



**HEMET UNIFIED  
SCHOOL DISTRICT**  
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Hemet, California 92545  
(951) 765-5100

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# School Accountability Report Card

Reported for School year 2007-08

Published During 2008-09

## Hamilton Elementary School

www.hemetusd.k12.ca.us

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### Introduction

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### Hamilton's Mission Statement

The mission of Hamilton School K-8 is to create and maintain an environment that enables students to attain lifelong success. This environment will contribute to the student's academic, physical, and emotional needs. It is our goal to promote excellence in every student's achievement and character, leading each to become kind, productive individuals with a desire to learn.

### "Home of the Bobcats"

### About This School

Hamilton Elementary School, currently a K-8 school, is located in the high country of Anza. The school population is drawn from a rural environment, which includes Aguanga, Anza, and Garner Valley as well as the Cahuilla, Ramona, and Santa Rosa reservations.

Hamilton has a special enthusiasm and spirit that is enhanced by the local community involvement and support.

Hamilton Elementary School continues in its dedication to provide a curriculum aligned with Hemet Unified School District and California State Standards. Hamilton's staff believes that this institution is for and about young people and that everything done must be planned with an eye toward the effect every decision will have on students and their academic success.

### District Profile

Hemet Unified School District encompasses one incorporated city and numerous unincorporated communities within its 700+ topographically diverse square miles. We have 29 elementary and secondary schools with an enrollment of over 23,000 students. Agriculture still provides an important economic influence, as do other light and service industries. The rural flavor of the community still survives despite the rapid growth which has taken place in the area.

### Parent Involvement

Parents are involved through the following:

- School Site Council—5 school members/5 parents committee—5 times yearly
- English Learners—committee 5 times yearly
- GATE Parent Meeting—1 time each year
- Title I Meeting—1 time each year
- Back to School Night—fall
- Open House—spring
- Parent Classes—2 sessions offered throughout the year
- Principal's Breakfast with Parents—4 times a year
- PTA
- Band Concert—2 times a year
- Holiday Program (primary students)
- Spring Program (intermediate students)
- Monthly Awards Assemblies (personal invitations mailed)
- Parent Conferences (fall and spring)
- Growth and Development Information Preview (4th/5th grade parents)
- Daily Volunteering in Classrooms

For more information, contact the site Principal or Tena Canchola, Secretary at (951) 763-1840.

### School Enrollment by Grade Level

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2007-08:

Grade Level	Enrollment
Kindergarten	64
Grade 1	57
Grade 2	62
Grade 3	69
Grade 4	74
Grade 5	55
Grade 6	71
Grade 7	64
Grade 8	67
<b>Total Enrollment</b>	<b>583</b>

# Hamilton Elementary School

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## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			2006-07			2007-08					
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
Kindergarten	19.7	3			21.0	1	1		21.3	2	1	
Grade 1	16.0	3			19.0	2			19.0	3		
Grade 2	19.3	3			18.3	3			20.7	1	2	
Grade 3	20.3	2	1		19.0	4			17.5	4		
Grade 4	32.0		2		25.5		2		31.5		2	
Grade 5	32.3		1	2	33.0			2	33.0			1
Grade 6					27.0		1					
K-3	17.5	2			18.5	2						
4-8									32.0		1	

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
English	24.2	1	4		20.1	5	4	1	24.2	4	5	2
Mathematics	24.7	1	5		23.6	3	4	1	27.5	2	4	2
Science	28.0		3	1	24.1	2	5		32.6		2	3
Social Science	29.6		3	2	25.0	2	3		31.8		3	3

## Demographic Information

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Racial/Ethnic Category	% of Total Enrollment
African-American	1.54
American Indian or Alaska Native	6.17
Filipino	0.34
Hispanic or Latino	39.11
Pacific Islander	0.51
White (Not Hispanic)	51.11
Multiple or No Response	1.2
Socioeconomically Disadvantaged	72.0
English Learners	21.0
Students with Disabilities	11.0

## School Climate:

### School Safety

#### SB187 Safety Plan

Date the plan was last updated:

December, 2007

Date the plan was last reviewed with staff:

August, 2008

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Both certificated and classified staff members provide campus supervision. Communication among staff members is made possible by the use of short-wave radios and a public address system. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. They are provided with a visitor tag to wear while on school grounds. They must return to sign out at the office at the end of their visit.

Pursuant to state and District guidelines, Hamilton has a disaster preparedness plan and students participate in fire and earthquake drills.

Classrooms have posted evacuation charts, and are equipped with disaster packets and fire extinguishers. The School Safety Committee chairperson and custodian conduct monthly, campus-wide, safety inspections and twice yearly, the county fire marshal inspects the campus.

### School Discipline Practices

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated. Students who violate school rules may be suspended or expelled if necessary. The following table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	22.0	29.9	22.5	17.1	15.4	14.8
Expulsions	0.0	0.0	0.0	0.1	0.5	0.6

### Support Staff:

#### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	589
Library Media Teacher (paraprofessional)	1.0	
Psychologist	0.3	
Speech/Language/Hearing Specialist	0.6	
Resource Specialist (non-teaching)	2.0	

### School Facilities:

#### School Facility Conditions and Improvements

Hamilton Elementary was added to Hamilton School in 1987 creating a K-12 campus. On September 7, 1999, Hamilton Elementary School was separated from the secondary students creating a K-5 campus. In 2000-01, the sixth grade was moved to the elementary school. In 2005-06, the seventh joined the elementary campus. In August, 2006, a newly constructed building was added to the K-8 campus. It currently houses grades 4 – 8 and Special Education classes.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

#### Deferred Maintenance Fund

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district has budgeted \$932,691 for the deferred maintenance program. This represents .5% percent of the district's general fund budget.

#### New School Construction & Modernization Projects

Rancho Viejo Middle School opened in August 2008 with 1,400 students. Tahquitz High School Phase 2 Classrooms and Phase 3 Stadium are completed. Hemet High School Phase 1 Swimming Pool is under construction. Administration Remodel and Addition is in DSA and is scheduled to start construction in December 2008. The Hemet HS Weightroom is in DSA and scheduled for construction in April 2009. Acacia Middle School will undergo major classroom modernization using local funding. The project is in design and will start construction June 2009. Cottonwood Library projected is scheduled for January 2009 construction.

#### Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.



## School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. On June 19, 2008 facilities validation site visit was conducted at Hamilton Elementary School. Based on the field observations the following was found and the district has taken the appropriate action.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			One classroom grill was missing from exhaust fan.
Windows/Doors/Gates (interior and exterior)	X			One boy's restroom door deteriorated; hole in handicapped stall door in boy's restroom; one classroom adjust safety screen.
Interior Surfaces (walls, floors, and ceilings)			X	Several rooms have damaged and/or stained ceiling tiles; boy's restroom "spitwads" on walls an ceilings; two classroom carpet has many stains.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			One classroom exterior foundation, s/w corner is eroding.
Fire Safety	X			One fire extinguisher needs to be serviced.
Electrical (interior and exterior)	X			One classroom cracked switch plate; one classroom light diffuser missing.
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			One restroom caps missing on sink faucets.
Sewer	X			
Playground/School/Grounds	X			
Roofs	X			Three classrooms possible roof leaks.
Overall Cleanliness	X			One boy's restroom generally unclean; one classroom generally unclean.

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		



### Teachers:

#### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	28	30	28	1,058
Without Full Credential	2	1	1	45
Teaching Outside Subject Area of Competence	3	7	5	

#### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	2

## Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	88.0	12.0
<b>All Schools in District</b>	91.1	8.9
<b>High-Poverty Schools in District</b>	92.9	7.1
<b>Low-Poverty Schools in District</b>	78.3	21.7

## School Finance:

### Other Programs

To help ensure a quality education for all students, state and federal funding is provided to Hamilton Elementary School for the following special programs to supplement the core instructional program provided by the school District:

Program	Amount
Title I	\$128,543
School & Library Improvement Block Grant	\$17,983
EIA/LEP	\$54,117
ELAP	\$7,000
<b>Total</b>	<b>\$207,643</b>

## Teacher & Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the Certificated Salaries and Benefits Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$38,778	\$40,721
<b>Mid-Range Teacher Salary</b>	\$64,198	\$65,190
<b>Highest Teacher Salary</b>	\$84,864	\$84,151
<b>Average Principal Salary (Elem)</b>	\$102,266	\$104,476
<b>Average Principal Salary (MS)</b>	\$106,564	\$108,527
<b>Average Principal Salary (HS)</b>	\$113,768	\$119,210
<b>Superintendent Salary</b>	\$203,730	\$210,769
<b>% of Budget for Teacher Salaries</b>	41.4%	39.9%
<b>% of Budget for Administrative Salaries</b>	6.3%	5.5%



## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	\$6,220	\$1,065	\$5,155	\$52,911
<b>District</b>			\$5,080	\$62,751
<b>Percent Difference-School Site and District</b>			1%	(16%)
<b>State</b>			\$5,300	\$65,008
<b>Percent Difference-School Site and State</b>			(3%)	(19%)



## **Adopted Textbooks**

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board. The chart below outlines the adopted textbooks we use in our District.

### ADOPTED TEXTBOOKS K-8

Grade Level	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	June 2008
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	History-Social Science <i>for California</i>	Pearson, Scott-Foresman	2006	June 2007
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	English Now! V 1.3 English Now! V C L 4, 5, 6 Write Time, L 6, 7 – 1 <sup>st</sup> Ed.	LitConn, Inc. LitConn Inc. Teacher Created Mats	2003 2005 2004	Dec. 2006 June 2007 June 2007
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6-8	Mathematics	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell, a division of Houghton Mifflin	2008	June 2008
8	Mathematics	California Algebra Readiness	McDougal, Littell and Company	2008	June 2008
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	June 2007
7	Social Studies	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	June 2007
8	Social Studies	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	June 2007
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Health	Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
6-12	ELD	English Now, V 1.3 High Point	LitConn, Inc. Hampton Brown	2003 2001	Dec. 2006 June 2005

### Intervention Programs for Reading / Language Arts

4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005
4-7	Mathematics	California Math Triumphs	Glencoe/McGraw-Hill	2008	June 2008

## Curriculum and Instruction:

### Availability of Textbooks and Instructional Materials

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/7/2008 that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below.

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%

## Student Performance:

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

### CST Results for all Students Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06	07	08	06	07	08	06	07	08
ELA	31	35	39	39	39	43	42	43	46
Math	37	35	37	34	34	37	40	40	43
Science	18	19	32	28	32	39	35	38	46
History-Social Science	20	18	12	28	28	31	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## CST Results by Student Group Most Recent Year

This 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.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Math	Science	History-Social Science
American Indian or Alaska Native	24	21	*	*
Hispanic or Latino	26	29	29	4
White (not Hispanic)	51	45	38	18
Male	36	39	37	10
Female	41	34	26	14
Socioeconomically Disadvantaged	32	32	26	*
English Learners	10	18	15	0
Students with Disabilities	14	14	*	*

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)
5	9.1
7	23.7

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Accountability:

### Academic Performance Index

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

## API Ranks - Three Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	3	3	2
Similar Schools	1	2	1

## API Changes by Student Group

This table displays, by student group, the actual API changes in points added or lost, and the most recent API score.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All Students	23	-9	16	708
Hispanic or Latino	-4	-12	26	669
White (not Hispanic)	42	-3	19	748
Economically Disadvantaged	16	-18	16	675
English Learners	6	-42	31	612

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate—ELA	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percent Proficient—ELA	No	No
Percent Proficient—Mathematics	No	No
API	Yes	Yes

## Federal Intervention Program

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. Detailed information about PI identification can be found at the AYP Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2006-2007	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in PI		13
Percent of Schools Currently in PI		46.4

## Student Progress

Teachers meet twice monthly in grade level groups to discuss the pacing of lessons and curriculum embedded assessments that are given every 6 – 8 weeks. Those students performing below grade level are provided daily intervention assistance in Language Arts and Mathematics.

Teachers in grades 2 – 8 are provided with CST scores in August so those students performing at Far Below Basic, Below Basic and Basic can be identified and targeted during the school year. Yearly progress is reported to the Site Council, English Learner Advisory Committee and the community through "Breakfast with the Principal" and community events.

## Instructional Planning and Scheduling:

### Professional Development

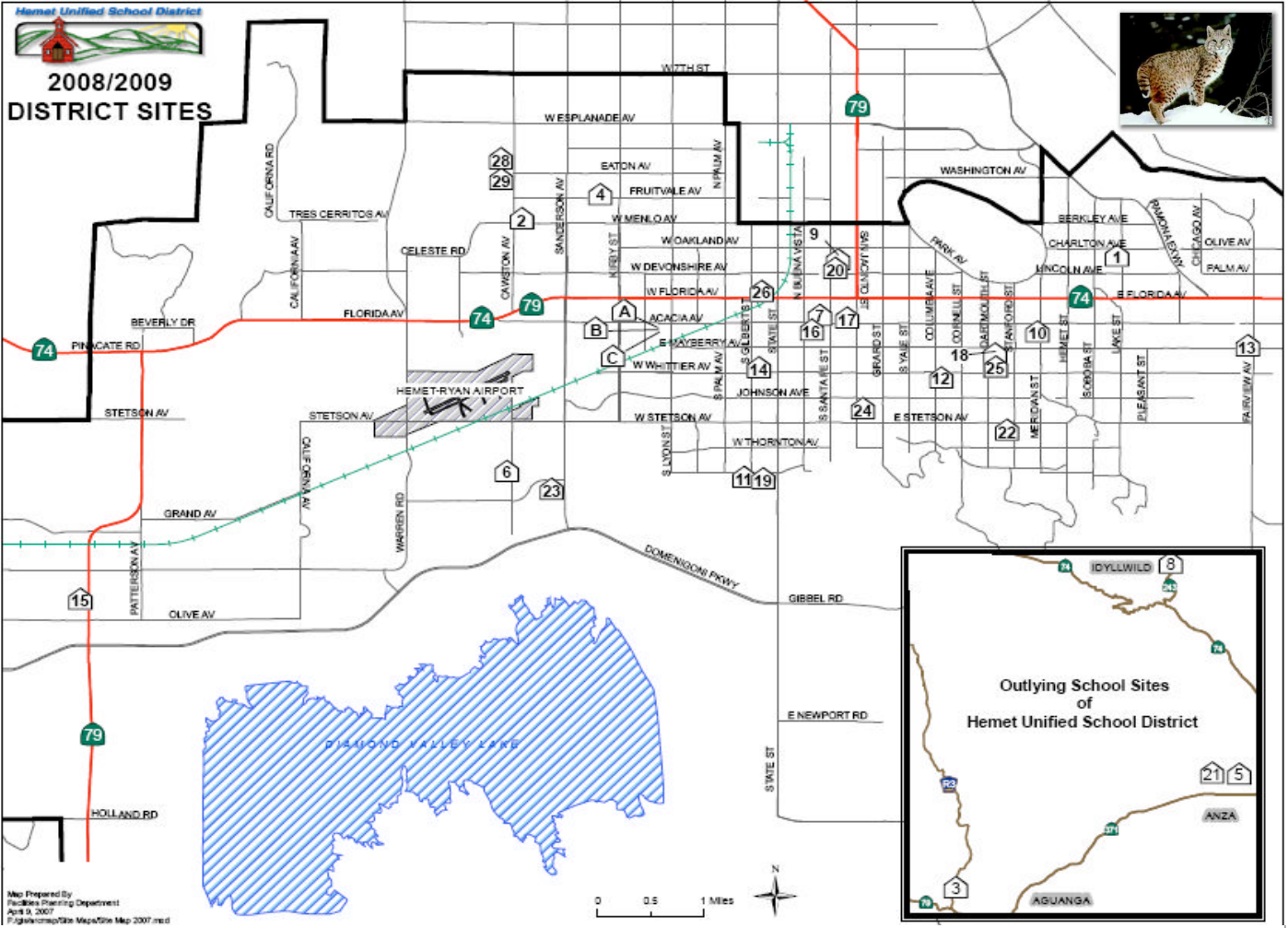
The school district provides all staff members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as SB472 Language Arts and Mathematics, AB430 Administrative Training, AB 2913 English Learner Authorization, BTSA Induction Support for year one and year two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, four BTSA induction support providers, five academic coaches in language arts and mathematics, and five Reading First coaches provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight-hour clerk to coordinate district professional development. The District has a professional development calendar on the website for the 2008-09 school year.





# Hamilton Elementary School



Site	Number
Bautista Creek	1
Cawston	2
Cottonwood	3
Fruitvale	4
Hamilton Elem	5
Harmony	6
Hemet Elem	7
Idyllwild	8
Jacob Wiens	9
Little Lake	10
McSweeney	11
Ramona	12
Valle Vista	13

Site	Number
Whittier	14
Winchester	15
Preschools	16
Acacia MS	17
Dartmouth MS	18
Diamond Valley MS	19
HAAAT Charter School	20
Hamilton HS	21
Hemet HS	22
West Valley HS	23
Adult Education	24
Esperanza Teen Mother	24
Alessandro HS	24

Site	Number
The Family Tree Learning Center	25
21st Century Site	25
Helen Hunt Jackson	25
H.E.L.P. School	26
Tahquitz HS	28
Rancho Viejo MS	29
Nutrition Center	A
Professional Development Academy	B
Professional Development Center	C