206: Drinking fountain leaks
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)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	36	47	36	44	45	39	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	36
Male	47
Female	24
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	34
English Learners	11
Students with Disabilities	
Students Receiving Migrant Education Services	35

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	42	35	37	41	39	54	56	55
Mathematics	36	33	34	27	24	26	49	50	50
History-Social Science	50	35	17	42	37	37	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

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

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	22	-13	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	20	-15	1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	22	-17	-5
English Learners	47	-22	22
Students with Disabilities			

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

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 Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	38.1	21.4
7	29.3	25.9	12.1

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 offered Family Reading Night two nights per week, hosted parent luncheons, Family Math Night, and various other trainings and opportunities for parents to stay connected with our school.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.4	6.4	6.7	5.0	5.0	5.8	5.7	5.1	4.4
Expulsions	1.1	0.2	0.0	0.6	0.1	0.0	0.1	0.1	0.1

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

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	1
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	27.3	0	3	0	18	2			21	1	2	
1	20	2	0	0	26		2		15	1	1	
2	23	1	1	0	18	1	1		20	1	2	
3	25	0	2	0	24	1	1		19	1	1	
4	18	8	8	0	18	8	13		21	9	1	6
5	25.3	5	15	0	18	9	7		19	10	5	
6	28	0	16	0	21	8	16		15	12	3	2
Other												

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	2011-12			2012-13			2013-14					
	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												
Mathematics												
Science												
Social Science												

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 2013-14)

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	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	.2	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,071	\$484	\$3,586	\$67,161
District	---	---	\$6,196	\$62,129
Percent Difference: School Site and District	---	---	-42.1	8.1
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-23.5	16.0

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,708	\$38,152
Mid-Range Teacher Salary	\$56,327	\$55,573
Highest Teacher Salary	\$73,495	\$71,908
Average Principal Salary (Elementary)	\$83,159	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$91,135	\$93,606
Superintendent Salary	\$105,000	\$116,538
Percent of Budget for Teacher Salaries	35	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

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 during the 2013-14 school year was Professional Learning Communities, Language Star (ELD Program), Data Analysis and Assessment Implementation through Aeries Analytics, refining pacing guides, and getting familiar with the Common CORE Standards.

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 met monthly.

During the 2013-14 school year our staff development focused on English Language Development (specifically Structured English Immersion), math coaching through the Chico State Math Project. The staff development was delivered during four full days and seventeen minimum days (2 hours each) scheduled on the school calendar. In addition, several teachers We assembled a District English Learner Leadership Team to accomplish the following: design and develop a coherent program philosophy that clearly identified prevailing assumptions and values, formulate a set of written, guiding principles that inform the establishment of goals and objectives for each segment of English learners in the district, write a Master Plan for English Learners, develop a workable ELD services delivery design, and establish a comprehensive teacher development program that equips staff with the most current knowledge, concepts, methods, and skills related to accelerating English language development.