

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

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

School Description and Mission Statement (School Year 2016-17)

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. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to help maximize their learning as they prepare for high school. We are pleased to offer middle school athletics: flag football, volleyball, boys and girls basketball, and county track meet which is held in the Spring. School and student safety are paramount for our students and staff at Hamilton Elementary School. The administrator consistently supervises campus throughout the day. A crossing guard is available before and after school, as well as, we have yard duty supervisors that assist with campus safety. Periodic drills and training for fire, 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 committed to making a positive difference in the lives of your children. We will accomplish this by setting high academic expectations for all children and providing supportive systems to assure they are met. By addressing school culture, setting high standards for teacher performance, increased academic expectations for all students and engaging the community, it is our goal at Hamilton Elementary School to help foster independent life-long learners with goals for future success. We welcome parents to work in the classroom, get involved with PTO, and participate in all school activities. We embrace the challenges of the future while we continue to cherish and celebrate the traditions of the past. Our remarkable staff, involved parents and committed students come together to make Hamilton Elementary School a wonderful and unique place.

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

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

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	60
Grade 1	43
Grade 2	56
Grade 3	36
Grade 4	51
Grade 5	38
Grade 6	50
Grade 7	46
Grade 8	35
Total Enrollment	415

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	1.2
Filipino	0
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	92.5
English Learners	42.7
Students with Disabilities	8
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	19	16	16
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments *	0	2	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 2015-16)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 8/2016

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Elementary has a closed campus from 8:00 A.M. until 6:00 P.M. while school and the 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 5:00 A.M. until 8:30 P.M. The cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. The school grounds are clean and well ordered. Trash cans are available throughout the campus.

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

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

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus.

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

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month 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			

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	
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: 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	22	29	25	35	44	48
Mathematics	8	13	8	14	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	36	100.0	11.1
	4	56	54	96.4	29.6
	5	40	39	97.5	25.6
	6	49	45	91.8	35.6
	7	45	44	97.8	20.4
	8	36	35	97.2	51.4
Male	3	16	16	100.0	12.5
	4	25	25	100.0	24.0
	5	20	19	95.0	10.5
	6	26	25	96.2	28.0
	7	25	24	96.0	16.7
	8	19	19	100.0	36.8
Female	3	20	20	100.0	10.0
	4	31	29	93.5	34.5
	5	20	20	100.0	40.0
	6	23	20	87.0	45.0
	7	20	20	100.0	25.0
	8	17	16	94.1	68.8
Black or African American	6	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	34	34	100.0	11.8
	4	49	47	95.9	29.8
	5	36	36	100.0	22.2
	6	42	40	95.2	32.5
	7	43	42	97.7	19.1
	8	32	32	100.0	53.1
White	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	35	35	100.0	8.6
	4	52	51	98.1	25.5
	5	35	35	100.0	22.9
	6	46	42	91.3	33.3
	7	43	43	100.0	20.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	33	33	100.0	54.5
English Learners	3	19	19	100.0	
	4	26	25	96.2	12.0
	5	13	13	100.0	7.7
	6	16	12	75.0	
	7	15	15	100.0	
	8	--	--	--	--
Students with Disabilities	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	36	100.0	16.7
	4	56	55	98.2	10.9
	5	40	39	97.5	10.3
	6	49	48	98.0	10.4
	7	45	44	97.8	13.6
	8	36	35	97.2	20.6
Male	3	16	16	100.0	18.8
	4	25	25	100.0	8.0
	5	20	19	95.0	5.3
	6	26	25	96.2	12.0
	7	25	24	96.0	16.7
	8	19	19	100.0	16.7
Female	3	20	20	100.0	15.0
	4	31	30	96.8	13.3
	5	20	20	100.0	15.0
	6	23	23	100.0	8.7
	7	20	20	100.0	10.0
	8	17	16	94.1	25.0
Black or African American	6	--	--	--	--
	8	--	--	--	--
Asian	4	--	--	--	--
	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	3	34	34	100.0	17.6
	4	49	48	98.0	12.5
	5	36	36	100.0	8.3
	6	42	41	97.6	9.8
	7	43	42	97.7	11.9
	8	32	32	100.0	22.6
White	4	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	35	35	100.0	14.3
	4	52	52	100.0	9.6
	5	35	35	100.0	5.7
	6	46	45	97.8	8.9
	7	43	43	100.0	13.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	33	33	100.0	21.9
English Learners	3	19	19	100.0	10.5
	4	26	26	100.0	
	5	13	13	100.0	
	6	16	15	93.8	
	7	15	15	100.0	
	8	--	--	--	--
Students with Disabilities	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	35	48	51	38	42	44	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	76	74	97.4	51.4
Male	39	38	97.4	52.6
Female	37	36	97.3	50.0
Hispanic or Latino	68	68	100.0	52.9
Socioeconomically Disadvantaged	68	68	100.0	51.5
English Learners	14	14	100.0	14.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.1	23.1	
7	28.9	24.4	24.4

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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. We encourage parents to volunteer in their child's classrooms and around the school. We offer monthly parent luncheons and monthly morning coffee to help welcome parent involvement. We have frequent LCAP meetings to ensure all stakeholders are offered a vested interest and voice in the decision making on how our district funds should be spent based on priorities set forth by the funding formula and all the stakeholders.

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.

A parent education class is offered on campus for parents to learn the basic concepts of the English Language. Our board adopted ELD Program is the method of instruction being used for this class. Childcare is offered.

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.7	6.2	8.5	5.8	3.8	6.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 January 2017 and it was reviewed with staff and School Site Council in Fall of 2016. A Crisis Response Plan was developed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	23		3		20	1	2		19	3		
1	24		1		24		2		21		2	
2	25		2		25		1		22		3	
3	24		2		23	1	4		23		2	
4	33			6	20	5	8		28		1.5	
5	28	2	12	1	26	1	6		28		1.5	
6	33		3	2	29	1	6	4	23		2	
Other					21	1	1		23		4	

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	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English				13	5		1	13	5		1			
Mathematics				11	3			11	3					
Science				32		2	1	32		2	1			
Social Science				32		2	1	32		2	1			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	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 2014-15)

Local Education Agency (LEA) Data					
Grade Span	K-3	4-6	7-8	9-12	Total
Funded Average Daily Attendance (ADA)	184.14	124.49	93.14	292.84	694.61
Unduplicated Pupil Percentage (UPP)	80.81%				

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

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

Types of Services Funded (Fiscal Year 2015-16)

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. Familiar.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,016	\$40,430
Mid-Range Teacher Salary	\$60,071	\$58,909
Highest Teacher Salary	\$78,381	\$77,358
Average Principal Salary (Elementary)	\$95,594	\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)	\$103,395	\$100,453
Superintendent Salary	\$115,303	\$123,728
Percent of Budget for Teacher Salaries	35%	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 two staff development days and calendared seventeen minimum day Fridays to allow for additional hours of staff development. The focus of the staff development has been Professional Learning Communities, English Language Development (Designated and Integrated), Data Analysis and Assessment Implementation, refining pacing guides, ELA Adoption, intervention, and best teaching practices. A District Leadership Team was established to develop an action plan to increase student achievement and meet federal guidelines for program improvement schools. This team meets monthly.

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