

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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@hamiltonusd.org
CDS Code	11765626007447

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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.

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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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, and the Parent Teacher Organization . These committees meet regularly each month. Also, parents are always welcome to volunteer in the classrooms. Last spring, we provided 8 parent education seminars through the Parent Institute for Quality Education. The topics for the 8 seminars included the following: Establishing the Collaboration Between Home, School, and Community; Fostering Self-Esteem and Academic Achievement; Relating Positive Discipline with Academic Achievement; Reviewing Academic Standards and Preparing for the Teacher Conference; Understanding Better the School System; Becoming Familiar with College Requirements; Principal's Dialogue; and a graduation ceremony. We also offered a parent information night that focused on understanding CELDT data, Aeries parent portal, IXL math, and answered questions parents might have about programs that are going on in the school.

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

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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
Science	38	35	47	42	44	45	57	60	59
History-Social Science	50	35	17	42	37	37	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	39	26	45	37
All Student at the School	35	34	47	17
Male	32	32	54	38
Female	38	36	42	5
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	35	35	47	17
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	34	33	46	11
English Learners	24	31	38	
Students with Disabilities	13			
Students Receiving Migrant Education Services	38	35	31	

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	27.3	6.1
7	12.7	20.0	14.5

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	2	4	2

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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	303	693	501	721	4,655,989	790
Black or African American	2		3		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	298	695	440	710	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	3		56	793	1,200,127	853
Two or More Races	0		1		125,025	824
Socioeconomically Disadvantaged	282	687	420	700	2,774,640	743
English Learners	182	667	244	665	1,482,316	721
Students with Disabilities	45	457	55	450	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	36
Grade 1	52
Grade 2	36
Grade 3	48
Grade 4	46
Grade 5	34
Grade 6	62
Grade 7	56
Grade 8	37
Total Enrollment	407

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	1.2
American Indian or Alaska Native	0.0	Two or More Races	0.2
Asian	0.0	Socioeconomically Disadvantaged	90.9
Filipino	0.0	English Learners	61.9
Hispanic or Latino	98.0	Students with Disabilities	8.8
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.5	0	2	0	27.5	0	2	0	18.5	2	0	0
1	23.5	0	2	0	21.5	1	1	0	29	0	2	0
2	30.5	0	2	0	22.5	0	2	0	29	.5	1	0
3	21	2	0	0	24.5	0	2	0	29	.5	1	0
4	31	0	2	0	18	1	1	0	23.5	0	2	0
5	27.5	0	2	0	25.3	0	1	1	33	0	0	1
6	23	0	2	0	27.5	0	2	0	30	0	2	0
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	2010-11				2011-12				2012-13			
	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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 2011 with the School Safety Coordinator and it was reviewed with staff and School Site Council in February 2011. A Crisis Response Plan was developed in conjunction with the Glenn County Sheriff .

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.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.94	5.36	7.21	7.69	6.31	4.06
Expulsions	0.64	.45	.48	0.5	.68	.42

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 6:30 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 09/26/2013				
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 Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	19	19	15	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

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	97.5	2.5
High-Poverty Schools in District	97.5	2.5
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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)	1	---
Psychologist	.5	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist	1	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/26/2013

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%
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			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	4071	484	3586	67161
District	---	---	6196	\$61,698
Percent Difference: School Site and District	---	---	-42.1	8.9
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-35.2	14.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,708	\$38,390
Mid-Range Teacher Salary	\$56,327	\$55,793
Highest Teacher Salary	\$73,495	\$72,306
Average Principal Salary (Elementary)	\$88,395	\$88,846
Average Principal Salary (Middle)	\$0	\$92,801
Average Principal Salary (High)	\$88,395	\$95,916
Superintendent Salary	\$105,000	\$116,026
Percent of Budget for Teacher Salaries	37.5%	34.0%
Percent of Budget for Administrative Salaries	11	6.6%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The Hamilton Unified School District has negotiated four staff development days and calendared seventeen minimum day Wednesdays to allow for additional hours of staff development. The focus of the staff development during the 2012-13 school year was Explicit Direction Instruction (EDI), Language Star (ELD Program), Data Analysis and Assessment Implementation through Data Director, 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 fourteen hours over seven sessions. This team was led by Maria Diaz from Regional stem of District and School Support and Glenn County Office of Education staff and included certificated staff from the elementary and high school, two parents, a board member, and all administrative staff in the district. As a result of data analysis of CELDT and CST scores over a three year time span, two major areas of staff development need were identified: English Language Development and Effective Instruction in language arts.

During the 2012-13 school year our staff development focused on English Language Development (specifically Structured English Immersion) and Effective instruction in Language Arts through the Explicit Direct Instruction Model. The staff development was delivered during four full days and seventeen minimum days (2 hours each) scheduled on the school calendar. 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.

We also assembled a team of six Explicit Direct Instruction coaches to facilitate the implementation of the Explicit Direct Instruction Model. They received five full days of training from Maria Diaz, Director of RSDSS, on the Explicit Direct Instruction model. They presented and observed six lessons that implement the EDI model and they provided written and oral feedback using rubrics. The EDI team also designed and presented six staff development seminars on learning objectives, checking for understanding, and concept development components of the EDI model.