

Hamilton High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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@hamiltonusd.org
CDS Code	11765621133701

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Web Site	www.hamiltonusd.org
Superintendent	Charles Tracy
E-mail Address	ctracy@hamiltonusd.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Hamilton High School, with a current enrollment of 270 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 sportsmanship 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.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 conferences are held in September and February each year as well.

Parents are always 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, Friends of Athletics, 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. 206 or coseguera@hamiltonusd.org for more information about getting involved in the school's programs.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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
Science	48	60	44	42	44	45	57	60	59
History-Social Science	42	40	45	42	37	37	48	49	49

Note: 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	39	26	45	37
All Student at the School	47	14	44	45
Male	45	17	54	52
Female	48	12	38	40
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	42	13	42	43
Native Hawaiian/Pacific Islander				
White	60	15	50	53
Two or More Races				
Socioeconomically Disadvantaged	38	12	36	38
English Learners	7	4		22
Students with Disabilities				
Students Receiving Migrant Education Services	38	7	57	47

Note: 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 High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	51	53	53	49	51	53	59	56	57
Mathematics	47	55	60	45	53	59	56	58	60

Note: 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 High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	19	34	41	37	22
All Students at the School	47	19	34	40	37	23
Male	52	19	30	48	33	19
Female	43	20	37	34	40	26
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	46	20	35	41	35	24
Native Hawaiian/Pacific Islander						
White	50	19	31	38	44	19
Two or More Races						
Socioeconomically Disadvantaged	60	15	25	48	30	23
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services	43	14	43	36	29	36

Note: 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 Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.5	38.6	27.7

Note: 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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	6	5	4
Similar Schools	9	6	6

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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	190	755	501	721	4,655,989	790
Black or African American	1		3		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	0		0		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	135	737	440	710	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	53	801	56	793	1,200,127	853
Two or More Races	1		1		125,025	824
Socioeconomically Disadvantaged	130	721	420	700	2,774,640	743
English Learners	57	661	244	665	1,482,316	721
Students with Disabilities	8		55	450	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	NOT In PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	84
Grade 10	64
Grade 11	56
Grade 12	81
Total Enrollment	285

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	27.4
American Indian or Alaska Native	0.0	Two or More Races	0.7
Asian	0.0	Socioeconomically Disadvantaged	65.6
Filipino	0.0	English Learners	31.2
Hispanic or Latino	71.6	Students with Disabilities	3.2
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	20.8	8	5	0	17.9	10	5	0	19	10	5	
Mathematics	22.4	5	7	0	19.8	8	6	0	22	7	6	
Science	20.5	7	6	0	23.2	6	6	0	23	6	4	
Social Science	24.8	2	6	1	22.3	3	6	1	21	5	4	1

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 School Safety Plan was last reviewed, updated, and discussed with the school faculty on January 21, 2012.

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 works closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district safety coordinator keeps us well informed of new safety policies and procedures. During our Friday afternoon in-service time, our school staff is provided with regular safety training on a variety of topics.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	9.87	6.73	2.81	7.69	6.31	4.06
Expulsions	0.33	.00	0.00	0.5	0.68	.42

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Hamilton High School, with an enrollment of 270 students, is located in Hamilton City on a 23- acre campus. The school library has a 27-station computer lab, two conference rooms, faculty workroom, an 18-station computer work area, and a reference area with a capacity of 15,000 books.

In September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has new locker rooms and public restrooms as well as new bleachers and a refinished floor. 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.

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: earthquake, 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, a new 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 2011-12 school year, the District budgeted \$53,900 for the Deferred Maintenance Program.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	16	14	15	18
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	4	0	4	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.5	2.5
High-Poverty Schools in District	97.5	2.5
Low-Poverty Schools in District	0.0	0.0

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	285
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	0	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

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 The Practice of Statistics, 2002	No	0%
Mathematics	The Practice of Statistics, 2002 Single Variable Calculus, 2003 Precalculus w/Trigonometry Concepts & Applications, 2003 Algebra I Concepts & Skills, 2004 Discovering Geometry, 2004 Algebra II: Applications, Equations, Graphs, 2007 Chemistry: Concepts & Applications, 1999	No	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology: The Dynamics of Life, 2007 Intro to Plant Science, 2002 Hole's Essentials of Human Anatomy & Physiology, 2005	No	0%
History-Social Science	U.S. Government: Democracy in Action 2006 America, Pathways to the Present 2003 Economics: Principles in Action 2004 World History: Connections to Today 2004	No	0%
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	12689	3438	9252	67161
District	---	---	6196	\$61,698
Percent Difference: School Site and District	---	---	49.3	8.9
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	67.1	14.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The following programs and services represent the sources from which funding is secured to assist students- these monetary sources are generally either state or federal programs: Title I; 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.

This 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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,708	\$38,390
Mid-Range Teacher Salary	\$56,327	\$55,793
Highest Teacher Salary	\$73,495	\$72,306
Average Principal Salary (Elementary)	\$88,395	\$88,846
Average Principal Salary (Middle)	\$0	\$92,801
Average Principal Salary (High)	\$88,395	\$95,916
Superintendent Salary	\$105,000	\$116,026
Percent of Budget for Teacher Salaries	37.5%	34.0%
Percent of Budget for Administrative Salaries	11	6.6%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	1.20	1.80	4.80	4.30	6.30	7.10	16.60	14.70	13.10
Graduation Rate	98.80	98.18	95.24	96.67	92.19	92.86	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	60	65	418,598
Black or African American	1	1	28,078
American Indian or Alaska Native	1	1	3,123
Asian	1	1	41,700
Filipino			12,745
Hispanic or Latino	43	48	193,516
Native Hawaiian/Pacific Islander			2,585
White	14	14	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	39	43	217,915
English Learners	19	22	93,297
Students with Disabilities	1	1	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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 a 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 the 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 2012-13)

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/articulated between the school/institutions of postsecondary education	73%

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	66.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	46.7

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	2	---
Science		---
Social Science	1	---
All courses	5	5.8

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Hamilton High School provides four full days and 9 minimum days of professional development, in addition to PLC time on Mondays. Focus areas for staff development for 2013-2014 are Safety, Aeries Analytics, EDI, Common Core State Standards, 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) 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.

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.