



# Hamilton Meadow Park Elementary School

## 2011-2012 School Accountability Report Card

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*Principal*

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**Novato Unified  
School District**

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**[do.nusd.org/index.html](http://do.nusd.org/index.html)**

### Principal's Message

I would like to extend a warm welcome to Hamilton Meadow Park School, a "Caring Community of Learners". At Hamilton School, the staff, parents and I are committed to academic excellence. The school provides a safe, caring environment where uniqueness and differences are respected, and all children are supported to reach their full potential. Adults act as role models and mentors, working collaboratively to prepare our children to be responsible citizens in a democratic society.

### Mission Statement

Hamilton Meadow Park School provides a supportive learning environment devoted to academic proficiency and college readiness for all students.

We give students the tools to be life-long learners, builders of knowledge, effective communicators, problem-solvers and responsible citizens. We strive to teach our students to recognize our similarities and celebrate our differences. Our goal is to help every child reach his or her potential in a safe and caring environment.

### School Profile

Hamilton Meadow Park School has played a unique role in Novato Unified School District history. In the past, the school served primarily military and Coast Guard families; now we are embracing a new residential community. In the early 1990s, Hamilton's student enrollment topped 600 and then dropped drastically as the Hamilton Air Force Base was closed. Today, however, we are experiencing a period of dramatic growth that began when the City of Novato initiated redevelopment of the former air force base. In the 2011-12 school year, 710 students were enrolled at Hamilton Meadow Park School in grades K-8.

During the 2011-12 school year, Hamilton housed 31 regular education classes and 2 Resource Program Specialists. A partnership was established with four of our neighborhood preschools to align expectations, curriculum and assessments, and to extend Hamilton resources to incoming students and their families. An extended day program for kindergarten is maintained in order to successfully implement the Open Court Language Arts program and provide more focused instruction to students in flexible groupings. After-school Homework Clubs for 1st – 5th grade students and intervention classes for 2nd – 8th grade students were established to provide additional support. Academy classes inspired by the KIPP schools offered an extended day and an extended year for 30 students in grades 4 through 8.

Hamilton Meadow Park School outlines four goals for academic achievement and two goals for community and culture in our single school plan:

#### Academic Achievement

- Maximize student success by ensuring standards-based instruction
- Integrate English Learners into the educational environment
- Provide additional support necessary to insure success for all students; incoming and current
- Provide innovative educational opportunities to meet student needs

#### Community and Culture:

- Provide equal opportunities for all students in a safe, respectful learning environment
- Promote family and community involvement by expanding communication systems and community outreach

#### Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	6.3%
American Indian	1.2%
Asian	4.6%
Filipino	1.4%
Hispanic or Latino	50.0%
Pacific Islander	1.0%
White	34.6%
Two or More	0.5%
None Reported	0.4%

We maintain several school-wide programs to provide support and interventions for student success: Title I, English Language Program, a Resource Program, Speech and Language Services, Academy Program, counseling and family outreach. We monitor student progress by analyzing STAR and CELDT data at the beginning of the school year, MAP assessments 3 times during the year and ongoing formative assessments and grade level benchmarks throughout the year. We report student progress to parents at the trimester for grades K-5 and at each quarter for grades 6 - 8. We also use the responses from our parent survey and input from Leadership Team, PTA, ELAC and staff to guide our goal setting and planning.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hamilton Meadow Park School at 415-883-4691.

## Discipline and Climate for Learning

Students at Hamilton Meadow Park School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hamilton Meadow Park School's discipline program is to provide students with the knowledge and skills to be responsible, respectful citizens.

We maintain a safe school environment through the implementation of a progressive discipline policy along with proactive measures to ensure a cohesive community of learners, who demonstrate mutual respect and appreciation for one another. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook, at the beginning of the school year, the Hawkline Newsletter and Friday folders weekly. Our website is updated regularly ([www.hamiltonschool.org](http://www.hamiltonschool.org)), and we send out regular eBlasts communications to parents.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of the enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	33	69	61	786	1047	620
Suspension Rate	5.4%	10.1%	8.3%	9.9%	13.1%	7.8%
Expulsions	0	0	1	11	7	9
Expulsion Rate	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%

are exhausted.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. School-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Several character development programs that promote a positive environment are implemented. Character Counts has been implemented school-wide and classroom teachers, kindergarten through 8th grade, implement the Bully Proofing Program to help students develop stronger citizenship skills. We have an active Student Council, mentored by one classroom teacher. Student Council members and class representatives provide leadership by organizing spirit days, a literacy spirit week, coat and food drives, and UNICEF collection. Students also provide service to the school through the Citizen Hawk and Peer Court Programs. Students are recognized for their achievements by their classroom teacher and school-wide staff throughout the year.

## Enrollment By Program

During the 2011-12 school year, 710 students were enrolled at Hamilton Meadow Park School, of which 38% were English Learners and 58% were socioeconomically disadvantaged.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

### Enrollment Trend by Grade Level

	2009-10	2010-11	2011-12
K	102	95	100
1st	103	95	95
2nd	103	97	93
3rd	79	102	95
4th	82	77	103
5th	80	100	73
6th	61	61	62
7th	-	59	54
8th	-	-	57

## Instructional Time

For the 2011-12, Hamilton Meadow Park School offered 180 days of instruction. Wednesdays are early release days for Grades 1-8. Hours are 8:30 a.m. - 1:50 p.m. The purpose of this time is to create a better educational program for the students through staff development and analysis of data to assess curriculum resources, refine instruction and plan interventions and enrichment.

All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

## Class Size

Average class sizes vary by grade level and subject area taught. Class size in grades K-3 is 20 per class and grades 4-8 is 30 per class. In addition to credentialed classroom teachers, students receive assistance in the classroom from: a literacy coach, classroom instructional assistants and two part-time EL assistants who specifically support English language learners.

### Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	20	19	20	5	5	5	-	-	-	-	-	-
1	19	19	19	5	5	5	-	-	-	-	-	-
2	20	19	21	5	5	4	-	-	-	-	-	-
3	20	20	21	4	5	5	-	-	-	-	-	-
4	30	31	29	-	-	-	2	2	3	-	-	-
5	31	29	29	-	-	-	2	4	2	-	-	-
6	30	-	-	-	-	-	2	-	-	-	-	-
By Subject Area												
English	-	30	26	-	-	1	-	2	3	-	-	-
Mathematics	-	30	25	-	-	1	-	2	3	-	-	-
Science	-	30	28	-	-	-	-	2	4	-	-	-
Social Science	-	30	25	-	-	2	-	2	3	-	-	-

## Instructional Materials (School Year 2012-13)

Novato Unified held a public hearing on October 2, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. A list of current District Instructional Materials are available on the district website under Instruction Division/Curriculum & Instruction. The chart displays information collected in November 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Hamilton Meadow Park School began implementing CSR for grades kindergarten through three in 1996-1997. Since then, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation			
	2009-10	2010-11	2011-12
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Library Information

The school's library, staffed by a full-time Library Media Clerk, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. 33 computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Computer Resources

All classrooms have at least 2 computers that are connected to the Internet. Hamilton School also has 1 mobile computer lab with 31 computers and 26 computers in the library for student use. A part-time Tech Assistant provides support for the computer lab, classrooms and individual iPad use. Computer skills and concepts are integrated throughout standard curriculum, which helps to prepare students for technological growth and other opportunities. Students are able to research online and have been trained in the following programs: Study Island, Rosetta Stone, Keynote, Kidpix, Accelerated Reader, Kidspiration 2, Type to Learn 3, iPhoto, Apple Works, Timeline, PowerPoint, MS Word, and Excel. Additionally students have access to numerous educational websites, and learn to use Internet Explorer, Safari and Firefox, and Google Earth.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

## Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals and the district-wide assessment program. The district is transitioning instructional practices, curriculum development, and professional development for implementation of the Common Core State Standards.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
6th-8th	Algebra I	Holt McDougal	2009	Yes	0.0%	
6th-8th	Algebra Readiness	America's Choice	2009	Yes	0.0%	
6th-8th	Algebra Readiness	Holt McDougal	2009	Yes	0.0%	
6th-8th	English/ Language Arts	Holt McDougal	2003	Yes	0.0%	
4th-5th	English/ Language Arts	Houghton Mifflin-Reading	2003	Yes	0.0%	
K-5	English/ Language Arts	McGraw-Hill	2003	Yes	0.0%	
8th	Foreign Language	Holt McDougal	2004	Yes	0.0%	
6th-8th	Geometry	Holt McDougal	2010	Yes	0.0%	
K-5	History/Social Science	Pearson Scott Foresman	2006	Yes	0.0%	
6th-8th	History/Social Science	TCI	2006	Yes	0.0%	
6th-8th	Mathematics	Holt McDougal	2009	Yes	0.0%	
K-5	Mathematics	Houghton Mifflin-California Math	2009	Yes	0.0%	
K-5	Science	Delta Education: Foss	2008	Yes	0.0%	
6th-8th	Science	Glencoe/ McGraw Hill- Science Focus	2008	Yes	0.0%	

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/21654176024491Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/21654176024491Textbooks_1.pdf)

## Counseling & Support Staff (School Year 2011-12)

It is the goal of Hamilton Meadow Park School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Hamilton Meadow Park Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	6	2
Librarian/library media teacher	1	.1
Nurse	1	.1
Outreach Consultant	1	1
Psychologist	1	.6
Resource Specialist	3	2
Speech/Language Specialist	2	1.4

## Individualized Instruction

Hamilton Meadow Park School provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

Student Study Teams (SSTs) consisting of various educational experts, are a problem-solving group whose mission is to assist teachers, administrators and school staff with intervention strategies for dealing with the academic and social-emotional behavioral needs of regular education students.

## At Risk Interventions

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## Gifted and Talented Education (GATE)

The Novato Unified School District Gifted and Talented Program implements the 2010 National Gifted Education Programming Standards to ensure identified gifted students at all schools receive high-quality services in grades 4-8. Each of the six standards represents an important emphasis in developing and implementing effective programming for students with gifts and talents. Practices are based on evidence-based research and aligned with individual student outcomes. These evidence-based practices provide guidance to educators in specific strategies to implement in order to achieve desired student outcomes.

Program Goals:

Educators will recognize the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings.

Educators will create learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century.

Educators will apply research-based models of curriculum and instruction related to gifted students and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and evidence-based instructional strategies.

Educators will work collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents.

More information about Novato's Gifted and Talented Education Programs can be found on the NUSD website under Curriculum & Instruction.

## English Language Learners

Hamilton Meadow Park School offers our English Language Learners (ELL) assistance through the following programs: Newcomer Program one hour a day, EL Instructional Assistants supporting students individually and in small groups with core curriculum, Open Court Intervention with classroom teacher, Jumpstart summer program for K-3, volunteers trained to support students with Read Naturally and Accelerated Reader, after school small group tutoring, family outreach and counseling and the opportunity to enroll in our academy classes with an extended day and an extended year.

## Parent Involvement

Hamilton Meadow Park School greatly benefits from its supportive parents who are active in meaningful roles as leaders on the Site Leadership Team, in the PTA, on the English Learners Advisory Committee and also serve on numerous district committees, such as, the Diversity Advisory Committee, the District English Learners Advisory Committee, and the District Budget Advisory Committee. The school has a strong base of parents who serve in numerous volunteer positions: in classrooms, supporting special programs, in the computer lab, on the playground, in the garden, on field trips, and for special events. Fathers participate in the Watch D.O.G.S. (Dads of Great Students) Program, by volunteering at least one day a year. Parents also help with writing grant proposals, maintaining our website and the planning of our Enrichment Program. They coordinate several major events every year, such as: The Welcome Coffee, the Harvest Festival, International Night, and fundraisers, the Book Fair, Science Night and Authors Day. Parents are trained as art docents and reading mentors. At least twice annually, parents invest time working on campus beautification projects. We have a parent volunteer coordinator who helps interested parents find appropriate placements.

Interested individuals may contact our Officer Manager, Patty Ravetti at (415) 883-4691.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

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

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	62	63	65	64	65	67	52	54	56
Mathematics	71	72	67	61	60	61	48	50	51
Science	77	75	70	67	69	73	54	57	60
History/Social Science	*	*	34	57	59	58	44	48	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	67	61	73	58
School	65	67	70	34
African American/ Black	44	42	*	*
American Indian	*	*	*	*
Asian	86	86	*	*
Filipino	*	*	*	*
Hispanic or Latino	53	58	54	20
Pacific Islander	*	*	*	*
White	83	81	89	61
Males	64	66	64	29
Females	66	67	75	39
Socioeconomically Disadvantaged	54	59	58	19
English Learners	47	58	44	*
Students with Disabilities	54	56	17	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2009-2010
Year in PI (2012-13)	Year 2	Year 3
# of Schools Currently in PI	-	5
% of Schools Identified for PI	-	29.41%

API School Results			
	2009	2010	2011
Statewide	8	7	8
Similar Schools	8	9	9
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-2	11	-11
Hispanic or Latino			
Actual API Change	17	17	-7
White			
Actual API Change	3	-6	-7
Socioeconomically Disadvantaged			
Actual API Change	14	16	-4
English Learners			
Actual API Change	19	32	-8
Students with Disabilities			
Actual API Change	-	101	-

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	499	845	5,716	839	4,664,264	788
Black or African American	32	743	202	724	313,201	710
Asian	21	933	281	927	404,670	905
Hispanic or Latino	258	800	1,814	751	2,425,230	740
White	172	914	3,046	885	1,221,860	853
Socioeconomically Disadvantaged	296	799	1,980	744	2,779,680	737
English Learners	233	808	1,339	726	1,530,297	716
Students with Disabilities	83	734	732	658	530,935	607

## Physical Fitness (School Year 2011-12)

In the spring of each year, Novato Unified schools are required by the state to administer a physical fitness test to all students in grade five, seven and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.4%	31.9%	29.2%
7	14.8%	27.8%	25.9%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Adequate Yearly Progress (School Year 2011-12)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## Teacher Assignments

Novato Unified recruits and employs the most qualified credentialed teachers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2011-12 school year, the most current data are reported.

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.

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	29	39	44	439
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	85.2%	14.8%
District	84.8%	15.2%
High-Poverty Schools in District	84.6%	15.4%
Low-Poverty Schools in District	88.5%	11.5%

## Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Qualifying tenured teachers may be on a five-year evaluation cycle.

Evaluations are conducted by the principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Lesson and Curriculum Planning; Effective Elements of Teaching that Positively impact Student Learning and the Learning Environment; Student Learning; and Professional Effectiveness.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

## School Leadership

Leadership at Hamilton Meadow Park School is a responsibility shared between district administration, the principal, an assistant principal, Dean of Students, instructional and classified staff, students, and parents. Steve Hospodar, Hamilton's principal, has been part of the administration team at Hamilton for the past six years. Mr. Hospodar has 13 years of experience in the Novato Unified School District, seven years as a teacher. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure that instructional programs are consistent with students' needs and comply with district goals and state standards.

The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Teachers differentiate the curriculum to meet the unique learning needs of their students, including English Language Learners, Gifted and Talented, and special education students. An after-school Homework Club for 1st – 8th grade students and intervention classes for 2nd – 8th grade students were established to provide additional support.

Purpose/Role of Leadership Team: The leadership team guides comprehensive school-based programs. The team's major responsibility is the development of the single school plan and allocation of Site Improvement, categorical and discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. The Board annually reviews and approves all school plans.

The main focus of the leadership team's collaborative decisions and discussions is the development of ways to support student learning. Team members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they develop and model effective group processes that can be emulated by students and staff.

Leadership team roles and responsibilities do not extend to specific or confidential matters related to personnel, nor to school site management relative to the daily operation of the school and student discipline or established curriculum prescribed by the Board of Trustees.

At Hamilton Meadow Park School, the school leadership team is constituted to ensure parity between the principal, classroom teachers and other classified personnel, while the other half of the team is comprised of parents/guardians of students attending the school and/or community members.

## Substitute Teachers

The Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Hamilton Meadow Park School. When a substitute teacher is not available for an absent teacher, Hamilton's RSP Teacher, credentialed literacy coach, Assistant Principal or Principal assumes the role of substitute.

## Staff Development

The areas of focus were selected to adequately address closing the achievement gap for all learners. A teacher survey identified the need to hone skills in standards-based instructions by increasing their ability to differentiate the curriculum, including flexible groupings and a variety of intervention models. The entire professional staff has attended Professional Learning Communities' workshops and several teachers attended a TurnAround Schools' workshop, while others visited a KIPP Academy and schools implementing the TurnAround Schools' philosophy. Staff invested hours individually and in grade level groups to analyze disaggregated data, align and map curriculum and assessments with state standards, and plan interventions. Teachers implemented the Measure of Academic Progress Assessments to monitor student progress and inform instruction.

## School Facilities

All of our staff at Hamilton Meadow Park School maintain the district goal of providing facilities and learning environments that are healthy, safe, attractive, functional and well maintained. Hamilton Meadow Park School is comprised of 31 classrooms, one multipurpose room/cafeateria, one library, two staff lounges, one computer lab, an art/music room and two large playgrounds and two baseball fields. Hamilton Meadow Park School is expanding to accommodate the growth that has occurred over the past nine years, including expanding to a K-8 model. Several new buildings will be completed and occupied in the 2012-2013 school year, these include; a new gymnasium, cafeteria, locker rooms with lockers, indoor/outdoor stage, administration building, multi-media center including a computer lab, music room, science room and two new kindergarten classrooms.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe learning environment. The district governing board has adopted cleaning standards for all schools in the district.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priorities are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 01/06/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			



Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. During the 2011-12 school year, the district contribution to deferred maintenance was \$263,400. The State 2009-10 budget gave schools the flexibility not to make a contribution to the Deferred Maintenance program for 2009-10 through 2012-13 and the NUSD Board of Trustees chose this flexibility option 2009-2011.

Between 2002 and 2008, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Hamilton Elementary including:

- Improved fire alarm & signal system
- Paved kindergarten area
- Replaced roofing
- Heating system upgraded
- Upgraded electrical system/exterior lighting
- Classrooms/library modernized
- Restrooms renovated
- Repaired and painted exteriors
- Site accessibility addressed per (ADA) requirements
- Fire Access Road

Future projects include: Site master plan, a new gymnasium and administration building, and playing field renovations.

## Safe School Plan

Safety of students and staff is a primary concern of Hamilton Meadow Park School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 2011 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Each staff member understands his/her role as a Safety Worker during any sort of emergency. The staff has been trained in CPR, First Aid and Search and Rescue. We have a practiced procedure for student release in case of emergency. Our PTA has been essential in stocking and updating our disaster bin and working closely with the Red Cross to identify a shelter in case of disaster. All student emergency cards identify the proper persons to whom students may be released. During any sort of emergency, the Principal and Office Manager maintain use of radio/cellular phones in order to carry out directives of the Superintendent, Police Department or Fire Department. Parents are advised of safety procedures through newsletters, through our call system and participation in emergency drills.

Fire drills are conducted on a monthly basis throughout the school year. Lockdown drills are held three times a year and disaster drills are held twice a year.

Students are supervised before and after school by classified staff, an assistant principal and the principal. Parent volunteers, assistant principal and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. All visitors are required to sign in at the office and obtain a visitors badge to be worn during their visit. All staff members support safety on school grounds by reporting any dangerous behaviors and by asking all visitors who are not wearing a visitor or volunteer badge to proceed to the office to check in. Board Policy 1250: Visitors/Outsiders are available on the district website.

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$40,232	\$40,656
Mid-Range Teachers	\$59,454	\$64,181
Highest Teachers	\$76,501	\$82,486
Elementary School Principals	\$99,503	\$102,165
Middle School Principals	\$117,572	\$108,480
High School Principals	\$127,518	\$117,845
Superintendent	\$185,428	\$181,081
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.1%	40.0%
Administrative Salaries	7.1%	5.8%

## School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2009-10 financial statements.

Average Teacher Salaries	
School & District	
School	\$62,947
District	\$61,572
Percentage of Variation	2.23%
School & State	
All Unified School Districts	\$66,336
Percentage of Variation	-5.11%

## District Expenditures (Fiscal Year 2010-11)

Novato Unified spent an average of \$5,951 to educate each student, based on 2010-11 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,855
From Supplemental/Restricted Sources	\$1,025
From Basic/Unrestricted Sources	\$4,830
District	
From Basic/Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-11.46%

## District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, the school receives categorical funds and other support programs:

### Categorical Programs: Federal

#### • Title I:

Funding supports eligible schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

#### • Title II:

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

#### • Title III:

The purpose of this program is to assist English learners acquire English and achieve grade-level standards.

#### • Special Education Program:

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

### Categorical Programs: State

#### • Economic Impact Aid - English Learner Program (EIA-LEP):

Provides supplemental funding to support programs and services for English learners.

#### • Economic Impact Aid - School Compensatory Education (EIA-SCE):

Helps meet the needs of educationally disadvantaged youth who have yet to meet grade level proficiency in California Content Standards.

#### • Tier III State Categorical Flexibility

The 2008-09 Budget Act gives LEA flexibility to transfer funds from identified programs for other educational purposes. Tier III Programs include:

- Adult Education
- Arts and Music Block Grant
- CAHSEE Intervention Grants
- Community Based English Tutoring (CBET)
- Gifted and Talented Education (GATE)
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- Targeted Instructional Improvement Block Grant

#### • Other Revenue Sources:

##### • Parcel Tax Funding:

Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.

##### • Marin Community Foundation/Joanne & Peter Hass Jr. Fund - Early Childhood Success:

Grant to promote success for Pre-K to third grade students.

##### • Microsoft Settlement Education Technology K-12 Voucher Program:

Funds are used to implement and support educational technology that fosters effective teaching and promotes student achievement in eligible schools.

## Measure A Facilities Bond

### Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play
- all schools had their athletic fields renovated

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of computer connection for students and staff

## A+ for Kids Parcel Tax

### **A+ for Kids Parcel Tax Funding:**

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$4,290,229 million per year to our schools in 2011-12.

Thanks to the Parcel Tax Funds, NUSD is able to:

- Minimize layoffs for qualified and experienced teachers and school employees
- Avoid significant increases in class sizes in all grades
- Maintain outstanding instructional programs that help students succeed, such as competitive science and math programs
- Maintain computers and classroom technology
- Keep school libraries open and staffed
- Protect programs and services that help students qualify for college and prepare students for good jobs
- Protect music, art, and athletic programs that provide a well-rounded education for district kids
- Keep school counselors

## Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Governing Board Members

During 2012-13 school year, the members of the Board of Education are as follows:

- Maria Aguila
- Debbie Butler
- Cindi Clinton
- Thomas Cooper
- Derek Knell
- Ross Millerick
- Shelly Scott

