



# Hamilton High School

57430 Mitchell Rd. • Anza, CA 92539 • (951) 763-1865 • Grades 9-12

Mr. Dave Farkas, Principal

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<http://www.hamiltonbobcats.net>

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Hemet Unified School District

1791 West Acacia Ave.  
Hemet, CA 92545-3632  
(951) 765-5100  
[www.hemetusd.org](http://www.hemetusd.org)

#### District Governing Board

Mrs. Marilyn Forst  
Mr. Patrick Searl  
Mrs. Megan Haley  
Mr. Vic Scavarda  
Mr. Jim Smith  
Mr. Ross Valenzuela  
Mr. Joe Wojcik

#### District Administration

Dr. Barry L. Kayrell  
**Superintendent**  
Dr. Barry L. Kayrell  
**Superintendent**  
Dr. David Horton  
**Assistant Superintendent  
Educational Services**  
  
Dr. LaFaye Platter  
**Deputy Superintendent  
Human Resources**  
  
Vince Christakos  
**Assistant Superintendent  
Business Services**

### Principal's Message...

Welcome to the 2015 – 2016 school year! As the principal of Hamilton High School, I look forward to a fantastic school year. Hamilton High has had recent success both academically and athletically. I feel very privileged to be the leader of such a prideful community. Together we will continue to have success as we strive to attain many worthwhile school goals. These future goals include becoming Hemet Unified School District's highest academic school, improving our graduation percentage to 100%, implementing additional challenging college readiness courses, and preparing all of our students for college and careers.

Hamilton High has an incredibly dedicated staff. The staff is committed to serving all of Hamilton's students. In order to assist these passionate professionals and our kids, we must continue to build strong partnerships. It is through relationships, discipline, expectations and accountability where we will improve on what is already in place. The importance of a good start for our incoming freshman and new students is essential and begins in August at our fresh start orientation. Great schools have parental involvement and support. With a partnership between school and home, our students will be on track for success towards graduation and career.

Hamilton High will continue to create support programs as well as extra-curricular opportunities through sports and clubs. Our programs provide assistance to students who are attempting to raise their academic achievement and become involved in their school. We are privileged to have the resources to support our freshmen in developing asset and reducing risks, this program is referred to as BARR. BARR effectively monitors all of our freshman as they transition into high school through new social and academic challenges. High school is a memorable time in everyone's life, let's all commit to making these memories successful, positive and long lasting. We are all on the same team but it will take every single one of us to move Hamilton High to its true potential.

Students, we encourage you to participate in school activities. We are always looking out for your best interests as well as your progress towards success as young adults. A good start to a student's school year will require self discipline, preparation, hard work and respect for everyone at our school.

I look forward to working with all of you as we strive to achieve our goals. Have a great 2015 – 2016 school year!

Sincerely,

Dave Farkas  
Principal

Vision, Mission, & ESLRs

#### VISION STATEMENT

Hamilton High School will be a positive, respectful, safe, and collaborative learning environment that provides all students with rich and challenging educational opportunities that create and motivate an appreciation for learning while developing the skills necessary to lead productive adult lives.

#### MISSION STATEMENT

Hamilton High School is a learning community dedicated to fostering student success through a solid academic foundation and maximizing intellectual potential in each individual within an environment that nurtures student involvement in a variety of formative experiences.

## Hamilton's Expected Schoolwide Learning Results ESLRs (CATS)

Communicate effectively

Access, assimilate, and apply information through various means

Think critically and problem solve

Seek academic success through efficient organizational and time management skills

### School Profile

Hamilton, a comprehensive high school serving students in grades 9-12 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, and Mountain Center as well as the Cahuilla, Ramona, and Santa Rosa reservations.

Hamilton High School is dedicated to provide a curriculum aligned with Hemet Unified School District, and California State and Common Core 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 impact every decision will have on every student's personal growth and development as well as on their academic success.

### District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 21,157 students. Preschool centers at nine school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter high school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

### Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

### About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (951) 763-1865 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	70
Grade 10	86
Grade 11	86
Grade 12	84
<b>Total Enrollment</b>	<b>326</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	3.4
Asian	1.5
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	1.2
White	56.4
Two or More Races	0.6
Socioeconomically Disadvantaged	80.4
English Learners	7.7
Students with Disabilities	12.6
Foster Youth	0.3

## 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			
	13-14	14-15	15-16
<b>Hamilton High School</b>			
With Full Credential	23	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	2
<b>Hemet Unified School District</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
With Full Credential	◆	◆	1061
Without Full Credential	◆	◆	17
Teaching Outside Subject Area of Competence	◆	◆	57

Teacher Misassignments and Vacant Teacher Positions at this School			
	13-14	14-15	15-16
<b>Hamilton High School</b>			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.2	0.8
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	100.0	0.0

\* 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 2015-16)

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.

AB 1246, added Education Code Section 60210, which allows the district to use any instructional materials, not just state-adopted, as long as they are aligned with the academic content standards. The EC 60119 has a new section (e) with a reference to the Common Core State Standards (CCSS). The section states: "For the purpose of transitioning to instructional materials that are aligned with the common core academic content standards, it is the intent of the Legislature that textbooks, instructional materials, and supplemental instructional materials be deemed to be aligned with the content standards pursuant to subdivisions (a) and (c), and be deemed consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to subdivision (a) if the textbooks, instructional materials, supplemental instructional materials, or a combination of any such materials are aligned to the content standards adopted pursuant to Section 60605 or 60605.8." This addition means that materials aligned to either the 1997 standards or the 2010 CCSS standards for mathematics and English Language Arts are compliant with Williams Act requirements. In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 9-1-15 that each pupil, including English learners, in the district in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Adopted Textbooks				
Grade Levels / Title		Publisher	Edition	Adopted
Reading/Language Arts				
K-5	Open Court Reading	SRA/McGraw Hill	2002	5/02
6-8	Holt Literature & Lang Arts	Harcourt Brace	2003	5/02
9-12	Holt Literature & Language Arts	Holt, Rinehart & Winston	2003	6/03
English Language Development				
K-5	English Now! V 2.0	LitConn, Inc.	2007	12/06
6-12	English Now, V 2.0	LitConn, Inc.	2007	12/06
6-12	High Point	National Geographic	2001	6/05
Mathematics				
K-5	Scott Foresman - Addison Wesley enVisionMath - California	Pearson Scott Foresman	2010	6/08
6-8	McDougal Littell CA Math Course 1, Course 2, Algebra 1	McDougal, Littell (Houghton Mifflin)	2008	6/08
8	California Algebra Readiness	McDougal, Littell and Company	2008	6/08
8	California Pre-Algebra	McDougal, Littell and Company	2008	12/11
8-12	California Geometry	McDougal Littell	2007	6/08
9-12	Algebra 1	McDougal, Littell	2008	6/08
9-12	Geometry, Concepts and Skills	McDougal Littell	2005	6/08
9-12	Algebra 2	McDougal Littell	2007	6/08
9-12	Integrated Mathematics I & II	McDougal Littell	2002	5/04
9-12	PreCalculus with Limits, 5th Edition	McDougal Littell	2008	6/08
13	Calculus	Addison Wesley	1999	6/99
13	Trigonometry, 6th Edition	Turner, Brooks, Cole	2008	6/08

Adopted Textbooks				
	Grade Levels / Title	Publisher	Edition	Adopted
Social Science				
K-5	History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
6	History Alive! The Ancient World	Teachers' Curriculum Institute	2005	6/07
7	History Alive! The Medieval World	Teachers' Curriculum Institute	2005	6/07
8	History Alive! The United States Through Industrialism	Teachers' Curriculum Institute	2005	6/07
9	World Geography	McDougal Littell	2006	6/07
9	Health	Prentice Hall	2011	11/09
11	World History, The Modern World	Prentice Hall	2007	6/07
12	US History, Modern America	Prentice Hall	2008	6/07
13	Magruder's American Government / American Govt. 10th E. (AP)	Prentice Hall Houghton Mifflin	1992/1994	6/07 & 12/06
13	Economics, Principles in Action Economics, 7th Ed.	Prentice Hall South-Western	2001/20072005	6/07 & 12/06
13	Western Civilization	Thomson Learning, Inc.	2006	1/06
Foreign Language				
6-8	Dime! Uno	McDougal Littell	1997	
9-12	Deutsch Aktuell, 1, 2 & 3	Paradigm Publications	1998	7/01
9-12	Bienvenue, French 1	Glencoe	1998	7/00
9-12	A bord, French 2	McDougal Littell	2000	6/00
9-12	En voyage, French 3 & 4	McDougal Littell	2003	6/27
9-12	En español! 1 & 2	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo I (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas - Antología de Literatura en Español, Tomo II (AP)	McDougal Littell	2003	6/27
9-12	Abriendo Puertas (AP)	McDougal Littell	2003	6/27
----Science----				
K-5	Harcourt Science California Edition	Harcourt Brace	2001	3/01
6	Earth Science	Holt, Rinehart & Winston	2001	3/01
7	Life Science	Holt, Rinehart & Winston	2001	3/01
8	Physical Science	Holt, Rinehart & Winston	2001	3/01
9	California Earth Science	Prentice Hall	2006	6/08
10-12	California Biology	Prentice Hall	2007	6/08
10-12	Hole's Human Anatomy & Physiology	Glenco McGraw Hill	2010	6/08
10-12	Holt Physics California Edition	Holt	2007	6/08
12-13	Holt Modern Chemistry	Holt	2010	6/08
12-13	Astronomy - Journey to The Cosmic Frontier, 5th Edition	Glenco McGraw Hill	2008	6/08
12-13	Integrated Principles of Zoology	McGraw Hill	2006	1/06
----Health----				
K-5	Health and Fitness	Harcourt, Inc.	2006	7/05
6-8	Decisions for Health	Holt, Rinehart & Winston	2005	7/05
Visual & Performing Arts				
9-12	Music Appreciation	McGraw Hill	2000	12/01
9-12	Stage Makeup	Watson-Guption	1999	12/01
9-12	Simply 3D	Micrografx	1998	4/00

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

On September 7, 1999, Hamilton School opened its new \$13.5 million secondary campus addition, including a new football field with an all-weather track and one set of bleachers which accommodates approximately 500 spectators. Also included in the project was new softball and baseball fields, which like the football field is equipped with an artificial turf surface. Hamilton added sixteen classrooms, including two science labs, two computer labs with state-of-the-art instructional tools, an art classroom complete with kiln for ceramics. In addition, Hamilton has a gymnasium with shower and locker facilities, a weight room, a theatrical stage with professional sound/light systems, seating for approximately 300, and a dining hall with indoor/outdoor eating areas. Portable classrooms have been replaced with new rooms.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/8/2015

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			Outside drinking fountain not working
<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				Outside basketball court has many cracks and ruts on the surface.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

**2014-15 CAASPP Results for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
	ELA	38	33
Math	22	22	33

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

**CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	47	52	46	47	48	45	59	60	56

\* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	27.10	35.60	16.90

\* 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.

**2014-15 CAASPP Results by Student Group**

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	46
Male	54
Female	34
Black or African American	--
American Indian or Alaska Native	--
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	--
White	52
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	46
Foster Youth	--

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	84	82	97.6	40	21	27	11
Male	11		46	54.8	50	15	24	9
Female	11		36	42.9	28	28	31	14
Black or African American	11		1	1.2	--	--	--	--
American Indian or Alaska Native	11		1	1.2	--	--	--	--
Asian	11		2	2.4	--	--	--	--
Hispanic or Latino	11		30	35.7	50	20	20	7
Native Hawaiian or Pacific Islander	11		1	1.2	--	--	--	--
White	11		46	54.8	33	20	33	15
Socioeconomically Disadvantaged	11		67	79.8	45	24	22	7
English Learners	11		4	4.8	--	--	--	--
Students with Disabilities	11		13	15.5	85	0	15	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	84	82	97.6	55	23	17	5
Male	11		46	54.8	61	11	20	9
Female	11		36	42.9	47	39	14	0
Black or African American	11		1	1.2	--	--	--	--
American Indian or Alaska Native	11		1	1.2	--	--	--	--
Asian	11		2	2.4	--	--	--	--
Hispanic or Latino	11		30	35.7	63	27	10	0
Native Hawaiian or Pacific Islander	11		1	1.2	--	--	--	--
White	11		46	54.8	48	22	24	7
Socioeconomically Disadvantaged	11		67	79.8	58	21	16	4
English Learners	11		4	4.8	--	--	--	--
Students with Disabilities	11		13	15.5	92	8	0	0
Foster Youth	11		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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

Parent involvement opportunities are available to all parents at all schools. These offerings are available in both English and Spanish. These opportunities include, Parent Project® (secondary), Parent Project Jr.® (elementary), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parent Engagement Leadership Institute (PELI), and a district-wide PTA/ELAC community event, named, "Hemet Posada," and the District Curriculum Council.

Parent involvement opportunities are available to all parents at our school. These opportunities include, Booster and Advisory Committees, School Site Council, Back-To-School program, Parent/Teacher conferences, WASC Focus Groups, English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC) and individual BARR conferences. In addition to the on-site opportunities, parents have access to AERIES, our online student database with rights to view the areas of academic progress in each subject area and their daily attendance records. Our school website, hamiltonbobcats.net, is also available to parents which provides current information relevant to students, parents, staff, and the services we provide at Hamilton.

Parental Volunteerism is extensive and includes: fundraising, athletics, mentoring, tutoring, and committee participation.

The site addresses the six areas of parent involvement through their comprehensive school plan.

For more information, contact the site Principal, Mr. Dave Farkas at (951) 763-1865.

#### 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.

#### School Safety Plan

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Board approved: October 6, 2015



Per Board Policy 0450 and Education Code 32288, the school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286). Each school shall forward the safety plan to the Board for approval. (Education Code 32288). The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation. The Board shall approve the plan at a regularly scheduled meeting. A copy of the Safe School Plan is available at the school site.

The Comprehensive Safe School Plan includes data regarding California Healthy Kids Survey, 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 clean, safe, and secure teaching and learning environment is the highest priority to administration and staff. A disaster preparedness plan has been approved and exists for emergencies. Staff is trained in emergency procedures, including evacuation routes and safety checks. Supervision is assigned with the maximum coverage before and after school and at lunches. Walkie talkies provide communication on campus with administrators. The Riverside Sheriff and Fire Departments respond quickly to calls for assistance. In the event of a disaster, such as an earthquake during school hours, all students will be kept at school. They will not be released until a parent or parent designee arrives at the school to pick them up. Parents are requested to list their designees on the "Emergency Release" card sent home at the beginning of the school year. The office must be notified if home or business phone numbers are changed.

All school gates are closed right after the morning bell rings and opened when school lets out to minimize access on campus during school hours. All classroom doors are locked during instructional minutes to provide a more safe and secure campus. All visitors and volunteers are required to sign in at the office, state their business at the school, and show identification. Visitors also sign-in through our Lobbyguard security system where they are provided with a photo I.D. to wear while on school grounds. They must return to sign out at the office at the end of their visit.

The school's physical facility is well maintained. District personnel periodically examine the school's physical facility regularly and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to the school safety. The classrooms are monitored for safety and appearance by administration and individual classroom teachers, custodians and administration. The pupils take pride in the appearance of their school. This school year the school has upgraded a new surveillance system to better monitor the campus and promote safety.

Pursuant to state and District guidelines, Hamilton has a disaster preparedness plan and students participate in fire and earthquake drills as well as lock-down procedures and stay in place procedures. Classrooms have posted evacuation charts, and are equipped with disaster packets and kits as well as fire extinguishers. The School Safety Committee chairpersons conduct monthly, campus-wide, safety inspections and twice yearly, the county fire marshal inspects. The committee includes the plant manager, health clerk, school Resource Officer, a campus supervision aide, and the assistant principal.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	9.40	9.22	8.75
<b>Expulsions Rate</b>	0.26	0.28	0.58
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	6.90	7.29	6.95
<b>Expulsions Rate</b>	0.26	0.23	0.34
<b>State</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Suspensions Rate</b>	5.07	4.36	3.80
<b>Expulsions Rate</b>	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	20	
Percent of Schools Currently in Program Improvement	80.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	13	11	10	22	28	29	4	5	5			
Math	16	10	9	15	30	30	3					
Science	17	12	12	11	19	17	1	1				
SS	18	13	11	12	23	23	7	5	6	1		

\* 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 at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.33
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	165

\* 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

### Professional Development provided for Teachers

The school district provides certificated and classified members with opportunities for professional growth and training in a variety of programs and initiatives. The training provided through the Professional Development Academy allows teachers, administrators, and paraprofessionals to become highly skilled at providing quality leadership, instruction, and support to the district's students.

The focus of the Professional Development Academy has been on the implementation, support, and instructional improvement of California State Standards. The district's Educational Department, including Academic Coaches provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the Academic Coaches provide a variety of district and site based trainings based on data, principal feedback and, teacher survey results. Achievement data is used to determine site support and priorities for professional development opportunities. Teachers are provided with multiple opportunities throughout the school year and during the summer to participate in trainings. The PDA also supports our new teachers through our Center for Teacher Innovation (CTI) Induction Program and provides intensive coaching to support them in their new teaching assignment.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,161	\$43,165
Mid-Range Teacher Salary	\$66,464	\$68,574
Highest Teacher Salary	\$87,860	\$89,146
Average Principal Salary (ES)	\$118,248	\$111,129
Average Principal Salary (MS)	\$127,067	\$116,569
Average Principal Salary (HS)	\$135,629	\$127,448
Superintendent Salary	\$227,058	\$234,382
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,168	\$1,282	\$8,886	\$71,175
District	♦	♦	\$4,324	\$71,130
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			105.5	3.5
Percent Difference: School Site/ State			89.5	2.7

\* Cells with ♦ do not require data.

### Types of Services Funded

#### Title I

Provides additional support to students by providing additional counseling services, additional classroom supplies, and tutoring programs both before and after school.

#### LCFF

Provides smaller class sizes by providing funding for 6th period assignments. It also provides additional classroom supplies and programs.

#### OTHER PROGRAMS

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

- MAA (Medicare Admin Activities) -- \$1,279
- Supplemental/Concentration -- \$22,260
- Site Lottery -- \$13,640
- Title I -- \$57,637
- Spec Ed Federal Local Asst -- \$85,817
- Vocational Education -- \$20,982
- Title VII --Indian Ed -- \$8,790
- Medi-Cal Reimbursements -- \$350
- Special Education State/Local -- \$284,298
- Ag Incentive -- \$6,530
- Common Core State Standards -- \$19,881

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	25	22	51	35	14
All Students at the School	59	28	13	47	42	11
Male	58	28	13	42	42	17
Female	59	28	13	56	44	
Hispanic or Latino	76	15	9	48	39	12
White	48	36	17	45	43	12
Socioeconomically Disadvantaged	61	27	12	49	41	11

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Hamilton High School	2012-13	2013-14	2014-15
English-Language Arts	59	39	41
Mathematics	65	62	53
Hemet Unified School District	2012-13	2013-14	2014-15
English-Language Arts	46	35	38
Mathematics	46	39	39
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

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

Hamilton High School	2011-12	2012-13	2013-14
Dropout Rate	14.60	12.40	7.80
Graduation Rate	83.15	85.57	92.21
Hemet Unified School District	2011-12	2012-13	2013-14
Dropout Rate	12.80	12.80	11.60
Graduation Rate	79.64	79.00	81.46
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	329
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2014		
	School	District	State
All Students	90	81.62	84.6
Black or African American	100	67.84	76
American Indian or Alaska Native	100	80	78.07
Asian		87.5	92.62
Filipino		95.65	96.49
Hispanic or Latino	90	81.8	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	88.89	84.47	89.93
Two or More Races	100	71.05	82.8
Socioeconomically Disadvantaged	100	49.85	61.28
English Learners	50	45	50.76
Students with Disabilities	88.89	80.01	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.24
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	19.44

**2014-15 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science		♦
Social Science	3	♦
All courses	7	1.6

\* Where there are student course enrollments.

**Career Technical Education Programs**

The career technical educational programs offered at Hamilton High School include:

- Agriscience (floriculture)
- Computer Applications
- Computer Keyboarding

Multimedia

Construction

Business math

**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).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.