SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
- To view this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

School Profile (School Year 2017-18)

Hamilton K-8 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 residential community as well. In the early 1990s, Hamilton’s student enrollment topped 600 and then dropped drastically as the Hamilton Air Force Base was closed. Recently we have experienced a period of dramatic growth that began when the City of Novato initiated redevelopment of the former air force base. In the 2016-17 school year, our numbers have leveled off and approximately 626 students were enrolled at Hamilton K-8 School in grades K-8.

During the 2016-17 school year, Hamilton housed 29 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 a robust 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 Kindergarten – 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. New to our program is Mentor Me Hamilton, a one to one mentoring program.

After school enrichment opportunities are available for all students, K-8. Enrichment opportunities include CLUB AVID. CLUB AVID is a college-focused after school program for students in grades 4th through 8th that incorporates and uses Project Based Learning as a vehicle to teach students about college opportunities and to help students develop a plan to achieve college entry. Additionally, other enrichment opportunities are available through Electivity. Electivity provides enrichment opportunities for all grade levels. Electivity provides 3 six week sessions that offer activities such as golf, Spanish, Zumba, chess, rock band, etc. Hamilton School also provides 1 to 1 mentoring for students who would benefit from developing a stronger connection to an adult from our community who can provide a student a positive example of success.

Hamilton K-8 School outlines five goals for academic achievement and two goals for community and culture in our single school plan:

- **Academic Achievement**
• Maximize student success by ensuring a seamless transition to the new Common Core State Standards with an emphasize on creativity, communication, collaboration and critical thinking.
• Integrate English Learners into the educational environment
• Provide additional support necessary to ensure success for all students; incoming and current
• Provide innovative educational opportunities to meet student needs
• Provide our students with the skills and tools to become 21st century learners

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

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, one to one mentoring, counseling and family outreach. We monitor student progress by analyzing 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.

Mission Statement
Hamilton K-8 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.

Principal’s Message
I would like to extend a warm welcome to Hamilton K-8 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.

Enrollment By Grade (School Year 2016-17)
This chart illustrates the enrollment trend by grade level for the past 3 school years.

<table>
<thead>
<tr>
<th>Enrollment Trend by Grade Level</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65</td>
<td>78</td>
<td>73</td>
</tr>
<tr>
<td>1st</td>
<td>91</td>
<td>59</td>
<td>66</td>
</tr>
<tr>
<td>2nd</td>
<td>82</td>
<td>95</td>
<td>61</td>
</tr>
<tr>
<td>3rd</td>
<td>92</td>
<td>81</td>
<td>93</td>
</tr>
<tr>
<td>4th</td>
<td>90</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>5th</td>
<td>83</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>6th</td>
<td>60</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>7th</td>
<td>62</td>
<td>57</td>
<td>62</td>
</tr>
<tr>
<td>8th</td>
<td>61</td>
<td>63</td>
<td>54</td>
</tr>
</tbody>
</table>

Enrollment By Ethnicity Or Student Group (School Year 2016-17)
This chart illustrates the enrollment trend by ethnicity or student group.

<table>
<thead>
<tr>
<th>Enrollment by Student Group</th>
<th>2016-17</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>9.4%</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.3%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>61.2%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>22.0%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.6%</td>
<td></td>
</tr>
<tr>
<td>EL Students</td>
<td>37.7%</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>67.1%</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6.7%</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

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 Assignment
The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

<table>
<thead>
<tr>
<th>Teacher Credential Status</th>
<th>School 15-16</th>
<th>School 16-17</th>
<th>School 17-18</th>
<th>District 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Credentialed</td>
<td>34</td>
<td>33</td>
<td>31</td>
<td>402</td>
</tr>
<tr>
<td>Without Full Credentials</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 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 semester or year.
School Facilities (School Year 2017-18)

All of our staff at Hamilton K-8 School maintains the district goal of providing facilities and learning environments that are healthy, safe, attractive, functional and well maintained. Hamilton K-8 School is comprised of 37 classrooms, a gymnasium with locker rooms, indoor/outdoor stage, cafeteria, new administration building, a multimedia center with a computer lab and library, a science lab, two dedicated music rooms, staff lounge, two additional kindergarten rooms, four large playgrounds and two baseball fields. Track and field disciplines were added this year; they include shot put, high jump and long jump.

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. The chart displays the most recent facilities inspection conducted. The data in the chart was collected in December 2017. 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 in the process of remediation.

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 2016-17 school year, the district contributed $262,484 to deferred maintenance programs which is equal to .304% of the total General Fund expenditures plus other outgo. Although no longer a requirement under LCFF, the NUSD Board of Trustees continues to provide funding to the Deferred Maintenance program. The State’s 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 2009-11.

In November 2016 the Bond Measure passed in the amount of $222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

Instructional Materials (School Year 2017-18)

On October 3, 2017 Novato Unified held a public hearing on October and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Curriculum & Instruction. All materials, including those approved for use by the State, 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. The chart displays information collected in October 2017 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Subject</th>
<th>Publisher</th>
<th>Adoption Year</th>
<th>Sufficient</th>
<th>% Lacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th-8th</td>
<td>Algebra I</td>
<td>Holt McDougal</td>
<td>2009</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Algebra Readiness</td>
<td>America’s Choice</td>
<td>2009</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Algebra Readiness</td>
<td>Holt McDougal</td>
<td>2009</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>K-5</td>
<td>English Language Development</td>
<td>National Geographic / Hampton Brown</td>
<td>2001</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>English/Language Arts</td>
<td>Holt McDougal</td>
<td>2003</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>4th-8th</td>
<td>English/Language Arts</td>
<td>Houghton Mifflin- Reading</td>
<td>2003</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>K-5</td>
<td>English/Language Arts</td>
<td>McGraw-Hill</td>
<td>2003</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>8th</td>
<td>Foreign Language</td>
<td>Holt McDougal</td>
<td>2004</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Geometry</td>
<td>Holt McDougal</td>
<td>2010</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>K-5</td>
<td>History/Social Science</td>
<td>Pearson Scott Foresman</td>
<td>2006</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>History/Social Science</td>
<td>TCI</td>
<td>2006</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Mathematics</td>
<td>Holt McDougal</td>
<td>2009</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>K-5</td>
<td>Mathematics</td>
<td>Houghton Mifflin- California Math</td>
<td>2009</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>K-5</td>
<td>Science</td>
<td>Delta Education: Foss</td>
<td>2008</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>6th-8th</td>
<td>Science</td>
<td>Glencoe/McGraw Hill- Science Focus</td>
<td>2008</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).
Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

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

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)
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.

The table below shows the percentage of students in the healthy fitness zone for each grade level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Four of Six Standards</th>
<th>Five of Six Standards</th>
<th>Six of Six Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>16.9%</td>
<td>30.1%</td>
<td>20.5%</td>
</tr>
<tr>
<td>7</td>
<td>18.3%</td>
<td>35.0%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

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

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 school site.

Parent Involvement (School Year 2017-18)
Hamilton K-8 School greatly benefits from its supportive parents who are active in meaningful roles as leaders on the Site Leadership Team, PreK-3 Collaborative, PTA, School Advisory Committee, and on the English Learners Advisory Committee (ELAC). 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, Grateful Gathering, International Night, and fundraisers, the Book Fair, and Science Night. 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.

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 K-8 School at 415-883-4691.

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

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

Discipline and Climate for Learning
Students at Hamilton K-8 School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Hamilton K-8 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. In addition, our behavior expectations are displayed in all classrooms.

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 are exhausted.

<table>
<thead>
<tr>
<th></th>
<th>Suspensions</th>
<th>Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>1.66</td>
<td>3.00</td>
</tr>
<tr>
<td>District</td>
<td>2.71</td>
<td>2.57</td>
</tr>
<tr>
<td>State</td>
<td>3.79</td>
<td>3.65</td>
</tr>
</tbody>
</table>

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 “No Bullying Solution Team” Program to help students develop stronger citizenship skills and help solve conflict. We have an active Leadership class, mentored by one classroom teacher. Leadership members and class representatives provide leadership by organizing spirit days, coat and food drives, and UNICEF collection. Students also provide service to the school through the Peer Court Program. Students are recognized for their achievements by their classroom teacher and school-wide staff throughout the year.

Safe School Plan (School Year 2017-18)
Safety of students and staff is a primary concern of Hamilton K-8 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 in September 2017 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, Assistant 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.

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.

Staff Development
The Staff Development plan for the 2017-2018 school year provides teachers with a personalized approach to instructional design. Teachers are supported through a year-long inquiry to deepen their knowledge of the Common Core State Standards as well develop their skills in a variety of focus areas. Ultimately, the inquiry groups are intended to support teachers’ ability to differentiate the curriculum, including flexible groupings and a variety of intervention models. 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.

Federal Intervention Program (School Year 2017-18)
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objectives targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

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

Counseling & Support Staff
(School Year 2016-17)
It is the goal of Hamilton K-8 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 K-8 School.

<table>
<thead>
<tr>
<th>Counseling &amp; Support Services Staff</th>
<th>Number of Staff</th>
<th>Full Time Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Librarian/library media teacher</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Outreach Consultant</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>Resource Specialist</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Speech/Language Specialist</td>
<td>2</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Individualized Instruction
Hamilton K-8 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
Hamilton K-8 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.

English Language Learners
Hamilton K-8 School offers our English Language Learners (ELL) assistance through the following programs: Learning Center, EL Instructional Assistants supporting students individually and in small groups with core curriculum, Guided Language Acquisition Development strategies (GLAD), Pearson’s Language Central intervention and CCT strategies with classroom teacher, District wide summer program for students with CELDT levels 1 and 2, volunteers trained to support students with Read Naturally and Accelerated Reader, after school small group tutoring, family outreach and counseling.

Hamilton Meadow Park Elementary
Published: January 2018
Gifted and Talented Education (GATE)

As a district, our goal is to provide support to teachers and schools so that every student is challenged and makes significant progress during each school year. GATE is a district designed and funded program for highly capable students. NUSD does not receive an supplemental funding for our GATE program.

Novato has designed the GATE program with 5 principles in mind:

- Giftedness is dynamic and constantly changing.
- Giftedness is found among students from a variety of backgrounds.
- Student education is focused on student outcomes rather than practices.
- All educators are responsible for the education of students with gifts and talents.
- Services should be provided throughout the day in all environments based on their abilities, needs and interests.

Class Size

Average class sizes vary by grade level and subject area taught. Class size in grades K-3 is 22 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.

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

<table>
<thead>
<tr>
<th>Class Size Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Class Size</td>
</tr>
<tr>
<td>15 16 17</td>
</tr>
</tbody>
</table>

By Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>K 22 20 18</th>
<th>1 23 20 22</th>
<th>2 21 20 20</th>
<th>3 23 20 23</th>
<th>4 30 28 25</th>
<th>5 28 27 27</th>
<th>6 25 24 18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 3 4</td>
<td>1 2 4 2</td>
<td>- 3 3 1</td>
<td>- 3 4 1</td>
<td>- 3 3 3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By Subject Area

<table>
<thead>
<tr>
<th>Subject</th>
<th>K 22 20 18</th>
<th>1 23 20 22</th>
<th>2 21 20 20</th>
<th>3 23 20 23</th>
<th>4 30 28 25</th>
<th>5 28 27 27</th>
<th>6 25 24 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7 6 3</td>
<td>4 4 4</td>
<td>- 3 4 1</td>
<td>- 3 4 1</td>
<td>- 3 3 3</td>
<td>- 3 3 1</td>
<td>- 3 3 1</td>
</tr>
<tr>
<td>Math</td>
<td>2 4 2</td>
<td>2 4 2</td>
<td>- 3 4 1</td>
<td>- 3 4 1</td>
<td>- 3 3 3</td>
<td>- 3 3 1</td>
<td>- 3 3 1</td>
</tr>
<tr>
<td>Science</td>
<td>23 22 20</td>
<td>2 2 3</td>
<td>4 4 4</td>
<td>- 3 4 1</td>
<td>- 3 3 3</td>
<td>- 3 3 1</td>
<td>- 3 3 1</td>
</tr>
</tbody>
</table>

Curriculum Development

All curriculum in the Novato Unified School District is developed in alignment with California State Standards and Frameworks. Curriculum is updated regularly to align with the state standards, district goals, and the statewide assessment program.

School Leadership

School Leadership

Leadership at Hamilton K-8 School is a responsibility shared between district administration, the Principal, and Assistant Principal, Dean of Students, instructional and classified staff, students, and parents. Steve Hospodor, Hamilton’s Principal, has been part of the administration team at Hamilton for the past 10 years. Mr. Hospodor has 17 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 the new Common Core State Standards 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 1st – 8th grade students were established to provide additional support.

Purpose/Role of the Site Council: The site council 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 site council 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 site council’s collaborative decisions and discussions is the development of ways to support student learning. Council 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.

Site council 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 K-8 School, the site school council 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.

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.

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 iPad cart per grade level in Kindergarten through Fifth grade. Each middle school student is provided with an iPad to keep and use throughout the school year to support their learning. A focus in Hamilton’s middle school is to provide a “flipped learning” model to maximize a student’s access to the curriculum and to his/her classroom teacher.

In addition, the Measure G Bond projects includes “One to World” Chromebooks for grades 3-12. In the 2017-18 school year, Chromebooks were distributed to all students in grades 5, 6 and 9.

Furthermore, a new computer lab with 31 computers was opened and 26 computers in the library are available for student use. One full-time Computer tech provide 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: Lexia, Ten-Marks, Xtra Math, Edmodo, Explain Everything, Rosetta Stone, Keynote, Kidspiration Reader, Kidspiration 2, Type to Learn 3, iPhoto, Apple Works, Timeline, PowerPoint, MS Word, and Excel.
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 or assistant 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.

Substitute Teachers

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites. There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee.

Teacher & Administrative Salaries (School Year 2015-16)

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 district’s 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.

School Site Teacher Salaries (Fiscal Year 2015-16)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

District Expenditures (Fiscal Year 2015-16)

Novato Unified spent an average of $10,437 to educate each student, based on (2015-16 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.

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Hamilton Meadow Park receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application)

Federal Programs:
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.

Additional Resources
Parcel Tax: Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.
Marin Community Foundation/Joanne & Peter Haas Jr. Fund - Early Childhood Success: Grant to promote success for Pre-K to third grade students.
Measure G Facilities Bond

Bond Projects

In November 2016, the Bond Measure passed in the amount of $222 million and is slated to be used for some updates and repairs to buildings, roofs, and systems. The remaining bond proceeds will be used to enhance, redesign and improve learning spaces to support teaching and learning necessary for 21st Century students including science and math classrooms, performing arts learning centers, multi-purpose rooms, libraries, playing fields and classroom technology. Additionally, funds are designated to improve the safety systems at all schools. Bonds will be issued in series beginning in 2017 through 2025 with 25-year maturities; short-term bonds with 5-year maturities will be issued to fund technology purchases.

District wide Projects:

Information Technology Classroom Toolkit – This project updates NUSD classrooms at all school sites with a standard IT package. The estimated project completion date is August 2019, and the current project status is in the Planning Phase.

Information Technology Infrastructure Update – This project upgrades the IT infrastructure at each NUSD school site, including new switching hardware, new copper/fiber cabling, and telecommunication closet upgrades. The estimated project completion date is still to be determined, and the current project status is in the Planning Phase.

Information Technology “One to World” Chromebooks – This project purchases a Chromebook for every 3rd through 12th grade student within NUSD. The project is set-up on a 3-year phased purchase schedule; the first purchase was completed for this year’s 5th, 6th and 9th grade students. The next purchase is scheduled for spring 2018, and the current project status is in the Execution Phase.

21st Century Flexible Furniture – This project purchases new “flexible furniture” in direct support of classroom Project-Based Learning (PBL) and will outfit 30% of all NUSD classrooms. The project is set-up for a phased approach: Phase 1 (completed) purchased new furniture and created a “showcase” of sample furniture at the Marinovation Center for hands-on observation and utilization trials. Phase 2 (in progress) researches and develops roll-out protocol, including selection of PBL-expert teachers to outfit their classrooms. The estimated project completion date is still to be determined, and the project status for Phase 1 is complete and Phase 2 is in the Planning Phase.

A+ for Kids Parcel Tax

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in May 2014 for 7 years for $251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over $4,167,402 million per year to our schools in 2016-17.

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