



Hamilton High School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Hemet Unified School District

1791 West Acacia Ave.
Hemet, CA 92545-3632
(951) 765-5100
www.hemetusd.org

District Governing Board

Ms. Stacey Bailey

Mr. Rob Davis

Mrs. Megan Haley

Mr. Gene Hikel

Mr. Vic Scavarda

Mr. Patrick Searl

Mr. Ross Valenzuela

District Administration

Dr. Christi Barrett
Superintendent

Mr. Darrin Watters
**Deputy Superintendent
Business Services**

Dr. Derek Jindra
**Assistant Superintendent
Human Resources**

Ms. Tracy Chambers
**Assistant Superintendent
Educational Services**

Dr. Karen Valdes
**Assistant Superintendent
Student Services**

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 School-wide 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, is a comprehensive high school located in the Anza Valley. Hamilton High serves students from several rural areas, including Aguanga, Anza, Gardner Valley, and Mountain Center as well as the Cahuilla, Ramona, and Santa Rosa reservations. Due to Hamilton's rural location, most students are transported to school via buses or their parents. Hamilton High utilizes curriculum aligned to California standards in English Language Arts, Math, and Science to promote students' high academic success and offers a small number of Advance Placement courses, CTE Pathways, Electives and Sports due to our small enrollment of approximately 300 students. Hamilton High has 34 highly qualified teachers and staff along with two counselors, a part-time MFT, a part-time PBIS specialist, and two administrators. 83% of our students receive free or reduced lunch.

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	90
Grade 10	61
Grade 11	70
Grade 12	54
Total Enrollment	275

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	4.7
Asian	2.5
Hispanic or Latino	38.2
Native Hawaiian or Pacific Islander	0.4
White	51.3
Two or More Races	2.5
Socioeconomically Disadvantaged	70.2
English Learners	4.4
Students with Disabilities	18.9
Homeless	2.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Hamilton High School	17-18	18-19	19-20
With Full Credential	24	23	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	6	4	0

Teacher Credentials for Hemet Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	1057
Without Full Credential	♦	♦	35
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at Hamilton High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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, including English learners, 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. Sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12.

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 9/3/2019 that each pupil in the district, including English learners, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below:

Textbooks and Instructional Materials

Year and month in which data were collected: September 3, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections - Houghton Mifflin Harcourt April 2019 English 3D - Houghton Mifflin Harcourt June 2014 Read 180/System 44 - Scholastic, Inc. July 2015 Perrine's Literature: Structure, Sound & Sense - Wadsworth Cengage Learning June 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra 1 - Houghton Mifflin Harcourt May 2018 Geometry - Houghton Mifflin Harcourt May 2018 Algebra 2 - Houghton Mifflin Harcourt May 2018 PreCalculus w/limits - Cengage Learning July 2018 Trigonometry, Larson - Cengage Learning July 2018 AP Calculus - Cengage Learning July 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Earth Science - Prentice Hall June 2008 California Life Science - Holt June 2003 California Biology - Prentice Hall June 2008 Holt Modern Chemistry - Holt June 2008 Holt Human Anatomy & Physiology - Glencoe McGraw Hill June 2008 Holt Physics California Edition - Holt June 2008 Astronomy – Journey to The Cosmic Frontier, 5th Edition - Glencoe McGraw Hill 5th Edition June 2008 Integrated Principles of Zoology - McGraw Hill January 2006 Invitation to Computer Science - Pearson Education, Inc. Feb 2015 Biology - Addison Wesley June 2009 Chemistry 9th Edition, AP Zumdahl & Zumdahl - Cengage Learning Nov 2013 College Physics: A Strategic Approach - Pearson Education Feb 2015 Environment: The Science Behind the Stories - Pearson/Prentice Hall Mar 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>World Geography - McDougal Littell June 2007 America's History - Bedford, St. Martin November 2017 Prentice Hall Health Behavioral Health Science - Prentice Hall Nov. 2009 World History, The Modern World - Prentice Hall June 2007 US History, Modern America - Prentice Hall 2 June 2007 Magraders American Government - Prentice Hall June 2007 Economics, Principles in Action - Prentice Hal June 2007 Western Civilization - Thomson Learning, Inc. January 2006 Out of Many, A History of the American People - Pearson Publisher June 2009 The Western Heritage - Pearson Education Ltd Prentice Hall Publisher June 2017 Human Geography, 1st Edition - McGraw-Hill Publishing Dec 2014 Stokstad Art History - Prentice Hall Publisher June 2009 American Government - Houghton Mifflin Dec. 2006 Economics, 7th Ed. - Thompson Dec. 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Bon Voyage, French 1-3 - Glencoe McGraw Hill May 2013 Descubre, 2nd Ed. Level 1-3 - Vista Higher Learning November 2014 El Español para Nosotros 1 & 2 - Glencoe/McGraw Hill November 2014 Temas - Vista Higher Learning Nov 2014 Abriendo Puertas: Tomo I - McDougal Littell, Inc. June 2009 Abriendo Puertas: Tomo II - McDougal Littell, Inc. June 2009 AP Imaginez "Le Francais Sans Frontieres" - Vista Higher Learning Mar 2012 Aprenon 2nd Edition - Wayside Publishing May 2014 T'es Branche 1, 2, 3, 4 - EMC Publishing May 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Music Appreciation - McGraw Hill Jan. 2006 Stage Makeup - Watson-Guptill Dec. 2001 Simply 3D - Micrografx April 2000 Music in Theory & Practice, Vol. I & II, 8th Edition - McGraw-Hill Publishing Dec. 2010</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Note: Cells with N/A values do not require data.

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 accomodates 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: 10/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	50	36	37	50	50
Math	17	22	22	22	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	26.8	32.9	19.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.00	50.00
Male	38	38	100.00	34.21
Female	34	34	100.00	67.65
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100.00	29.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	67.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	50.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	72	100.00	22.22
Male	38	38	100.00	10.53
Female	34	34	100.00	35.29
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100.00	16.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	34	100.00	29.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	44	100.00	22.73
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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, A-G Night, FAFSA Night, Incoming Freshman Orientation Night, Parent/Teacher conferences, WASC Focus Groups, English Learner Advisory Committee (ELAC), individual BARR conferences for 9th grade students/parents, District English Learner Advisory Committee (DELAC), and District Advisory Committee (DAC). In addition, 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, Parentlink, Facebook, and Twitter are also available to parents which provides current information relevant to students, parents, staff, and the services we provide at Hamilton.

Parental Volunteer opportunities includes: fundraising, athletics, field trips, and committee participation.

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

For more information, contact the site Principal, Dr. Jeff Franks at (951) 763-1865.

State Priority: School Climate

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

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

School Safety Plan

(1) Assessment of the current status of school crime committed on school campuses and at school-related functions.

(2) Includes strategies and programs that provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.).

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.

(J) Schoolsite council or school safety planning committee, develops and updates the comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other schoolsite councils or school safety planning committees.

(K) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(L) As comprehensive school safety plans are reviewed and updated and includes policies and procedures aimed at the prevention of bullying.

(M) The comprehensive school safety plan, written and updated by the schoolsite council or school safety planning committee on (2/25/2019) and was submitted to the District for approval pursuant to subdivision (a) of Section 32288 on (2/26/2019).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	9.4	11.1	8.3
Expulsions Rate	0.6	0.3	0.7

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.0	6.4	4.9
Expulsions Rate	0.6	0.3	0.4

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	275.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.2

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	10	29	2		10	32			12	20	5	
Mathematics	10	16			9	27			17	11	5	
Science	14	15	1		11	10	2		21	5	5	
Social Science	11	21	4		10	24	3		16	8	5	

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 by 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 primary focus of the Professional Development Academy is supporting instruction of California State Standards and the new curriculum adoptions that have taken place during the past few years. The district's Educational Services Department, including Teachers On Special Assignment (TOSA), provide ongoing support and training in the skillful delivery of the adopted standards. Additionally, the TOSAs provide a variety of district and site-based trainings based on data, principal feedback and, teacher survey results.

The PDA also supports new teachers through our Center for Teacher Innovation (CTI) Induction Program, which provides intensive coaching and support in the inquiry process. Additionally, the TOSAs support seven elementary site-based Instructional Coaches and eight secondary Math Coaches, located at designated schools across the district. A new teacher academy is offered for all new HUSD teachers during the summer, and all elementary classroom teachers participated in ongoing training which supports ELA and Math standards, and our secondary ELA teachers also participated in training for the newly adopted secondary ELA curriculum (Collections). Additional training and support are offered to Special Education Teachers, Science and History/Social Studies teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$48,612
Mid-Range Teacher Salary	\$77,713	\$74,676
Highest Teacher Salary	\$104,786	\$99,791
Average Principal Salary (ES)	\$127,240	\$125,830
Average Principal Salary (MS)	\$129,756	\$131,167
Average Principal Salary (HS)	\$143,241	\$144,822
Superintendent Salary	\$223,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	34%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Restricted funds support a variety of activities including CTE and college readiness, as well as additional staff and materials for intervention for low performing and Indian students. Unrestricted/base funding provides for additional counseling staff, MFTs, additional instructional time, technology, EL, math and reading interventions; athletics, STEAM and AVID programs, along with additional support for 9th grade students through a 'Building Assets Reducing Risks (BARR) program

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$18,208	\$2,424	\$15,784	\$90,424
District	N/A	N/A	\$6,871	\$82,190.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	78.7	9.5
School Site/ State	71.1	9.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Hamilton High School	2015-16	2016-17	2017-18
Dropout Rate	2.6	1.3	2.9
Graduation Rate	97.4	93.6	92.8

Rate for Hemet Unified School District	2015-16	2016-17	2017-18
Dropout Rate	5.7	7	5.6
Graduation Rate	87.4	82.8	87.2

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	34
% of pupils completing a CTE program and earning a high school diploma	.01%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Career Technical Education Programs

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

Multimedia

Animation

Sports Medicine

Advance Sports Medicine

Carpentry

Construction Tech II

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.64
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.06

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	6	17.1

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.