

# Hamilton High School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Cris Oseguera
E-mail Address	coseguera@husdschools.org
Web Site	<a href="http://www.husdschools.org">www.husdschools.org</a>
CDS Code	11765621133701

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	530.826.3261
Superintendent	Charles Tracy
E-mail Address	<a href="mailto:ctracy@husdschools.org">ctracy@husdschools.org</a>
Web Site	<a href="http://www.husdschools.org">www.husdschools.org</a>

### School Description and Mission Statement (Most Recent Year)

Hamilton High School, with a 2014-2015 current enrollment of 290 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees.

As a comprehensive high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our core curriculum offerings in Math, English, Science, and the Social Sciences.

We are fortunate to offer a varied amount of co-curricular and extra-curricular activities at Hamilton High. Many of our students participate in our Future Farmers of America (FFA) program, which is recognized as one of the finest in the North state area. Additionally, we annually have a theatrical play, a band program, and offer the following sports- volleyball, football, cross country, cheer, basketball, soccer, track, baseball, and softball. We are pleased to state that our sports teams and student-athletes are recognized as competitive with sportmanship and quality behavior and play as the main themes for our teams and players.

School and student safety are paramount for our students and staff at Hamilton High. The administrator consistently supervises campus throughout the day and, along with the athletic director, can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations are conducted to enhance the preparedness of our staff and students.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard that often serves as a main focal point for student interaction.

The mission of the faculty, staff, and administration of Hamilton High School is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

**Student Enrollment by Grade Level (School Year 2013-14)**

Grade Level	Number of Students
Grade 9	67
Grade 10	89
Grade 11	63
Grade 12	51
Ungraded Secondary	
<b>Total Enrollment</b>	<b>270</b>

**Student Enrollment by Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.0
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.0
White	26.3
Two or More Races	1.1
Socioeconomically Disadvantaged	65.6
English Learners	10.0
Students with Disabilities	9.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	15	15	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	4	3	3	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	4	5	
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.56	2.44
High-Poverty Schools in District	97.56	2.44
Low-Poverty Schools in District	0.00	0.00

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	High Point, 2002 Writer's Inc., 2003 The American Reader, 2007	No	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	CPM-Core Connections, Integrated 1, 2014 The Practice of Statistics, 2002 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003 Discovering Geometry, 2004 Algebra II: Applications, Equations, Graphs, 2007	Yes	0%
<b>Science</b>	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology: The Dynamics of Life, 2007 Intro to Plant Science, 2002 Chemistry: Concepts & Applications, 1999 Holt's Essentials of Human Anatomy & Physiology, 2005	No	0%
<b>History-Social Science</b>	U.S. Government: Democracy in Action 2006 America, Pathways to the Present 2003 Economics: Principles in Action 2004 World History: Connections to Today 2004 By The People, A History of the United States, AP Edition- Pearson, 2015	No	0%
<b>Foreign Language</b>	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
<b>Health</b>			0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Meets State Standards		0%

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton High School, with a current enrollment of 292 students, is located in Hamilton City on a 23- acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014.

In September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the art fire and communications systems were installed. The Home Economics and Science rooms were modernized in the summer of 2008. In Spring Semester of 2014, a portable classroom building was added adjacent to the school cafeteria to accommodate additional math course sections.

School and student safety are very important at Hamilton High School. Administrators are out supervising the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire, and intruder/ terrorist.

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts.

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 8:00 P.M. on school days. Restrooms are cleaned daily and kept in good working order.

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 2013-2014 school year, the District budgeted \$64, 200 for the Deferred Maintenance Program.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month in which data were collected: October 20, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	60	44	43	44	45	39	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	43
Male	42
Female	43
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	
White	52
Two or More Races	
Socioeconomically Disadvantaged	41
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	39

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40	41	47	37	41	39	54	56	55
Mathematics	13	12	14	27	24	26	49	50	50
History-Social Science	42	40	45	42	37	37	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	5
Similar Schools	6	6	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-5	-4	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	8	11
Native Hawaiian/Pacific Islander			
White	-18	-44	54
Two or More Races			
Socioeconomically Disadvantaged	-1	2	5
English Learners	-48	-24	45
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 50% of our students are enrolled in Regional Occupation Program classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student's academic career at HHS. Hamilton High has always required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

Because we are a small school and district, our staff works closely to ensure student success. Valuable discussion occurs regularly to assist all student populations and class completion and course effectiveness is measurable. PowerPoint presentations, oral reports, and research skills are examples of some of the skills students are measured upon, in addition to gauging the effectiveness of our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Both Hamilton High and participate in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, and World Foods and Fiber. Courses conducted by ROP include: Forensics, Environmental Horticulture, Ag Careers, Ag Mechanics, Floral Design, Careers with Children, Digital Photography, and Web Design.

**Career Technical Education Participation (School Year 2013-14)**

Measure	CTE Program Participation
Number of pupils participating in CTE	208
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	73%

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	66.90
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	40.74

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	53	53	48	51	53	48	56	57	56
Mathematics	55	60	56	53	59	56	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	22	26	44	40	16
All Students at the School	52	22	26	44	40	16
Male	59	25	16	50	39	11
Female	44	20	36	38	42	20
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	59	23	17	47	44	9
Native Hawaiian or Pacific Islander						
White	35	22	43	35	35	30
Two or More Races						
Socioeconomically Disadvantaged	56	23	21	45	45	10
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services	67	17	17	33	61	6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.1	31.2	28.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

**Opportunities for Parental Involvement (Most Recent Year)**

Hamilton High staff believes that parent involvement is critical to our student’s success. Our school offers Back-to- School Night in the fall and Open House in the spring for parents to see what new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held in September and February each year as well, one of the few high schools to offer these conferences.

Parents are welcome to visit their student’s classes, take school tours, or visit with the Principal. A visitor’s pass and a class schedule can be obtained in the school office.

Parents participate in a wide variety of programs including Hamilton High Athletics, Boosters, FFA, and School Site Council, just to name a few. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or coseguera@hudschools.org for more information about getting involved in the school’s programs.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.8	4.8	0.0	6.3	7.1	5.5	14.7	13.1	11.4
Graduation Rate	98.18	95.24	98.77	92.19	92.86	93.41	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	94.51	84.56
Black or African American	0.00	0.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	96.55	92.42	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	109.09	104.35	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	108.16	98.31	82.58
English Learners	100.00	92.31	53.68
Students with Disabilities	166.67	200.00	60.31

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.6	2.2	4.0	5.0	5.0	5.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.00	0.6	0.1	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## School Safety Plan (Most Recent Year)

Hamilton High School continues to provide a safe and secure campus for students, employees, and visitors. All take pride in ensuring Hamilton High School remains a positive educational environment for all students. Our crime rate remains well below that of other schools in the area and significantly below high schools throughout the State. The District's School Safety Plan details Hamilton High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the office for public inspection.

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Faculty participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings.

Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

Our District, in the past, has employed a part-time school resource officer who worked closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district and school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	NOT in PI	In PI
First Year of Program Improvement	NOT in PI	2012-2013
Year in Program Improvement*	NOT in PI	Year 2
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.00

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17.9	10	5	0	19	10	5		17	11	5	
Mathematics	19.8	8	6	0	22	7	6		16	13	4	
Science	23.2	6	6	0	23	6	4		19	7	4	
Social Science	22.3	3	6	1	21	5	4	1	20	5	5	

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

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	270
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	.2	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	12689	3438	9252	67161
District	---	---	6196	\$62,129
Percent Difference: School Site and District	---	---	49.3	8.1
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	97.3	16.0

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School—these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP); ROP; Carl Perkins Vocational Education; Economic Impact Aid (EIA); CAHSEE Prep; Migrant Education; Agricultural Incentive Grant; and Career Tech education.

Funding from these sources allows Hamilton High School to offer CAHSEE support classes, assist new immigrant students, assist our migrant students and families, allow for us to have an increased number of agricultural class offerings, and offer nearly a dozen ROP courses.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,708	\$38,152
Mid-Range Teacher Salary	\$56,327	\$55,573
Highest Teacher Salary	\$73,495	\$71,908
Average Principal Salary (Elementary)	\$83,159	\$87,660
Average Principal Salary (Middle)	\$0	\$92,424
Average Principal Salary (High)	\$91,135	\$93,606
Superintendent Salary	\$105,000	\$116,538
Percent of Budget for Teacher Salaries	35	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science		---
Social Science	1	---
All courses	4	21.5

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Hamilton High School provides four full days and 13 minimum days of professional development, in addition to Professional Learning Community time each Monday. Focus areas for staff development for 2013-2014 are Safety, Aeries Analytics, EDI, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on STAR, CAHSEE and other mandated testing. It is also utilized as a PLC time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.