

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|--------------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 33 | 37 | 42 | 44 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 74% of our students are enrolled in Career Technical Education (CTE) 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. Hamilton High participates in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions. Additionally, new state funding will allow for increased dual enrollment as well as potentially courses for Butte College offered on site by HHS staff members.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, and World Foods and Fiber. Courses conducted by Career Tech Education (formerly 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 2016-17)

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 215 |
| % of pupils completing a CTE program and earning a high school diploma | 97.7% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 82% |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|--|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.64 |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 40.28 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 20.4 | 32.7 | 20.4 |

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 State priority: Parental Involvement (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 (School Year 2017-18)

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 once each semester, in September and February each year, one of the few high schools to offer these conferences.

Parents are welcome to visit our campus, 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 State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 0 | 0 | 1.4 | 1.7 | 0 | 2.4 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 100 | 100 | 98.63 | 98.28 | 100 | 97.59 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 90 | 93.1 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 0 | 0 | 80.17 |
| Asian | 0 | 0 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 87.72 | 90.63 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 95.45 | 100 | 90.99 |
| Two or More Races | 100 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 100 | 100 | 63.9 |
| English Learners | 66.67 | 71.43 | 55.44 |
| Students with Disabilities | 87.5 | 91.94 | 85.45 |
| Foster Youth | 0 | 0 | 68.19 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.0 | 4.0 | 3.5 | 3.7 | 6.9 | 6.7 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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. The HHS School Site Council reviewed and updated the HHS School Safety Plan in Fall 2017, with pending approval by the HUSD School Board by March 2018.

The site administrator 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. Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. Our 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.

Federal Intervention Program (School Year 2017-18)

| 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 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 18 | 11 | 5 | 1 | 18 | 11 | 5 | 1 | 17 | 12 | 4 | |
| Mathematics | 14 | 18 | 2 | | 17 | 14 | 4 | | 16 | 12 | 3 | |
| Science | 17 | 8 | 4 | | 19 | 4 | 7 | | 16 | 9 | 3 | |
| Social Science | 22 | 5 | 5 | | 23 | 3 | 7 | | 20 | 5 | 6 | |

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 2016-17)

| 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) | 0.2 | 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 | 0 | 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 2015-16)

| Level | Average Teacher Salary |
|--|------------------------|
| School Site | 67,151 |
| District | \$60,974 |
| Percent Difference: School Site and District | 5.8 |
| State | \$62,381 |
| Percent Difference: School Site and State | 10.6 |

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

Types of Services Funded (Fiscal Year 2016-17)

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); Career Tech Education (CTE); Carl Perkins Vocational Education; Economic Impact Aid (EIA); Agricultural Incentive Grant; College Readiness Block Grant (CRBG).

Funding from these sources allows Hamilton High School to offer 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 CTE courses. Also, we are able to offer college campus tours and college and financial aid workshops to our students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,349 | \$41,164 |
| Mid-Range Teacher Salary | \$62,234 | \$61,818 |
| Highest Teacher Salary | \$81,203 | \$84,567 |
| Average Principal Salary (Elementary) | \$102,997 | \$96,125 |
| Average Principal Salary (Middle) | | \$103,336 |
| Average Principal Salary (High) | \$109,668 | \$101,955 |
| Superintendent Salary | \$128,500 | \$126,855 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 10% | 6% |

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 2016-17)

| 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 | 10.9 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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. Implementation is now in its third year and has driven weekly collaborative PLC meetings among the Math teachers.

Additionally, for 2017-18, our master schedule was changed to a true block, with four periods each day. Each student now has the opportunity to take eight courses.

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.

**Ella Barkley High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18**

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 and 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 and the county. 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 (School Year 2017-18)

| 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@hudsdschools.org |
| Web Site | http://www.edlinesites.net/pages/Ella_Barkley_High_School |
| 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 (School Year 2017-18)

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 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 11 | 4 |
| Grade 12 | 7 |
| Total Enrollment | 11 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 0 |
| Filipino | 0 |
| Hispanic or Latino | 81.8 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 0 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 81.8 |
| English Learners | 27.3 |
| Students with Disabilities | 0 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 5 | 4 | | |
| Without Full Credential | 0 | 0 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/2016

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.

| Subject | 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 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 | Yes | 0% |
| 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 Health 2005 | Yes | |
| Science Laboratory Equipment (grades 9-12) | Meets State Standards | | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opens before and after school for students who arrive early and have to be late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for individual or group teaching. The buildings and gardens are maintained by the District staff and are in good repair, and 100% of the bathrooms are functioning properly.

Teachers ensure that teaching students is safe, and that classrooms are kept in good order. A District custodian keeps the facility clean during the afternoons. The school has had the benefit of using the traditional school gym for physical education classes when needed.

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two class rooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected in November 2016.

The District participates in the State School Deferred Maintenance Program which provides equal dollar-for-dollar funds to support school districts with their expenses for major repairs or replacement of existing school buildings. Typically this includes roof, plumbing, heating, air conditioning, electrical system, interior and exterior paint, flooring system.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year) | | | | |
|---|----------------------|-------------|-------------|--|
| Year and month of the most recent FIT report: 11/27/2016 | | | | |
| 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 of the most recent FIT report: 11/27/2016 | | | | |
|---|------------------|-------------|-------------|-------------|
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 35 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | -- | -- | 14 | 18 | 36 | 37 |

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | -- | 42 | 44 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

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Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 1 |
| % 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 | 1 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

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@hudsdschools.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 State priority: Pupil Engagement (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 14.3 | 0 | 14.3 | 1.7 | 0 | 2.4 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 85.71 | 100 | 85.71 | 98.28 | 100 | 97.59 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 85.71 | 93.1 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 0 | 0 | 80.17 |
| Asian | 0 | 0 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 85.71 | 90.63 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 86.57 |
| White | 0 | 100 | 90.99 |
| Two or More Races | 0 | 100 | 90.59 |
| Socioeconomically Disadvantaged | 100 | 100 | 63.9 |
| English Learners | 0 | 71.43 | 55.44 |
| Students with Disabilities | 83.33 | 91.94 | 85.45 |
| Foster Youth | 0 | 0 | 68.19 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 6.3 | 28.6 | 17.6 | 3.7 | 6.9 | 6.7 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. 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.

Federal Intervention Program (School Year 2017-18)

| 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 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 9 | 1 | | 9 | 1 | | 4 | 3 | | | | |
| Mathematics | 7 | 4 | | 4 | 4 | | 3 | 4 | | | | |
| Science | 7 | 3 | | 8 | 2 | | 2 | 3 | | | | |
| Social Science | 4 | 5 | | 5 | 4 | | 4 | 6 | | | | |

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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .50 | 12 |
| Counselor (Social/Behavioral or Career Development) | .10 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .10 | N/A |
| Psychologist | .10 | 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 2015-16)

| Level | Average Teacher Salary |
|--|------------------------|
| School Site | 67161 |
| District | \$60,974 |
| Percent Difference: School Site and District | 8.9 |
| State | \$62,381 |
| Percent Difference: School Site and State | 14.6 |

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

Types of Services Funded (Fiscal Year 2016-17)

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, 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 State licensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$38,349 | \$41,164 |
| Mid-Range Teacher Salary | \$62,234 | \$61,818 |
| Highest Teacher Salary | \$81,203 | \$84,567 |
| Average Principal Salary (Elementary) | \$102,997 | \$96,125 |
| Average Principal Salary (Middle) | | \$103,336 |
| Average Principal Salary (High) | \$109,668 | \$101,955 |
| Superintendent Salary | \$128,500 | \$126,855 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 10% | 6% |

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)

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 Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 and 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 and the county. 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 (School Year 2017-18)

| 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 | Charles Tracy |
| E-mail Address | ctracy@hudschools.org |
| Web Site | www.hudschools.org |
| CDS Code | 11625706007447 |

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

School Description and Mission Statement (School Year 2017-18)

Hamilton Elementary School, with a current enrollment of 411 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 City. 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. School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Periodic drills and training for fire, lock-downs, 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 is committed to making a positive difference in the lives our students. 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 our Parent Teacher Organization (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.hudschools.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 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 52 |
| Grade 1 | 47 |
| Grade 2 | 43 |
| Grade 3 | 54 |
| Grade 4 | 35 |
| Grade 5 | 51 |
| Grade 6 | 37 |
| Grade 7 | 46 |
| Grade 8 | 45 |
| Total Enrollment | 410 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1 |
| Filipino | 0 |
| Hispanic or Latino | 91.7 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 1.2 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 92.9 |
| English Learners | 40.5 |
| Students with Disabilities | 11.7 |
| Foster Youth | 1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 19 | 16 | | |
| Without Full Credential | 1 | 2 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | |
| Total Teacher Misassignments * | 2 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 8/2017

At Hamilton Elementary School 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|---|----------------------------------|---|
| Reading/Language Arts | Benchmark for K-5 grades, Benchmark Education Company Study Sync 6_8th grades, McGraw Hill | Yes | 0% |
| Mathematics | Everyday Math - Common Core Edition College Preparatory Math (CPM) - Common Core Edition | Yes | 0% |

| Subject | 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% |

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 Boys and Girls Club 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 6:00 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.

Hamilton Elementary School 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 10/28/2017 | | | | |
| 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 | | 201: Stained Tile 202: Stained Tile 203: Stained Tile 206: Missing tile 305: Stained Tile 402: Stained Tile 500 Restroom: Panel rust 609: Missing light lens Room 102: Stained Tile |
| 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 of the most recent FIT report: 10/28/2017 | | | | |
|--|-----------|------|------|------|
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 29 | 35 | 35 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 13 | 17 | 14 | 18 | 36 | 37 |

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 277 | 273 | 98.56 | 35.16 |
| Male | 132 | 131 | 99.24 | 30.53 |
| Female | 145 | 142 | 97.93 | 39.44 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 255 | 253 | 99.22 | 34.39 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 260 | 256 | 98.46 | 35.16 |
| English Learners | 181 | 179 | 98.9 | 35.75 |
| Students with Disabilities | 34 | 34 | 100 | 2.94 |
| Students Receiving Migrant Education Services | 25 | 25 | 100 | 48 |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 277 | 274 | 98.92 | 17.15 |
| Male | 132 | 131 | 99.24 | 17.56 |
| Female | 145 | 143 | 98.62 | 16.78 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 255 | 254 | 99.61 | 16.54 |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 260 | 257 | 98.85 | 16.34 |
| English Learners | 181 | 180 | 99.45 | 16.11 |
| Students with Disabilities | 34 | 34 | 100 | 0 |
| Students Receiving Migrant Education Services | 25 | 25 | 100 | 24 |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 48 | 51 | 42 | 44 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.8 | 22.9 | 12.5 |
| 7 | 13 | 28.3 | 23.9 |

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 State priority: Parental Involvement (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 (School Year 2017-18)

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. Parents are encouraged to be actively involved in our Site and District committees. Committees such as our District leadership team known as HULC, (Hamilton Unified Leadership Committee) This committee helps guide curriculum and instruction for all schools in Hamilton Unified, it also helps to guide the district in being a leader in technology. HULC is where all voices can be heard and guide the goals and actions of our school board. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. Please join us! We meet one Thursday morning a month and only takes about an hour or so. This hour of commitment deeply affects how we provide a world class education for all our students. Finally, the Parent Teacher Organization known to us as PTO. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our elementary staff. Since the last recessions, schools have been trying to rebuild funding we once received back in 2008. As you know, prices or cost of operating schools have gone up while funding has not. PTO works to fill in this gap and needs each parent to actively participate in the PTO membership. Please become an active member of our PTO. As Principal I promise to help spread out the commitment to many so that all needs are adequately met for all students. Finally, we encourage parents and grandparents to contact your child's classroom teacher. Teachers welcome volunteers in their classroom to help with those tasks that help children. Please join us as a volunteer a couple hours per week. Those precious minutes you share with your child's class will be paid back to you in great smiles and children learning all because you volunteered! Contact your child's teacher or the office for more information on volunteering for opportunities to help our students succeed. We invite you!

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus. This is an opportunity for parents to meet with their teacher and discuss their children and school performance in comparison with other students. Teachers then create goals with parents and teach parents specific learning activities that support the goals so they can better work with their children at home. After a set amount of time, the teacher reconnects with the parents and discusses assessment results on the learning goals that were established. This process repeats itself and parents become more connected with their child's learning.

For further information on how parents may become involved in our school, please contact Charles Tracy, Principal, at (530) 826-3474 or ctracy@husdschools.org.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 6.2 | 8.4 | 8.5 | 3.7 | 6.9 | 6.7 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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 for approval in October of 2017 and it was reviewed with staff and School Site Council in Fall of 2018 and every year in the fall. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary School 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 lock-down/intruder drills twice a year. Fourteen 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.

Keeping students in school even when disciplinary matters occur is our first and primary function. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions such as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may results in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work with our Intervention Specialist (Counselor) to find alternatives to removing students from school. We hope that you will have a conversation with your child about the needs to come to school and remain safe. We believe that kids who are in school learn and strive greatly in life. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School. Please call me if you wish to discuss how to have these conversations with your child, Charles Tracy, Principal (530) 826-3474.

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.

Federal Intervention Program (School Year 2017-18)

| 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 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | 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 | 20 | 1 | 2 | | 20 | 4 | 2 | | 17 | 3 | | |
| 1 | 24 | | 2 | | 22 | 2 | 2 | | 23 | | 4 | |
| 2 | 25 | | 1 | | 23 | | 4 | | 26 | | 1 | |
| 3 | 23 | 1 | 4 | | 24 | | 7 | | 26 | | 5 | |
| 4 | 20 | 5 | 8 | | 23 | 2 | 7 | | 27 | | 13 | |
| 5 | 26 | 1 | 6 | | 27 | 2 | 17 | | 25 | | 14 | |
| 6 | 29 | 1 | 6 | 4 | 22 | 1 | 10 | | 31 | 1 | | 5 |
| Other | 21 | 1 | 1 | | 9 | 2 | | | | | | |

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 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 1 | 407 |
| Counselor (Social/Behavioral or Career Development) | .02 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | .6 | N/A |
| Psychologist | .5 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | 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 2015-16)

| Level | Average Teacher Salary |
|--|------------------------|
| School Site | \$67,161 |
| District | \$62,018 |
| Percent Difference: School Site and District | 8.3 |
| State | \$62,381 |
| Percent Difference: School Site and State | 7.7 |

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

Types of Services Funded (Fiscal Year 2016-17)

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 the Glenn County Office of Education, Hamilton Elementary School 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 State licensed Preschool and a Family Resource Center. Familiar.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$38,349 | \$41,164 |
| Mid-Range Teacher Salary | \$62,234 | \$61,818 |
| Highest Teacher Salary | \$81,203 | \$84,567 |
| Average Principal Salary (Elementary) | \$102,997 | \$96,125 |
| Average Principal Salary (Middle) | | \$103,336 |
| Average Principal Salary (High) | \$109,668 | \$101,955 |
| Superintendent Salary | \$128,500 | \$126,855 |
| Percent of Budget for Teacher Salaries | 32% | 32% |
| Percent of Budget for Administrative Salaries | 10% | 6% |

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 four 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, English Language Development (Designated and Integrated), Data Analysis and Assessment Implementation, refining pacing guides, ELA Adoption, intervention, and best teaching practices. The Hamilton Unified 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.



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**Hamilton Elementary School
School Site Council Meeting**

**Thursday February 8, 2018 7:30 AM
Hamilton Elementary School—Conference Room 204**

Agenda

ORDER OF BUSINESS

- Item 1** **Call to Order**
- Item 2** **Establish Quorum (3 HES Staff, 2 Parents/Community Members)**
Staff Present:
Parents Present:
- Item 3** **Verification of Posting of the Agenda—72 Hours in Advance**
Anticipated posting by February 5, 2018
- 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 minutes.)**
January 11, 2018 (Attachment #1)

ACTION ITEMS

- Item 6** Approve budget expenditures

DISCUSSION ITEMS

- Item 7** Updates (Thomas) 5minutes
Dual Immersion,
ELPAC Testing,
APTT,
Parent conferences
- Item 8** Prepare Single Plan for Student Achievement (SPSA)
ELA/ELD: **Thomas, Garcia, Barranco, Alvarez**
Math: **Anderson, Reyes, Vargas, Llamas**
School Climate: **Tracy, Camarena, Villar**

Review your section with your team, record comments/revisions on a single copy. Whole group debrief 8:00; 10 minutes

- ADJOURMENT** By 8:15 AM

SSC 2/14/18 Minutes

Item 1: Call to order 7:45 AM

Item 2: Parents present: Genaro Reyes

Staff present: Dianna Camarena, Maggie Sawyer, Maria Llamas, Maria Alvarez, Jessica McLain, Trudy Bryan, Jenny Firth, Kathy Thomas

Item 3: Agenda posted February 5, 2018

Item 4: Public Comment:

Jenny Firth thanked PTO with their help in funding "Read across America-Dr. Seuss Week"

Item 5: No quorum established, minutes will be brought back to April SSC meeting

Item 6: No quorum, info to be brought back to April SSC meeting

Item 7: K. Thomas gave update on the following

Dual Immersion- School Board has approved, next step is waiting on budgetary needs

ELPAC Testing-Goal is to finish testing every student before CAASPP testing

APTT- gaining momentum with meetings

Parent Conferences (K-5th 2/15/18) (6th-8th grade conf. March 21st)

Item 8: Teams broke out into groups, recorded comments/revisions for Single Plan for Student Achievement (SPSA)

ELA/ELD: Sawyer, Firth

Math: Anderson, Reyes

School Climate: Thomas, Camarena

Adjourned at 9:04 AM