

**Western Association of Schools & Colleges
California Department of Education**

Focus On Learning

**WASC Self-Study Report
2008-2009**

Hamilton Union High School

March 9-11, 2009

Hamilton Union High School

2009 Self-Study

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Hamilton Union High School

Board Members

Mr. Tim Anderson
Mrs. Blanca Carrillo

Mr. Bill Boone, President
Mr. Tomas Loera, Clerk
Mrs. Ann Lohse

Administration

Mr. Ray Odom, Superintendent/Principal
Mr. Cris Oseguera, Vice Principal
Ms. Sandra Estrada, Alternative Schools Principal
Mr. Kelly Langan, Counselor
Mrs. Michelle Walker, Librarian/Technology Coordinator
Ms. Beth Perry, Administrative Assistant

Faculty

Mrs. Susan Archer	Mr. Ryan Bentz	Ms. Jan Boeger
Mr. Rod Boone	Mr. Hogan Brown	Mrs. Alexandra Charlon
Mr. Mark Cooley	Mr. Keith Dietle	Mrs. Lupe Funderburk
Mrs. Rina Gonzalez	Mr. Steven Grahn	Ms. Janice Lohse
Ms. Ellese Mello	Mrs. Betty Mercado	Ms. Erin Moore
Mr. Mike Prefontaine	Ms. Wendy Robinson	Mr. Lucas Reid
Mrs. Maria Reyes	Ms. Deb Sioux	Mr. Mike Story
Mrs. Amanda Von Kleist		

WASC Visiting Committee

Chair

Ms. Shanda Hahn

Superintendent, Mother Lode
Elementary School District

Members

Ms. Charlean Andes

Teacher, Nevada Union High School

Ms. Roxanne Blankinship

District Department Chair, Special Ed,
Shasta Union High School District

Mr. Edward F. Murphy, Jr.

Teacher, Will C. Wood High School

Hamilton Union High School
WASC Visit
March 8-11, 2009

Sunday March 8

3:00:	Meet at Hamilton Union High School
3:00-3:15	Introductions/Information
3:15-4:00	Tour of Hamilton Union High School
4:00-5:00	Social Gathering with HUHS Board members, WASC Leadership Team, Superintendent, invited guests (parents, students, community members)

Monday March 9

7:45:	Meet with WASC Leadership Team
8:15-9:15	Meet with Focus Group- Culture/Vision and Purpose/Leadership, And Gather Evidence/Visit Classrooms
9:30-10:30	Meet with Focus Group- Curriculum and Instruction, And Gather Evidence/Visit Classrooms
10:30-11:00	Gather Evidence/Visit Classrooms
11:00-11:45	Meet with Student Group
11:45-12:30	Lunch with Parent Group (Room 7)
12:30-12:40	Meet with HUHS WASC Chairperson
12:45- 1:45	Meet with Focus Group- Assessment and Accountability, And Gather Evidence/Visit Classrooms
1:45- 3:15	Gather Evidence/Visit Classrooms/VC Work

Tuesday March 10

7:45:	Meet with WASC Leadership Team
8:15-9:15	Meet with Focus Group- Academic and Personal Support And Gather Evidence/Visit Classrooms
9:30-11:00	Gather Evidence/Visit Classrooms
11:00-12:00	Meet with Community Group
12:00-12:45	Lunch/VC work
12:45-1:30	Meet with Classified Personnel
1:30-3:00	Gather Evidence/VC Work
3:00	Meet with other groups as needed/requested

Wednesday March 11

7:45:	Meet with WASC Leadership Team
8:15-11:00	VC Work
11:00-12:00	Meet with HUHS Leadership Team to discuss/clarify findings
12:00-12:30	Lunch/VC Work
12:30-2:30	VC Work/Completion of Accreditation Report
2:45-3:15	Report to HUHS Staff

2008-2009 HUHS WASC Committee Teams

**HUHS Leadership Team: Lupe Funderburk; Kelly Langan; Ray Odom;
Cris Oseguera; Michelle Walker**

Committee:	Curriculum & Instruction
Chair:	Jan Boeger
Members:	Hogan Brown Keith Dietle Janice Lohse Amanda Von Kleist Lupe Funderburk Lucas Reid

Committee:	Assessment & Accountability
Chair:	Alex Charlon
Members:	Susan Archer Ellese Mello Mike Prefontaine Mike Story Cris Oseguera

Committee:	Academic & Personal Support
Chair:	Maria Reyes
Members:	Ryan Bentz Rina Gonzalez Erin Moore Rod Boone Kelly Langan

Committee:	Culture/Vision & Purpose, Leadership & Staff
Chair:	Betty Mercado
Members:	Mark Cooley Ray Odom Wendy Robinson Deb Sioux Michelle Walker

Hamilton Union High School

Expected Schoolwide Learning Results (ESLR's)
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1.0 Content/Critical Thinker

Students will:

- 1.1 Develop mastery in individual content areas
- 1.2 Use available and appropriate resources to gather and apply data and basic academic skills to solve problems
- 1.3 Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes

2.0 Communicator (Written and Oral)

Students will:

- 2.1 Produce relevant and justifiable responses and quality work using words, numbers, visuals and technology
- 2.2 Communicate actively, critically, and reflectively

3.0 Citizenship/Collaborator

Students will:

- 3.1 Be involved constructively in school and community in preparation for responsible and active citizenship
- 3.2 Assume responsibility for personal wellness
- 3.3 Demonstrate effective goal setting strategies to create a positive vision for their future

4.0 Work Ethic

Students will:

- 4.1 Maintain good attendance and be prepared with instructive materials and completed assignments

Hamilton Union High School- WASC Self-Study
Focus on Learning

Preface- Hamilton Union High School and the Self-Study Process

Beginning in November 2007, Hamilton High School's leadership team began attending a series of WASC Focus on Learning workshops in preparation for the self-study process. The Assistant Principal, English Department Chair, Counselor, and Librarian/Technology Coordinator, comprising the leadership team, eventually attended three WASC Focus on Learning workshops. In addition, the leadership team members began regular meetings to plan and coordinate the self-study process.

As was done during the most recent self-study process, it was decided to combine the Culture, Leadership and Staff, and Vision and Purpose into one focus group, mainly due to Hamilton High School's small staff. Staff assignments were again based on areas of strength or experience of faculty and staff members, with newer staff members incorporated into the process and given the opportunity to understand accreditation. Effort was made to allow staff to continue in focus groups worked on during the past accreditation and during the intervening years. The leadership committee helped to identify possible parent, student, and community volunteers to participate on each committee.

The leadership team utilized the available inservice dates (four) as well as Friday mini-inservice time to gather necessary data and evidence for the self-study process. That time was also used for focus group meetings and for departmental and group analysis of school assessment and demographic data. The primary purpose behind these efforts, beyond the preparation of the Focus on Learning report, was to sustain and improve the academic achievement of Hamilton Union High School students.

Among the major efforts during the self-study process was the reviewing and revising of the Hamilton Union High School Expected Schoolwide Learning Results (ESLR's). The ESLR's form the foundation of the staff's efforts in the classroom, in lesson planning, and content delivery. Arrived at through much discussion and contemplation, the revised ESLR's provide a focus for Hamilton Union High School that go beyond the accreditation process and reflect our belief that our students' success is of paramount importance.

Chapter I: Student/Community Profile and Supporting Data

Introduction:

Hamilton Union High School, with a current enrollment of 301 students, is located in Hamilton City, California (population 2,000) in Glenn County, ten miles west of Chico, California. Nestled in an agricultural setting, the majority of Hamilton Union High School (HUHS) parents work in agriculture related occupations with others commuting to Chico or Orland for work in service or professional positions. Although many of our parents work in agriculture, and approximately one-sixth of the students are classified as migrant, HUHS has a low student mobility rate (5%). With agriculture being among the main sources of employment in Glenn County, the county's unemployment rate is generally among the highest statewide.

Currently, sixty-three percent of our students are Hispanic and 34% are white with nearly 50% of HUHS students qualifying for free or reduced price lunch. Due in large part to the school's strong academic reputation, over one-third of our students reside outside the district's attendance boundaries. Students at HUHS have high expectations for themselves and expect to both complete high school and pursue post-secondary education. The HUHS graduation rate, at nearly 95%, is well above the state average and over 60% of our graduates attend college. The continued progress and efforts of our students, faculty, staff, and community resulted in HUHS being recognized as a 2007 California Distinguished High School, the third time our school has received this designation. This recognition is a testament to the efforts of the school community, most especially the students of Hamilton Union High School.

Student achievement continues to be the major focus at HUHS. A culture of high expectations and rigorous and relevant instruction provide opportunities for personal and academic growth for our students. Teachers have implemented interim, or benchmark, assessments and utilize the data to improve instruction and student achievement. Teachers also meet regularly in departments to discuss curriculum and, during weekly faculty in-services, share best practices. This emphasis on continual regeneration and reflection has helped our students' achievement on CAHSEE and STAR tests. For the 2007-2008 school year, HUHS students passed the CAHSEE at a 90% rate. On the 2008 STAR test, HUHS students achieved an API score of 758. STAR subgroups continued to improve as well, with HUHS achieving the highest white, Hispanic, and low socioeconomic subgroup scores in the county and among the highest in the Northern Sacramento Valley area.

Teachers are continually working to refine their practice and attend various professional development opportunities. Our small school also allows for more interaction and collaboration among faculty, staff, and administration to ensure that our curriculum and instruction best meets the needs of our students. A main focus has been to continue efforts to align school curriculum with state content and the teaching profession standards. Consistently, classroom practice emphasizes our Expected Schoolwide Learning Results (ESLR's). Efforts continue to improve communication between our school and parents to provide our students with the most current and necessary information for them to help their children at home. Hamilton Union High School, while it has achieved recognition for its efforts, continues to seek the best practices in order to continue to improve for the benefit of our students.

Hamilton Union High School- WASC Self-Study
Focus on Learning

Hamilton Union High School District Philosophy and Mission Statement:

Mission Statement:

The mission of the faculty, staff, administration, and Governing Board of Hamilton Union High School is to provide a comprehensive educational program for all students so that they 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.

Philosophy:

The philosophy of HUHS is based upon the premise that the public school system is a very essential entity of our American way of life. The school, as a cornerstone of a democratic society, has a concern not only for the society at large, but for the individual person as well. It is imperative, then, that each person be provided equal educational opportunities and be encouraged to achieve his/her maximum potential to become an individual contributor to our society.

The educational programs at our school shall be organized to address the needs of the learner according to individual interests and abilities. Students are viewed as multi-faceted individuals with critical needs that can impact upon academic success. Intra-curricular and extra-class activities are encouraged and viewed as an extension of the learning environment. Education is seen as a continuous and active process of self-realization, creative planning, and intelligent decision-making. It involves intellectual growth as well as civic responsibility, social awareness, emotional maturity, and the appreciation for the arts, sciences, technology, and the environment as well.

Recognizing that successful education is the mutual responsibility of educators, parents, and the community, there must be open and effective communications between all segments of the school/community

Educational Focus:

Student achievement continues to be the major focus at HUHS. Graduation requirements of 260 credits are much higher than most neighboring schools and represent the high expectations held for our students. Included in the credit requirements are three years of mathematics (Algebra I and Geometry required), three years of science (one year each of physical and life science), a year of foreign language, a year of visual and performing arts, a year of applied arts, and a senior project.

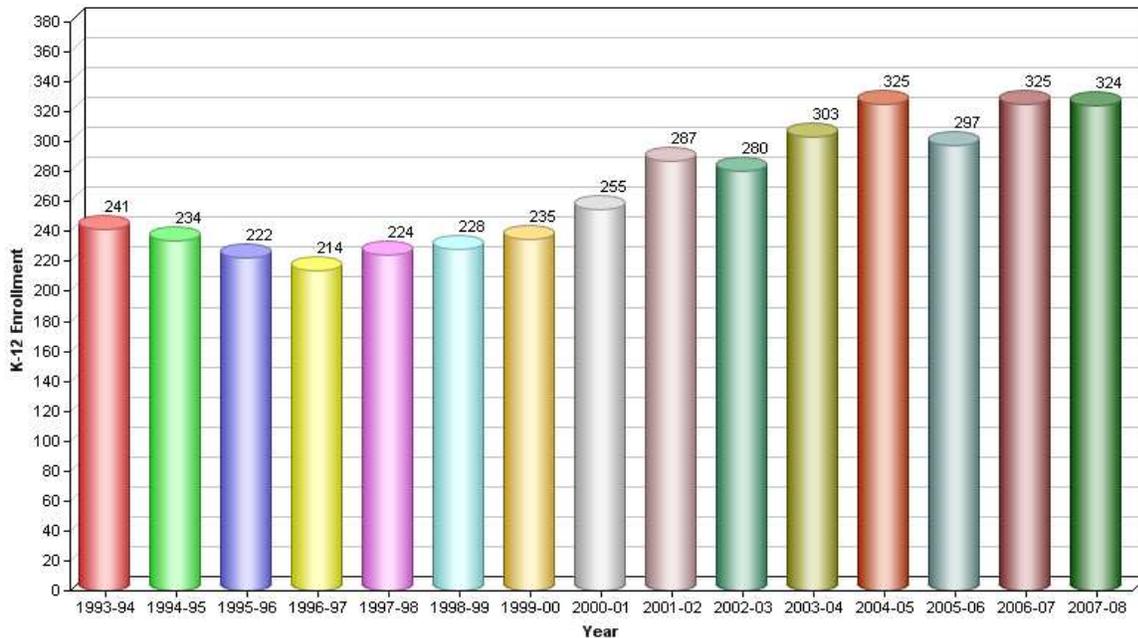
In 2007, HUHS was recognized for its excellence and named for a third time as a California Distinguished High School. Owing to high STAR test scores that also placed HUHS in the tenth (top) decile of the API similar schools index, the California Distinguished High School

Hamilton Union High School- WASC Self-Study
Focus on Learning

designation is the highest singular honor a school can receive in the California school recognition program. Only 95 high schools, six percent of all high schools in California, were selected. The selection process was detailed and rigorous. Our school qualified initially based upon the high API scores of students on the 2006 STAR Test. Then, written applications were submitted and were judged by state evaluators on such themes as curriculum, instruction, assessment, student support, and school culture. Hamilton High received a perfect score on the application. Finally, a team of off-campus educators visited our school to validate our report.

School Reputation and Perception:

As a result of Hamilton Union High School’s academic success, many families choose to send their children to our school despite residing outside the HUHS district boundaries. This helps account for the increased school enrollment over the past few years. For example, the school’s enrollment just ten years ago, in the mid 1990’s, was over 100 students less, while Hamilton City’s population has remained the same (approximately 2,000). Again, most of this is due to the academic climate and success of Hamilton Union High School and the desire for out-of-district families to provide their children with a quality education. Approximately one-third of HUHS students currently reside out of the district.



Expected Schoolwide Learning Results (ESLR’s):

Driving the educational experience at Hamilton Union High School are the ESLR’s. These student expectations are posted in each classroom and in prominent locations around our campus. Teachers regularly communicate the importance of the ESLR’s to students in the classroom and, through the Senior Project, students are expected to exhibit their mastery and/or understanding of the components of our ESLR’s. Our staff is involved in activities such as analysis of academic

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Focus on Learning

standards and alignment of those standards to ESLR's and to class lessons and assignments. Through department meetings and Friday inservices, teachers have carefully scrutinized and evaluated the connections between standards, ESLR's, and assignments.

Teachers collected student work for analysis and sharing during Friday inservice. This was done for accreditation, but has also been common practice since the last self-study process in 2002-2003. In focus groups, each teacher discussed the assignment, which content standard the assignment addressed, and the ESLR being addressed by that assignment as well. In this manner, the focus groups (teachers) were able to identify and point out the connections between classroom content standards and the ESLR's and show the relevance of the assignments.

Staff, then, regularly shares these expectations in the classroom. The attainment of the ESLR's are evident through completed projects, formative and summative assessments, or other forms of accountability as assessed by the instructor. Further, teachers share their best practices, successes, and difficulties with staff during the faculty meetings, thus providing opportunities for collegiality. Following are the newly revised ESLR's for Hamilton Union High School.

**Hamilton Union High School
Expected Schoolwide Learning Results
(ESLR's)**

1.0 Content/Critical Thinker

Students will:

- 1.1 Develop mastery in individual content areas
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- 1.3 Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes

2.0 Communicator (Written and Oral)

Students will:

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Students will:

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4.0 Work Ethic

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Hamilton Union High School- WASC Self-Study
Focus on Learning

Teacher Experience and Qualifications:

Hamilton Union High School has dedicated, experienced, and loyal teachers, with over fifty percent of the teachers having at least six years of teaching experience. Further, the average amount of years teachers have been in the HUHSD is nearly ten years with the average total years of teaching experience being 11 years. Of our 24 administrative, teaching, and counseling staff, ten have earned Master's degrees, with two other teachers nearing coursework completion for a Master's degree. The staff generally reflects the school population, with 25% (6) Hispanic and 57% (12) female staff members in 2008-2009.

	Average Age	Average District Years	Average Total Years	Average Salary
Administrative	50.5	17.0	25.0	\$93,278
Teachers	38.6	9.1	11.6	\$55,069
Pupil Services	36.7	7.6	8.6	--

All teachers at Hamilton Union High School are considered Highly Qualified under NCLB mandates with 100% of NCLB Core classes taught by NCLB compliant teachers. HUHSD offered SDAIE courses to all teachers needing to meet compliance by the NCLB mandated year of 2006-2007 and five HUHS teachers successfully completed that training with two others completing CLAD certification. Currently, no teachers have an emergency credential.

In addition, Hamilton Union High School participates in the BTSA program for first and second year teachers. Presently, two HUHS beginning teachers are participating in this mentoring program supported by two veteran teachers on staff (one recently retired).

Hamilton Union High School Class Sizes, 2008-2009

Class Size for 2008-2009	Subject Area	Enrollment	No. of Classes	Classes Meeting UC/CSU Reqs.	Average Class Size
(Overall class size = 21.8)	English	293	14	12	20.9
	Mathematics	273	13	12	21.0
	Science	266	11	10	24.2
	Social Studies	224	9	9	24.9
	Foreign Language	99	6	6	16.5
	Music	16	1	1	16.0
	Physical Education	225	7	0	32.1
	Advanced Placement	52	3	3	17.3
	Art	125	6	6	20.8
	Drama & Theater	21	1	1	21.0
	Special Education	33	5	0	6.60
	ELD	11	1	0	11.0
	Career Tech Education	178	9	0	19.8
Other instruction related	56	4	0	14.0	

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Class sizes continue to remain small, with federal funding allowing one 9th grade English and one Algebra 1 class to be kept at a maximum ratio of 20:1. With HUHS being a small school, class sizes are relatively small and inclusive, making the high school a small learning community unto itself, a concept many larger high schools are embracing, using schools within a school, to improve student achievement. For 2007-2008 per pupil expenditures at HUHS were \$5,799, while for California, during that year, the amount was \$5,300.

Student Demographics:

Hamilton Union High School has a diverse student body. Although our diversity is made primarily of two groups, White and Hispanic, the dynamics of a positive school culture provide for a safe and ambient learning environment, conducive to the high levels of achievement expected of our students. Our excellent custodial and maintenance staff ensures a clean campus, restrooms in good working order and kept clean, and help maintain a safe environment by their presence and positive interaction with students, parents, and community members.

Hamilton Union High School Student Demographics, 2008-2009

Category	By Percent	By Number	By Gender	
			Male	Female
Asian	1.30%	4	2	2
Black, or African American	0.70%	2	2	0
Hispanic	63.5%	191	84	107
White, not Hispanic	34.0%	102	53	49
Other, or not specified	0.70%	2	1	1

Currently, HUHS is experiencing a slight rate of declining enrollment, down from 325 enrolled in the 2006-2007 school year to 301 this school year. Expectations are that enrollment will stabilize at or near the current level. This may necessitate financial restraint in upcoming budgets, but will create efforts to secure the academic programs necessary for student achievement.

Hamilton Union High School Enrollment Information, 2004-2009

YEAR	9 th Grade	10 Grade	11 th Grade	12 th Grade	Total
2008-2009	72	69	82	78	301
2007-2008	71	96	81	76	324
2006-2007	94	83	79	69	325
2005-2006	76	87	65	69	297
2004-2005	92	87	73	73	325

Hamilton Union High School participates in the National School Lunch Program, which provides free and reduced meals to eligible students. The cafeteria provides breakfast and lunch every day to students with other students and staff members also regularly eating at the cafeteria or buying from the snack cart. There has been an increase in the number of students eligible for

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free and reduced lunches in the past two years, although based on the high poverty rate in the district and county, it is likely many more are eligible.

Hamilton Union High School, Free & Reduced, Total, 2006-2009

	Total Students in NSLP
2008-2009	126
2007-2008	110
2006-2007	93

Hamilton Union High School Parent Education Level:

Category	Percent
Graduate School/Post graduate Training	6%
College Graduate	16%
Some College	24%
High School graduate	20%
Not a High School Graduate	35%
Declined to State/No Response	7%

Student Safety and Discipline:

Hamilton Union High School has a discipline program based on school board policy and the California Education Code. In general, HUHS has few serious discipline referrals, with most infractions coming as a result of attendance or tardy-related issues. Staff members handle minor classroom issues within the classroom, using appropriate classroom management techniques.

Student safety is of prime importance. Hamilton Union High School is committed to creating a safe environment to maximize student achievement and potential. Our custodial and maintenance staff maintains clean and safe facilities and a regularly revised and updated safety plan is in place to guide our school in the event of an emergency. In the past year, HUHS has purchased security cameras to assist in the prevention of unwanted activities at our school. HUHS conducts emergency earthquake, fire, and lockdown drills regularly.

Since 1999, HUHS has had a School Resource Officer, through the SRO program, assigned to our campus by the Glenn County Sheriff's Office. The SRO maintains an office on the HUHS campus and acts as a liaison between the students, community, and law enforcement. The SRO is actively and positively involved in the implementation of the school safety plan and regularly presents information and training to staff and faculty. The SRO provides security for the campus, responds to crisis or emergencies, works as an educational resource for teachers and students by providing classroom presentations, and often counsels individuals or groups in need of crisis or personal support. The administrative staff and the SRO regularly supervise campus during passing times, lunch break, and at school events and activities to ensure student safety. The school also has a positive and effective working relationship with the local Fire Department and the Glenn County Sheriff's Office.

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Hamilton Union High School Suspension and Expulsion Rates, 2005-2008

YEAR	Suspension Rate	Expulsion Rate
2007-2008	0.034	0.009
2006-2007	0.035	0.000
2005-2006	0.010	0.003

Special Populations:

Hamilton Union High School participates in the SELPA administered by the Glenn County Office of Education. This working relationship allows Glenn County Office of Education to offer a Resource program and a Special Day program at HUHS for special needs students. The programs have an inclusionary focus and the most of the special education students are enrolled in regular education courses and are active and full participants in the activities of HUHS. All special needs students, in addition to taking part in regular education courses, also benefit from modifications as specified in their individualized education plans (IEP). Regular education teachers participate in the IEP of their particular students and offer insight, helpful academic and behavioral information, and encouragement to assist in the modification and review of the IEP.

The two special education teachers support the students in their regular classrooms the majority of the day and also assist students with job skills due to a strong vocational emphasis. Expectations are high for all students and all of our special education students in the Class of 2008 and the Class of 2009 have passed both sections of the CAHSEE test and graduated or are on track to graduate in June 2009.

Hamilton Union High School Special Needs Population, 2006-2009

Year	RSP	SDC	Total
2008-2009	11	8	19
2007-2008	22	11	33
2006-2007	29	10	39

With over sixty percent of our student population self-identified as Hispanic, Hamilton Union High School strives to provide an accessible and challenging education and curriculum for students learning English as a second language. Every English Learner student is individually scheduled each year. The ELL Coordinator, the Counselor, and the student meet to develop the course schedule and the support services needed for every ELL student. In addition, a meeting and/or school communication with each parent is held to secure their input and approval.

Further, the HUHS counseling and administrative staff regularly review the needs of our ELL students to determine the need for additional support services and classes in the master schedule. Such courses would be added to the master schedule if the need arises. For example, in the 2007-2008 school year, an English Language Development course was added to the master schedule after staff determined a need for additional support for the ELL students.

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Although our demographic information would suggest otherwise, Hamilton Union High School has a small, yet significant, ELL population (at present, 8.9%). Hamilton Union High School is committed to providing all necessary assistance to our ELL and other special needs populations in order to assure each student a fair and equitable opportunity to learn. The available data, such as CAHSEE results and graduation rates, relative to the academic success of special needs students, provides ample evidence that HUHS consistently meets the most basic needs of these students.

Hamilton Union High School ELL Total and Percent, 2006-2009

YEAR	ELL (total/percent of)	Total HUHS Enrolled	Total HUHS FEP	State ELL Percent
2009	27 (8.9%)	301	124	Approx. 25.0%
2008	22 (6.8%)	324	144	24.7%
2007	18 (5.5%)	325	108	25.0%
2006	23 (7.7%)	297	127	24.9%

Our teachers are also provided with California English Language Development Test (CELDT) information as a means of assuring appropriate classroom support and the use of various instructional techniques aimed at providing the opportunity to learn for ELL students. Instructors use techniques, such as SDAIE, to help all students access the core content curriculum standards in their classes. The ELD class is primarily for those students whose CELDT level is Intermediate and below, although other struggling ELL students may also be enrolled. Other criteria and information used to place ELL students in specific classes include their performance on the STAR test (CST's) and in the classroom, as well as teacher recommendation.

Hamilton Union High School CELDT Results, 2006-2009

YEAR	Advanced	Early Adv.	Intermediate	Early Int.	Beginning
2008-2009	0	7	8	6	6
2007-2008	0	7	8	5	0
2006-2007	1	2	7	4	3
2005-2006	0	4	4	5	3

Student Achievement and Performance Data:

Over the past few years, Hamilton Union High School has dedicated inservice time, professional development training, and teacher collaborative meetings to the analysis of data and the sharing of data results with colleagues for the primary purpose of improving student achievement. More so, teachers have utilized that time to critically and constructively reflect upon their classroom practice with the aim being to provide students with increased access to classroom content and, thus, increased achievement in the classroom and on standardized tests.

As a result, student achievement, as measured on state achievement tests, has improved dramatically. Since 2001, the HUHS API has increased 220 points. Improvement in our significant subgroups is evident, as each group has improved at least 90 points in the past seven

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years. Nevertheless, efforts continue to increase achievement levels as teachers identify specific clusters and other areas of concern to better help students achieve.

While student data is but one measure of the success of a school, it is vital as an annual measure of the academic progress of schools in California. Hamilton staff continuously reviews ongoing assessment data in the classroom and uses the statewide blueprints to better address difficult areas of comprehension. Student performance data is used to determine both the Academic Performance Index (API) in California schools and the NCLB requirement for schools and districts to meet Adequate Yearly Progress (AYP). For AYP, California public schools must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments;
2. Percent of students scoring proficient on statewide assessments;
3. API scores;
4. Graduation rate for high schools.

For 2007-2008, Hamilton Union High School met all of the following criteria for AYP:

Hamilton Union High School AYP Criteria, 2007-2008

Hamilton Union High School		
Met Overall AYP	YES	
AYP Criteria	ELA	Math
Participation Rate	YES	YES
Percent Proficient	YES	YES
API	YES	YES
Graduation Rate	YES	YES

The API is an annual measure of academic performance and progress of schools in California. The API is a score on a scale from 200 to 1,000, with 800 as a statewide target for schools and subgroups. Information for API is gathered through the California Standards Tests (CST) annually given to California students in grades 2-11. In the high schools, students also must take end-of-course tests in science and history/social science.

These CST's are intended to measure how well students achieve standards rather than how well they do compared to other students, although comparisons from year-to-year are likely inevitable. Results are reported in five performance levels, from Advanced to Far Below Basic. These five performance levels are:

- * **Advanced** (exceeds state standards)
- * **Proficient** (meets state standards)
- * Basic
- * Below Basic
- * Far Below Basic

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The state goal is for all students to perform and achieve at the Advanced and Proficient levels. For schools, the information resulting from the administration of the CST's is then used to calculate the API as well a Similar Schools Rank, which reflects how HUHS measures against 100 statistically matched similar schools. The following chart indicates the API for HUHS over the past four years:

Hamilton Union High School Academic Performance Index, 2004-2008

API Ranks				
	2003-04	2004-05	2005-06	2006-07
Statewide API Rank	5	5	8	8
Similar Schools API Rank	8	7	10	9

HUHS API	758
Similar Schools API	723
State API	742

All California schools with significant subgroup populations over 15% (but at least 50 students) of the total school population must meet the same criteria and growth targets established for HUHS. Over the past seven years, HUHS has shown impressive growth in the significant subgroup categories. HUHS has three significant subgroups that are required by state indicators to meet set targets. Those three groups are: Socio-economically Disadvantaged students; Hispanic, or Latino students; and White, not Hispanic students. Testing data and information related to these subgroups is reviewed on a yearly basis by HUHS staff in order to find ways to continue the recent growth. Of note, those students scoring in the Far Below Basic and Below Basic categories are identified and monitored by counseling staff and teachers.

Hamilton Union High School Significant Subgroup Population, by percent, 2004-2008**

Year	Hispanic	Socio-economic disadvantaged	White
2007-2008	62%	45%	35%
2006-2007	54%	43%	44%
2005-2006	55%	43%	42%
2004-2005	60%	45%	38%

**percent is of total tested, not of total school enrollment

For the latest testing cycle (Spring 2008), the Hispanic subgroup did not meet the growth target on the STAR test. Also, the schoolwide API growth target was not met, even though the school API did grow two points. Despite these minor setbacks, Hamilton Union High School continues to maintain a record of excellence. As noted, the school's API is 758, with a decile of 8 in statewide rankings and a decile of 9 in rankings of similar schools. Because of the success of our students on standardized tests, such as STAR, and success on the CAHSEE test, HUHS was eligible to be considered for California Distinguished School recognition. Hamilton Union High School was most recently awarded in 2007, but has also been previously recognized in 1990 and

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1999. Hamilton Union High School is the only high school in the county to receive this recognition and one of only a few in the state to be honored three times.

2008 Schoolwide and subgroup growth targets and actual growth

Group	Growth Target	Actual Growth	Met Growth Target	2008 API
Hispanic	5	0	NO	735
Socio-economic disadvantaged	5	15	YES	746
White	5	15	YES	793
Schoolwide/Overall	5	2	NO	758

Hamilton Union High School API and Subgroup Progression, 2001-2008

School YEAR	Overall School API	Previous Year Difference	Sub-Group: Socio-Economic Disadvantaged	Sub-Group: Hispanic API	Sub-Group: White API
2008	758	+2 (+220)	746 (+276)	735 (+257)	793 (+90)
2007	756	+2 (+218)	731	735	778
2006	754	+78 (+216)	723	710	800
2005	676	+15 (+138)	637	622	767
2004	661	+14 (+123)	616	611	763
2003	647	+39 (+109)	596	589	757
2002	608	+70 (+70)	532	529	752
2001	538	-44	470	478	703
Total Growth	2001-2008:	+220 points	(overall API)		
Total Growth	2001-2008:	+276 points	(SED subgroup)		
Total Growth	2001-2008:	+257 points	(Hispanic subgroup)		
Total Growth	2001-2008:	+90 points	(White subgroup)		

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Hamilton Union High School Pertinent CST Scores

ELA Average Scaled Score, 2003-2008

Grade	2003	2004	2005	2006	2007	2008
9 th	340.1	324	336.8	357.7	352.4	342.5
10 th	318.3	325.1	316.5	335.5	344.7	340.4
11th	330.9	310.8	310.5	326.1	336.3	344.6

Math Average Scaled Scores, 2003-2008

Class	2003	2004	2005	2006	2007	2008
Algebra 1	267.4	273.2	291.6	301.1	296.0	283.3
Geometry	300.2	284.2	308.5	310.3	310.4	310.5
Algebra 2	296.3	283.4	300.1	317.7	303.0	291.4
Summ. HS	X	306.6	286.6	317.3	335.0	313.4

Science Average Scaled Scores, 2003-2008

Class	2003	2004	2005	2006	2007	2008
Biology	348.9	343.1	348.6	354.2	351.4	345.1
Chemistry	X	X	331.9	351.5	337.4	352.0
Earth Science	317.3	308.1	323.8	340.7	332.6	329.8
Life Science	X	X	X	343.3	334.0	340.8

History/ Social Science Average Scaled Scores, 2003-2008

Class	2003	2004	2005	2006	2007	2008
World History	311.7	312.8	320.8	332.6	317.1	338.4
US History	331.4	331.6	324.2	331.0	328.1	321.5

9th Grade ELA Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	19	26	33	15	7	45
2007	16	41	25	12	5	57
2006	22	38	29	8	3	60

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10th Grade ELA Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	15	27	38	15	5	42
2007	11	39	35	8	8	50
2006	14	23	39	18	6	37

11th Grade ELA Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	14	29	38	13	5	43
2007	14	22	38	16	10	36
2006	12	24	30	15	18	36

Algebra I Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	0	5	26	53	16	5
2007	0	10	30	48	13	10
2006	0	15	33	32	21	15

Geometry Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	1	22	32	38	8	23
2007	3	17	37	34	9	20
2006	0	22	31	39	8	22

Algebra II Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	0	14	26	32	28	14
2007	2	13	35	35	15	15
2006	3	19	33	39	6	22

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Summative Math Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	0	14	64	14	9	14
2007	11	42	26	16	5	53
2006	0	24	29	47	0	24

Earth Science Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	5	30	40	15	10	35
2007	2	31	56	8	3	33
2006	10	25	56	5	3	35

Life Science Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	21	25	27	11	16	46
2007	6	38	33	13	11	44
2006	17	28	32	18	5	45

Biology Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	4	44	38	12	1	48
2007	16	33	44	4	3	49
2006	10	46	33	11	0	56

Chemistry Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	6	40	44	10	0	46
2007	3	33	53	8	3	36
2006	8	33	58	0	0	41

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World History Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	9	35	26	16	14	44
2007	5	20	40	19	16	25
2006	14	27	24	15	20	41

US History Proficiency Level Comparison, by Percent, 2006-2008

Year	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Total Adv. & Prof. (%)
2008	4	29	29	22	15	33
2007	9	26	33	24	8	35
2006	8	26	35	18	12	34

CST Subgroup Results, Proficient and Advanced, by Percent, 2008

Group	ELA	Math	Science	History/SS
Socio-economically disadvantaged	38	11	36	--
ELL	5	5	--	--
Hispanic	40	10	41	36
White	49	22	51	42

Hamilton Union High School is committed to offering challenging and rigorous courses for all students. Hamilton High School offers a number of Advanced Placement courses, including AP Biology, AP Calculus, AP English Literature, AP English Language, AP Statistics, and AP US History. In addition, student demand has led to our school offering Composition and Literature courses, a preparation class for students interested in taking AP English courses. For the 2008-2009 school year, two such courses were offered.

Hamilton Union High School AP Enrollment, 2006-2009

YEAR	Number of students enrolled	Classes offered
2008-2009	52	English; Calculus; US History
2007-2008	68	Biology; English; Calculus; US History
2006-2007	37	English; Statistics

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Due in part to a concerted effort by the Hamilton High School staff and students, our school's CAHSEE scores have risen dramatically over the last four years (see chart). CAHSEE support classes are offered to students at risk of not passing the exit exam as identified through analysis of STAR test scores and either English or Math class grades. These courses provide intensive instruction to students within the master schedule while CAHSEE-prep students are concurrently enrolled in their core-academic English and Mathematics course.

The majority of students enrolled in CAHSEE classes who have not passed the exit exam are identified as either being an English learner or a student with disabilities. For the CAHSEE classes, the teachers work closely with students, using assessment data, state blueprints, and instructional materials specifically chosen to aid those particular students. Also, the CAHSEE counselor provides additional needed information and resources for both the teachers and the students, including counseling students preparing for the exit exam.

As a result of these efforts, HUHS students achieve at a much higher percentage than their state and county counterparts. In addition, all students in the Hamilton Union High School Class of 2008 and the Class of 2009, whether regular education, special education, or ELL students, successfully completed both portions of the CAHSEE test.

Hamilton Union High School CAHSEE Scores, 2005-2008

YEAR	10th Grade Pass Rate	State Average
Spring 2008	MATH: 93% ELA: 89%	MATH: 79% ELA: 79%
Spring 2007	MATH: 91% ELA: 94%	MATH: 76% ELA: 78%
Spring 2006	MATH: 88% ELA: 89%	MATH: 78% ELA: 79%
Spring 2005	MATH: 72% ELA: 74%	MATH: 71% ELA: 75%
Spring 2004	MATH: 72% ELA: 76%	MATH: 76% ELA: 76%

Hamilton Union High School Graduation and Dropout Rates, 2004-2008

Graduates and Dropouts						
	Hamilton Union High School			California		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Graduation Rate	98.5%	92.3%	94.2%	85.0%	83.0%	79.5%
Dropout Rate	0.6%	1.7%	1.2%	3.1%	3.5%	4.4%

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Career Tech Education:

Through a variety of assessments in the required Career Life Planning course, students choose possible career choices. Research is conducted on a variety of careers as students explore their interests. Job skills learned in the Career Life Planning class are then utilized throughout the four years at HUHS. These skills assist students in becoming marketable employees during and after high school.

Similarly, Career Tech Education, which includes Regional Occupation Program classes, is an avenue for student career exploration. Skills learned in the many ROP classes, and in Home Economics class, will likely benefit the student for a lifetime. During the last school year, nearly 50% of the student population was enrolled in the 19 separate ROP courses. 182 students participated in CTE programs at Hamilton Union High School in 2007-2008.

Following is a listing of the many CTE classes offered at HUHS. Advanced Computer Operations, Ag Mechanics, Ag Careers, Environmental Horticulture, Careers with Children, Desktop Publishing, Floral Design, Furniture and Cabinetmaking, Construction, Computers, Computerized Accounting, Home Economics, Life Skills, Sports Medicine, Newspaper, and Web Design.

Student Alternatives:

For students not meeting expectations, performing poorly in the classroom, or needing an alternative setting to continue their education, Hamilton Union High School offers a number of educational alternatives. To recoup credits lost, students may be transferred, after parent conference and approval, to either the Hamilton Opportunity Program or Ella Barkley High School. Ella Barkley, the district's continuation high school serves approximately 15 students in grades 10-12 and has its own set of graduation requirements for its students. The Glenn County Office of Education administers the Opportunity Program, housed on the HUHS campus, although its teacher and students are active and involved in the activities at HUHS. The Hamilton Opportunity Program is for at-risk students in grades 7-9. Occasionally, students at Ella Barkley, HOP, or Home Study attend a class or two at the main campus.

For students needing to make up a reasonable amount of credits, Adult Education classes are available. Hamilton Union High School District operates the Adult Education program and students deficient in credits for high school graduation at HUHS may complete a limited number of credits through the Adult Education program. Home Study is also an option for students in need of an optional instructional strategy and whose special needs, personal, or family situation do not permit them to attend HUHS successfully. Normal HUHS expectations, such as credits and Senior Project, are to be completed prior to the student graduating through Home Study.

A 120-hour summer school program is operated each year for students wanting to enrich their educational experience. Last year, approximately 50 students attended summer school in the HUHS District, with most achieving at least five credits of needed core academic course remediation. Budget cuts necessitated discontinuing academic course acceleration in the summer of 2008.

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A few students also take advantage of the California State University, Chico College Connection Program. Students interested in education as a career may enroll in this program. Hamilton Union High School District pays all tuition costs for these students who are officially enrolled in HUHS but take all coursework at the CSU, Chico campus. For the 2008-2009 school year, three HUHS students participated in College Connection.

After school tutoring is also offered Monday through Thursday after school for an hour for students needing extra assistance on assignments. Additionally, each teacher is available upon student request in the morning, at lunch, or after school.

School Facilities:

Hamilton Union High School, a 23-acre campus, takes pride in the well-maintained and beautifully landscaped grounds. Recent renovations, building, and modernization give the Hamilton Union High School District some of the more modern and up-to-date facilities in the area. 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. By spring 2009, a new shade tree and picnic area, with a brick-paved walkway extending toward the main campus will grace the area between the baseball diamonds. Hamilton City citizens, through an Adopt-a-Tree program, have purchased most of the trees for this venture.

In 2000, the community passed a \$1.34 million school bond on the first ballot with a 74% approval vote to construct a 7500 sq. ft. library-media center. This library has become the educational learning center of our campus with over 50 Internet-linked computers and space for 15,000 library books. The school library also contains three offices (for the counselors and librarian) a faculty workroom, and a computer lab. It is also the hub, or nerve center, for all HUHS activities. Students regularly congregate in the library, mostly for research and homework, but also for common teen socializing. Each year, HUHS classes make over 700 class visits to the library. As a service to the community, the library was normally open to the public in the evenings twice per week, but budget cuts necessitated eliminating those hours.

In 2004, a 1,000-seat football stadium was completed and, in March 2005, a new softball stadium was completed. The district and Friends of Athletics funded both jointly. In 2006, a new student quad area was completed based on a design submitted by a HUHS student. This quad area was completed through a collaborative community effort that truly symbolizes the community effort that takes place daily on our campus. Students, teachers, local business partners, parents, administrators, and board members worked hard in summer 2006 to transform blacktop into beautiful lawns, brick walkways, and new trees in the student quad.

In 2005-2006 a \$2.2 million modernization updated our gymnasium and most classrooms in Buildings 100, 200, and 300. As a result, 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 over \$150, 000 in new furniture and equipment was purchased for classrooms and the office area.

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The Science and Home Economics classrooms (Rooms 7 and 8) were modernized as a part of a \$485,000 project completed in August 2008. Across Canal Street from the high school, a 120-space parking lot was paved after HUHSD purchased the lot from the Glenn-Colusa Irrigation District in 2007. The five-acre agriculture farm has also been recently improved.

Other safety improvements in recent years have included the installation of a public announcement system that is used to issue morning announcements and for emergency drills. Emergency procedures are posted in each classroom with fire alarms and extinguishers appropriately placed. New state-of-the-art fire and communications systems were also installed during modernization.

The community heavily uses school facilities, as our school has become the center of activities for the community. Community forums are hosted on important social and local issues such as flood control and unification. The facilities are used for Little League, soccer, 4-H as well as functions sponsored by the Lions Club and Women's Club. The Mexican Consulate also holds a yearly visit to the north state at the HUHS gym and library. Nearly a thousand individuals seeking information on issues ranging from immigration to citizenship from the consul attend this free event.

Student Activities:

Hamilton Union High School students have a myriad of activities through which to enrich their educational experience at our school. Eligible students may choose to participate in student government through either the student council or individual class level positions. Student body elections are held schoolwide with an assembly held to give candidates a forum for speaking to the HUHS student body. The five-member student council coordinates all club and class activities, with guidance from the activities director, through the school year and the student body president regularly attends the HUHSD board meetings to inform the board of student activities and upcoming events. A cadre of staff members, that follows the class through all four years of high school, advises class officers and helps supervise class activities.

Activities held by student government include homecoming, coordinated with the fall and winter sports seasons, and rallies, dress-up days, and dances. Other dances include the Freshman Welcome Dance, the Sophomore Thank You Dance, and, in late spring, the Prom.

HUHS has a vibrant and active club scene. Clubs normally meet at lunchtime and are advised by a staff member. Clubs currently active on the HUHS campus include Future Farmers of America (FFA), California Scholastic Federation (CSF), M.E.Ch.A, Friday Night Live, Academic Decathlon, and SWAT. Other activities, such as Students for Service, include the Newspaper and Yearbook classes, in which students produce quality work for the benefit of the entire student body and staff.

The HUHS Drama class performs a play each winter and spring. These high quality performances bring together the entire school community as the students' flair for the dramatic are showcased. In the past year, HUHS Drama has performed "Our Town" and "Spooky Dog" to near sell-out audiences. Community and staff members, including the English Department,

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Industrial Tech Department, and the Art Department, work together to create the set, decorations, and plan a dinner theatre for the Friday night performance.

Our largest club on campus, FFA, offers students the opportunity to become versed in various aspects of a career in agriculture. FFA members attend meetings regularly, prepare for competitions, and encourage an appreciation for agriculture and the environment. Approximately 40% of our students participate in FFA each year, connecting career tech education with service learning and community partnerships. FFA students participate in a variety of workshops, state and national conventions, and host an annual community blood drive each spring. Ag classes and FFA also sell Christmas trees and, this year, held a pumpkin patch and petting zoo for elementary and pre-school children.

Students also generously participate in community events aimed at helping less fortunate and needy families. One such event is the Orland Pantry Canned Food Drive. This past year, students at HUHS contributed nearly 1,300 items to this effort. The students also participate in the M.E.Ch.A giving tree. In both activities, student efforts help needy families in the Hamilton City Community. For the canned food drive, over 100 baskets were provided to local families.

Students in the ROP Floral Design class also create beautiful flower arrangements that are used in school events such as the school plays, at Back-to-School Night, and at Open House. During special occasions and holidays, the Floral Design class makes available these arrangements for purchase to staff and community members. The Home Economics students also participate by preparing refreshments for School Site Council meetings, Open House, and Back-to-School night.

Athletics:

The HUHS Braves compete in the Mid-Valley League of the Northern Section of the state California Interscholastic Federation (CIF). The Braves are a Division V school in athletic competition and, currently, HUHS offers eleven Varsity level sports/activities and six JV level sports. The Hamilton Braves enjoy a fine and respected reputation in the league, Northern Section, and state CIF.

Over the past two years alone, the Braves have won 10 league titles, earned 16 playoff appearances, participated in seven section championship games, and won three Northern Section Championships. Further, the Braves football team was selected to participate in the inaugural CIF Small Schools Division Football Championship in December 2008, one of only ten teams in California selected to participate in the State Bowl Championship games.

Student participation in athletics is at a high level. This past year, nearly 300 athletes participated on the various sports teams at HUHS. Because students must maintain a minimum 2.00 GPA to remain eligible, sports participation is seen as a vital and important aspect of the HUHS student's success in the classroom. Coaches regularly review student attendance, discipline, and academic progress to ensure the student is a student-athlete in the truest sense.

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Hamilton Union High School Athletic Participation, Spring 2007- Winter 2008

SPORT	LEVEL	Male Participants	Female Participants	TOTAL
Football	Varsity & JV	58		58
Volleyball	Varsity & JV		22	22
Cheerleading	Varsity		14	14
Boys Basketball	Varsity & JV	24		24
Girls Basketball	Varsity & JV		24	24
Wrestling	Varsity	10		10
Boys Soccer	Varsity	20		20
Girls Soccer	Varsity		21	21
Baseball	Varsity & JV	28		28
Softball	Varsity & JV		22	22
Track	Varsity & JV	17	12	29
TOTAL	18 total	157	115	272

Parent and Community Involvement:

The Hamilton Union High School parents and community are an integral part of our school. The staff and administration of HUHS believes that parent involvement in their student's education is critical to student success. As such it is imperative to maintain the very positive relationship engendered between HUHS and the parents and community.

One such manner to build and foster a strong relationship is through the many community activities held at HUHS facilities. With so many activities at our site, increased communication between our community and parents and the school are inevitable. The school facilities are used for Little League, soccer, 4-H as well as functions sponsored by the Lions Club and Women's Club. In addition, a professional basketball team, the Chico Rage, conducts camps for community children and also plays its home games in the HUHS gym.

The Hamilton community and parents openly and actively supports the school's programs and activities in various ways. For instance, parents coordinate the annual Sober Grad party while community groups and businesses donate time, prizes, or funds to ensure the safety of HUHS students. Parents also actively and regularly serve on school committees, such as School Site Council and *Every 15 Minutes*, assist at school functions, and participate in parent-teacher conferences held in the fall and the spring each year. Parents can often be seen at sporting events and school activities, either as chaperones, spectators, or, in the case of the junior class parents, running the concession booth at all home sporting events.

Additionally, to continue to foster and build upon the parent, community, and school relationship, communication is sent out in English and Spanish in the monthly newsletters and a new marquee, purchased jointly by the district and ASB, providing information on school events is now visible from Highway 32. Further, the Hamilton Union High School website, www.huhsd.org, is regularly updated and provides pertinent information, such as the School

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Accountability Report Card (SARC), the Daily Bulletin and Week-at-a-Glance. In Fall 2008, the school contracted with Alert Now, a nearly instantaneous phone messaging system that can be used to relay information, in multiple languages, to parents.

Parents and community members are always welcome to attend their student's classes or tour the campus, provided a visitor's pass is obtained in the school office. In spring 2008, in conjunction with the academic awards assembly, a first-ever Parents Day was held at HUHS. Because parents value the education of their children, there is a high level of attendance at school events including Freshman Orientation, Back-to-School Night, Open House, Awards Night, Financial Aid Night, Parent-Teacher Conferences, Band concerts, an Art Show, and Commencement. To assist Spanish-speaking parents, much of the information at these events is translated into Spanish. At a recent Unification Information Night, held in October 2008, Whisper-Mics were used to provide access to the discussion to our Spanish-speaking parents and community members.

The community and parents are also active participants in athletic well being of our school and students. The Boosters Club annually raises approximately \$15,000 to aid all of our athletic programs. Similarly, the Friends of Athletics provides funds each year to aid HUHS athletics. In both organizations, parents and community members generously give of their time, abilities, and care for the students of Hamilton Union High School.

A few years ago, the administration at HUHS began making Home Visits to parents of freshman students. These meetings serve a dual purpose: one, to introduce information about HUHS to parents who may not be likely to visit the school, and, two, to share particular and specific information about the student with the parents. These 30-minute evening visits also provide an opportunity to answer questions and address concerns that the parent may have. In general, these visits have provided invaluable information to the administration about the student and family.

Since the 2004-05 year, when the AERIES student information system was installed, parents can access, through the Internet, all relevant and important information about their student's progress in school and in specific classes. This system permits students and their parents 24-hour unlimited access to the students' grades, transcripts, attendance, and course assignments. This provides increased opportunity for parents to participate in the educational experience of their child at HUHS.

In general, every effort is made to provide the timeliest and most up-to-date information to parents regarding their student's academic progress to ensure that the parent and the students can make the most appropriate and effective decisions about their education. On a regular basis, parents receive progress reports and quarterly grades. Parents also have communication with the counselors regarding their student's academic plan, progress toward graduation, and Senior Project.

Unification:

In November 2008, the local citizens voted to merge the Hamilton Union High School District and the Hamilton Union Elementary District. The new Hamilton Unified School District will

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begin operations on July 1, 2009. New board members have been elected and the board members, after a forum and interviews were held, have chosen a new superintendent. The full budgetary and personnel impact of the unification process is an unknown at this time, although students at HUHS should see few, if any, curricular changes.

Parent and Student Perceptions:

The following is a summary of parent and student perceptions of HUHS based upon surveys administered in 2007. The complete survey results are available in the appendix.

- Students agree that a good education is important, and that most students plan to attend college upon high school graduation.
- 87% of students rated the school's appearance as good or very good
- Students believe that there is adequate support for them both in the classroom as well as before and after school.
- 95% of students believe HUHS is a good or very good school (4%=fair; 1%=poor)
- 75% of students believe teachers are interested in them and responsive to their concerns (18% were undecided)
- Roughly 82-88% of students believed the school is teaching the basic skills in various subjects
- 92% of students stated they felt safe at HUHS
- 83% of parents surveyed indicated being adequately informed about their child's progress
- 86% of parents believe teachers are:
 - Sincerely interested in the child's welfare
 - Responsive to parent concerns
- Parents agree that the staff value parent input and treats them and their student with dignity and respect.
- Parents believe that the HUHS campus is safe and that there is a positive atmosphere for learning.
- Parent respondents stated they were generally satisfied with the overall performance of the school.

Chapter II: Student/Community Profile- Overall Summary

Implications of the Data with Respect to Student Achievement:

All students are expected to be proficient on all standards, in addition to passing the CAHSEE, meeting their graduation requirements, and, also, meeting the ESLR's. To meet these goals, data analysis has become a means to improving student achievement while also permitting teachers and staff to reflect upon the cause and effect of those results. Regular analysis of specific demographic data, CST results, CAHSEE results, and departmental and class specific assessments, provide our staff with the necessary information to better assist our students.

Analysis of the data at Hamilton Union High School indicates steady growth in most areas, with particular improvement, over time, in the overall achievement of the school and in the achievement of the school's significant subgroups. Due to the increase in test scores in these areas, HUHS was recognized as a 2007 California Distinguished School. The API at HUHS has increased substantially since 2001, growing from 538 to 758 in 2008- an improvement of 220 points. More impressively, and fueling the school's increase, is the improvement in the significant subgroups at HUHS.

From 2001 to 2008, the Socio-economic disadvantaged (SED) subgroup API improved an astounding 276 points, up to 746 API. The Hispanic subgroup similarly improved dramatically, up 257 points to an API of 735. Also improving, though not quite as numerically striking, is the third HUHS subgroup. The White, not Hispanic, subgroup improved 90 points in the same seven year period that has seen the Schoolwide, SED, and Hispanic API improvement.

It is important to note areas of concern from that same particular data. For example, while each subgroup has improved substantially, scores appear to be leveling off. Since 2006, three testing cycles, the White, not Hispanic, subgroup has dropped to an API of 793, down from a high of 800 (although scores did improve 15 points in 2008). The SED subgroup has improved 23 points since 2006, and the Hispanic subgroup has increase 25 points since 2006, although the state growth target was not met in 2008 (zero growth). Too, the Schoolwide HUHS API has grown at a much slower rate the past two years, increasing four points since 2006. The Hispanic subgroup and the Schoolwide group did not meet the growth targets established by California for 2008.

Another area of concern evident in the data is the need to increase the number of math students achieving at the advanced and proficient levels. For the latest testing cycle, only 5% of Algebra I students scored advanced and proficient. The Algebra I scores have dropped precipitously each of the past two years (down from 15% to 5% advanced and proficient), meaning, also, that 95% of Algebra I students are scoring at the basic level or below. Geometry and Algebra II levels have remained constant, with Geometry steady between 20-23% advanced and proficient. Algebra II also remains at about 17% (average) advanced and proficient over the last three years.

Already, efforts aimed at assisting struggling and under-performing students have taken place. To identify and aid struggling students, quarterly Student Intervention Teams meet to discuss particular student difficulties and develop strategies to assist that student. Also, particularly in

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math, students are strongly encouraged to attend either noon or after school tutoring. While tutoring is available for all subject matters, the majority of students attending seek math assistance.

Further evidence indicates the need to continue efforts at assisting English Language Learners (ELL). Especially when identifying CAHSEE, CST's, CELDT results, and ELA core class grades, it is clear that our ELL students warrant attention and intervention. Improvement on CELDT of at least one level per year is important to keep the students progressing and achieving. For those students struggling, additional assistance can be provided in the CAHSEE English and CAHSEE Math support classes. Further, assistance is provided by the English Language Development (ELD) class and by California Mini-Corps aides placed at HUHS. Students scoring at Intermediate level and below on CELDT are placed into the ELD class, schedule permitting. To assist all students, teachers utilize SDAIE techniques to help students access the core curriculum in regular education classes.

Identifying groups of students in need of intensive intervention is one goal at HUHS. However, increasing overall student achievement is the main focus at HUHS, while not forgetting the personal relationships and rapport built between student and teachers. Our ESLR's require all our students to demonstrate competency in CST assessments. Student progress toward the achievement of state standards is a driving force for the development of curriculum and instruction at HUHS.

Beyond the sharing of standards in the classroom and the use of regular benchmark exams, all curricular courses reflect state standards and the assessments in those courses are designed to provide data reflecting the achievement of those standards. Regular data analysis and reflection occurs at the weekly inservice and sharing of best practices with colleagues provides for the opportunity to dialogue about issues directly affecting instruction. Disaggregating the data allows for faculty to look at lesson and test design, and discuss teaching strategies in an effort to increase student academic achievement.

Reviewing data as a school, as a department, or individually, provides for rich discussion by faculty to look at curriculum and instruction to best serve the needs of the students. As a result of discussion and analysis of data at HUHS, staff identified the following critical academic needs, as well as important questions, resulting from that data.

Critical Academic Needs:

- 1. Improve Student Academic Reading and Writing in all subject areas, especially for EL Learners**
 - a. Continue to provide support for all low performing students**
 - b. Appropriate identification and placement of ELL students with continued timely review of progress**
 - c. Shared collaborative efforts across curriculum to improve student research, reading, and writing practice**
 - d. Use of various instructional strategies to address different learning modalities**

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- e. **Continue identifying and monitoring students at risk of not passing CAHSEE writing and math components**
2. **Create and utilize schoolwide Benchmark assessments to improve school and subgroup scores, especially in the area of math.**
 - a. **Continued sharing and analysis of pertinent data**
 - b. **Continued use of Student Intervention and Student Study Teams to identify and assist, monitor, and mentor those students, especially early identification of struggling math students**
 - c. **Review, revise, refine, and reflect upon benchmark assessments to gauge effectiveness of alignment of assessments**
 - d. **Improve clarity of standards and benchmark assessments with students**
 - e. **Provide students with strategies for standardized test taking, to include appropriate life-style decisions**
3. **Implement data driven instruction to improve student achievement and teacher practice.**
 - a. **More sacrosanct time for data analysis, especially during in-service time**
 - b. **More data to analyze and interpretation of data as needed**
 - c. **Development of pre- and post-tests for each unit to gauge student levels and to assess student achievement**
 - d. **Target problem standards using previous assessment data and address during lessons**

Correlated ESLR's:

Hamilton Union High School staff and community thoroughly reviewed, discussed, and revised the Expected Schoolwide Learning Results over the past 14 months. The ESLR's definitely and directly relate to our self-identified Critical Academic Needs. As state and federal assessment targets have become the main measure for high schools, it is imperative that schools help students acquire the necessary skills to pass state required tests such as CAHSEE math and English. Improving the literacy skills by addressing academic reading and writing across the curriculum is of prime importance at HUHS. While efforts need to continue, improvements have been made, including, since the last accreditation, professional development and training aimed at improving student achievement on tests. These efforts have helped our significant subgroups narrow the achievement gap with our highest performing group. More succinctly, the ESLR's addressed in Critical Academic Need 1 are:

ESLR 2.0: Communicator (Written and Oral)
2.2 Communicate actively, critically, and reflectively

ESLR 4.0: Work Ethic
4.1 Maintain good attendance and be prepared with instructive materials and completed assignments

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Data analysis is a regular occurrence at Hamilton Union High School. This has helped in the production and implementation of benchmark exams, more particularly in the math and science departments, but used extensively in most departments as well. HUHS believes, however, that, to avoid complacency and stagnation, continual regeneration is necessary. At HUHS, teachers are constructively critical of themselves and regularly reflect upon their teacher practice. Included in this, is common revision of lessons, classroom procedures and use of strategies. Reviewing data provides for an infusion of different perspectives and ideas, whether done departmentally or with other peers. Since student benchmark exams and common assessments are used to check student progress, it is necessary to continually refine those exams to provide for greater students achievement. Further, especially in the case of Algebra I scores, utilizing and improving test taking strategies, in addition to modifying and improving the core content curriculum will result in improvement. ESLR's relative to Critical Academic Need 2 and Critical Academic Need 3 include:

- ESLR 1.0:** Content/Critical Thinker
- 1.1 Develop mastery in individual content areas
 - 1.2 Use available and appropriate resources to gather and apply data and basic academic skills to solve problems
 - 1.3 Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes
- ESLR 2.0:** Communicator (Written and Oral)
- 2.1 Produce relevant and justifiable responses and quality work using words, numbers, visuals, and technology
 - 2.2 Communicate actively, critically, and reflectively
- ESLR 3.0:** Citizenship/Collaborator
- 3.3 Demonstrate effective goal setting strategies to create a positive vision for their future
- ESLR 4.0:** Work Ethic
- 4.1 Maintain good attendance and be prepared with instructive materials and completed assignments

Important Questions Raised:

Important question gleaned from the various discussions held by stakeholders and through a diagnosis of the available data include a belief that our students must continue to be taught in a safe, nurturing, and challenging environment. Requiring our students to meet and exceed high expectations and providing rigor and relevance in HUHS academic setting, will allow all of our

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students to grow and succeed as students and individuals in our society. Our ESLR's are distinct and enable us to request much from our students. Nevertheless, we at HUHS continue to seek better and more effective ways to improve ourselves, our school, and, most importantly, our students.

- What is the data telling us about the academic achievement of our students?
- What interventions do we need to employ to specifically target at-risk students?
- How can we better support our low performing students?
- How can we move each ELL student at least one CELDT per year?
- What can we do to increase and improve student achievement in all areas, with an emphasis on math?
- How can we continue the academic growth in all students, in particular our significant subgroups?
- How are we using outcome data to drive instruction?
- What staff development would be most effective and useful for our needs?

**Hamilton Union High School
Expected Schoolwide Learning Results
(ESLR's)**

1.0 Content/Critical Thinker

Students will:

- 1.1 Develop mastery in individual content areas
- 1.2 Use available and appropriate resources to gather and apply data and basic academic skills to solve problems
- 1.3 Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes

2.0 Communicator (Written and Oral)

Students will:

- 2.1 Produce relevant and justifiable responses and quality work using words, numbers, visuals and technology
- 2.2 Communicate actively, critically, and reflectively

3.0 Citizenship/Collaborator

Students will:

- 3.1 Be involved constructively in school and community in preparation for responsible and active citizenship
- 3.2 Assume responsibility for personal wellness
- 3.3 Demonstrate effective goal setting strategies to create a positive vision for their future

4.0 Work Ethic

Students will:

- 4.1 Maintain good attendance and be prepared with instructive materials and completed assignments

Chapter III: Progress Report

The following are responses to the previous accreditation visit in 2003. The Action Plan noted six schoolwide critical areas for follow-up.

1. Formalize benchmarks (performance standards) for all curricula.
2. Align ESLR's with academic standards.
3. Continue articulation efforts with major feeder schools.
4. Restructure the services provided by the ACHIEVE program.
5. Define the leadership team and its role in the implementation of a focused Action Plan.
6. Restructure staff development agenda to include department and schoolwide analysis of student work in order to develop curriculum and modify instructional strategies.

These critical areas for follow-up were incorporated into the Schoolwide Action Plan. Progress has occurred in these areas as shown in the summaries given below.

Formalize Benchmarks:

1. Establish and provide students with solid benchmarks for curriculum standards and ESLR's.

This item has been a critical focus area at HUHS since the previous accreditation visit. There are benchmarked assessments in all Math and Science courses. English and Social Science courses have developed benchmark exams as well, although ongoing collaboration in these areas must continue to ensure that assessments are aligned. Students are notified each lesson of the relationship between the standard and the lesson. Quarterly assessments in math and science are aligned to state tests, and scores on states test in science have risen as a result. Student scores on state tests in English and Science are the highest of any in our school. Additionally, 93 percent of the 2008 sophomore CAHSEE students passed the Math portion of the test. Sophomore CAHSEE students in 2008 passed at the 89 percent level. School and significant subgroup API have also risen substantially since the last accreditation, due in part to the drive to create benchmarks, study data, and utilize available resources.

Faculty has worked collaboratively using the standards and ESLR's to design benchmark assessments, which, in turn, drove curriculum design. Work continues in this area as quarterly tests are given and the need for continual review and revision is necessary to ensure student achievement. Time continues to be devoted to allowing teachers to analyze student work and assessment data during in-services. In addition, until, 2007, the district contracted with EduSoft, which was used by core-academic teachers for assessments and standards-aligned instruction. Currently, HUHS is in the process, in conjunction with GCOE, of identifying and selecting a data analysis firm. Previous contracts with EduSoft and the Pulliam Group have expired and HUHS believes an updated data analysis system would be favorable for continued monitoring of student educational progress.

Align ESLR's with academic standards:

2. Align standards and ESLR's.

Significant progress has been made to in aligning the standards and the ESLR's. All science, English, and mathematics courses have been aligned to the standards and ESLR's—curriculum, instruction, and assessment. Tests are aligned, the course syllabi reflect this alignment and instruction and assessment are standards-based. In English, work remains, though, to fully align assessments.

In Social Studies, the new Government, U.S. History, and World History texts are standards-aligned but there is a need to finish aligning instruction and assessment. Progress in social studies has been hampered by the release of the former social studies teacher in June 2004 and subsequently, four other social studies teachers have taught these course. Nevertheless, alignment of social studies courses to standards and ESLR's has been largely successful and test scores in World History and US History have progressed, although improvement is likely to be seen in the next few years with stability in the department.

The ESLR's are regularly reviewed each year, with a complete revision resulting from the current accreditation process begun in 2007. ESLR's are prominently displayed in all classrooms at HUHS and students are aware of the importance of achieving these expectations.

Our staff is involved in activities such as analysis of academic standards and alignment of those standards to ESLR's and to class lessons and assignments. Through department meetings and Friday in-services, teachers have carefully scrutinized and evaluated the connections between standards, ESLR's, and assignments.

Teachers collected student work for analysis and sharing during Friday in-service. This was done for accreditation, but has also been common practice since the last self-study process in 2002-2003. In focus groups, each teacher discussed the assignment, which content standard the assignment addressed, and the ESLR being addressed by that assignment as well. In this manner, the focus groups (teachers) were able to identify and point out the connections between classroom content standards and the ESLR's and show the relevance of the assignments.

Staff, then, regularly shares these expectations in the classroom. The attainment of the ESLR's are evident through completed projects, formative and summative assessments, or other forms of accountability as assessed by the instructor. Further, teachers share their best practices, successes, and difficulties with staff during the faculty meetings, thus providing opportunities for collegiality.

Continue articulation efforts with major feeder schools:

3. Articulation with feeder elementary schools.

Over the years, articulation with feeder schools has proven to be a most challenging endeavor because we are a high school district and have no jurisdiction over our four feeder schools. In fact, two of the four schools, Plaza and Lake Elementary Schools, legally are feeder schools to Orland High School. Approximately 75 percent of their graduates, nevertheless, choose to attend HUHS.

Our articulation efforts have been directed toward Hamilton Elementary School as about 50 percent of our students graduate from that school. Math and English teachers meet each year to review expectations, texts, instructional materials, and assessments. Spanish assessments are given to place students likely to take a Spanish course at HUHS. Capay Elementary School is also a single school elementary district and, while there is a great amount of interaction and communication between the two schools, again, the HUHSD has no legal jurisdiction over their decisions.

Recently, the local citizens approved the unification of the Hamilton Union High School District and the Hamilton Union Elementary School District. This exciting new development, while also being a daunting task, will allow for greater coordination between the two schools. The new district, officially named the Hamilton Unified School District, will begin as an official and legal entity on July 1, 2009. Though that time frame fast approaches, teachers, parents, students, and community members are excited about the opportunity to work on and be part of a K-12 educational unit.

Restructure the services provided by the ACHIEVE program:

4. Integrate all vital post secondary preparation activities previously provided by the ACHIEVE program.

At the time of the last visit, the faculty and administration were very concerned about the school's ability to continue important programs that had been coordinated by our ACHIEVE staff. We were in the final year of a federally funded school-to-work grant that infused almost one million dollars over a five-year period into Hamilton High School.

In fact, the transition of the coordination of these programs from ACHIEVE to HUHS staff has been accomplished successfully and is no longer a critical issue, largely due to the willingness of staff to accept additional responsibilities for the benefit of our students. For instance, the student vocational and career plans were coordinated, at first, by the counselor, and, since 2007, by the principal, and continue to be administered in our Friday Enrichment sessions.

The one-on-one meetings with low performing students were held in the first two years of this accreditation term. Because of the loss of two of the four members of the intervention team, this effort was discontinued in 2006. However, the intervention team was reorganized for 2006-07 at

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the request of the faculty. Additionally, the teacher/advisors continue to meet quarterly with each of their student advisees. When needed, an assistance plan, as well as grade improvement contract, is completed and signed by both the advisor and student. The counselor now coordinates the Enrichment program.

The counselor coordinates college choices, admissions, and financial aid. The counselor now teaches College Prep Seminar in which most of the college bound seniors enroll. Special college and financial aid nights are conducted for parents and students and the counselor and staff members give Campus Tours.

The principal coordinates high quality CTE offerings and 2+2 articulation agreements. Our school has exceptional CTE programs with 13 ROP programs in the areas of Business, Agriculture, Trades and Industry, Child Care, and Sports Medicine. There are 2+2 agreements in several careers areas with Butte College.

Senior Project continues to be an important, and challenging, part of our graduation requirements. It is now in its 15th year at our school. The counselors and the English department coordinate it. Senior Project presentations involve the community and are one of the highlights of the year.

The four educators funded by the ACHIEVE program provided invaluable assistance in the areas of curriculum, instruction, assessment, and staff development. This loss has been minimized, however, through extensive planning and the eagerness of staff members to assume new roles and responsibilities. Staff development, curriculum, and instruction is now coordinated by the Principal; testing and assessment by the Vice Principal; and Senior Project, Advisement, and School-to-Work by the Counselor.

Leadership Team and Implementation of Action Plan:

5. Define the leadership team and its role in the implementation of a focused Action Plan.

At the time of the last visit, the leadership team at HUHS was comprised of five people: the Principal, Vice Principal, ACHIEVE (federally-funded school-to-work program) Director, Student Achievement Coordinator, English Department Chairperson. Since the visit, both the ACHIEVE Director and Student Achievement Coordinator have left the district due to loss of funding. New additions to the leadership team, as a result, include the Counselor and the English and Mathematics Department Chairperson. Since 2007, the Leadership Team is composed of the Librarian/Technology Coordinator, the Counselor, the English Department Chairperson, the Vice Principal, and the Principal.

At first, the leadership team met quarterly over that time to discuss the school's action plans, the allocation of resources, as well as in-services, programs, and activities. Since 2007, the Leadership Team has met more frequently, mostly as a need to coordinate the WASC Self-Study process.

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Information has been distributed to curricular departments through regular departmental meetings in English, Mathematics, Science, Social Studies, Physical Education, Foreign Language, Fine Arts, and Vocational Education. Faculty meetings were held semi-monthly in 2003-04 and 2004-05 and weekly in 2005-06. Since 2007, faculty meetings are held semi-monthly. The last in-service day each year is devoted to reviewing and updating the schoolwide action plan in concert with the Local Education Agency Plan (LEAP). At least one member of the Leadership Team serves on the School Site Council and SSC regularly discuss the progress of the Action Plan.

The Schoolwide Action Plan was developed during the last self-study process and comprising four primary components and 44 specific goals. This is an excellent plan but it has proven to be very challenging and overly ambitious for our small high school. The visiting committee concurred with this and recommended that HUHS narrow its focus to concentrate on areas addressing student achievement.

In the spring of the 2003-04 year, the leadership team and members of the faculty met twice to assess progress on the Schoolwide Action Plan and consider its revision. As recommended by the visiting committee, it was decided to make section one of the plan our primary focus. Items from sections two and three were consolidated into section one. The revised plan was then reported to the Governing Board as part of the LEAP approved in May 2004. The LEAP has since been reviewed and approved each year.

Again, in the 2004-05 year, the action plan was reviewed in mid-year and at years end with the faculty. It was decided at that time to prioritize the items in the plan, as the remaining 24 items on the plan were still too broad in nature. The following areas were designated as high priority areas of the plan for the 2005-06 year, and continued to be through 2008-2009.

- Establish benchmarks for curriculum standards and ESLR's.
- Provide systematic support for CAHSEE students in Math and English and for students scoring in the lowest quartile on the STAR test.
- Develop and integrate critical and analytical reading and writing curriculum and instruction.
- Explore and provide in-service opportunities schoolwide to promote reading and writing instruction for secondary students.
- Provide in-service opportunities for collaborative time for data analysis.
- Integrate all vital activities formerly provided by ACHIEVE.
- Develop an allocation plan to purchase standards-aligned texts.
- Continue to improve articulation practices with feeder schools.

These areas are part of the Critical Areas for follow-up and all or most have been successfully accomplished, but with needed growth in Articulation; Providing in-service opportunities for collaborative time for data analysis; and establishing benchmarks for curriculum standards and ESLR's.

It is the belief of the leadership team and faculty that the Schoolwide Action Plan has had a dramatic impact on the quality and level of student learning. In seven years, our API has risen

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220 points to 758, and CAHSEE census passing rates have increased to 91 percent! Graduation rates and college attendance rates are at an all-time high. The majority of our students are on the honor roll (3.50 GPA or above) or merit roll (3.00 to 3.49 GPA). Surveys show that parents and students are happy with our school and the quality of learning.

The Schoolwide Action Plan has, thus, been our school's *road map* to improving student achievement. It has helped us monitor our successes as well as our setbacks. Finally, with the Action Plan comes a sense of responsibility as well as accountability to our stakeholders

Staff Development agenda to include time for data analysis and analysis of students work:

6. Restructure staff development agenda to include department and schoolwide analysis of student work in order to develop curriculum and modify instructional strategies.

Staff development for the purpose of data analysis and review of student work continues to be a critical focus area. Friday in-service time has been allotted to allow analysis of assessment and classroom data to monitor student progress and make informed academic decisions. The district subscribed to Edusoft, and this program was utilized by teachers to analyze student data and to access standards-aligned test questions.

Information from CAHSEE, STAR, CELDT, and classroom assessments are used to make academic decisions. For example, consistently low student scores in problem solving prompted teachers in Math and Science to purchase new texts emphasizing this area. Student work is assessed regularly within the monthly departmental meetings, with collaboration and dialogue frequently occurring and leading to modification of instruction or the use of different instructional strategies. Decisions are made to teach, reteach, or modify the instruction and/or assessment based on data reviewed at these meetings.

Collaborative time for decision-making based on data analysis is an integral component of Friday in-service time, with approximately one-third of that time dedicated to departmental meetings. During the term of the previous accreditation, considerable in-service time has been devoted to data analysis. EduSoft and CTAP presenters instructed staff members on the use of data to drive academic decision-making.

Analysis of schoolwide and departmental data drives reform efforts at HUHS. Ongoing assessment of student work and student achievement data help staff develop improved assessment processes that then helps improve student achievement. As noted, the scores for HUHS have improved dramatically in the past few years, largely as a result of student effort, but with the expertise of the teachers guiding them in the core content classes. Teachers have come to recognize the necessity for frequent discussion, analysis of data, and listening to suggestions that may lead to improvement.

CHAPTER IV: SELF-STUDY FINDINGS

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- B. Standards-Based Student Learning: Curriculum

- C. Standards-Based Student Learning: Instruction

- D. Standards-Based Student Learning: Assessment and Accountability

- E. School Culture and Support for Student Personal and Academic Growth

A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school’s purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

ESLR: All
Findings: 1. Hamilton High’s vision is clearly stated in its Mission Statement, ESLRs, curriculum, programs, LEAP/Single School Plan goals, and other guiding documents. All are aligned to the CA academic standards.
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Mission statement ▪ ESLR’s ▪ Local Educational Agency/Single School Plan ▪ Educational Technology Plan ▪ Library Plan ▪ Standards Aligned Course Outlines
Findings: 2. Hamilton High’s vision is based on student needs, current research and a belief that all students can achieve at a high level.
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Graduation requirements demonstrate an expectation of high achievement: <ul style="list-style-type: none"> ○ ePortfolios ○ Senior Project ○ Computer Proficiencies ○ Foreign Language ○ Community Service ○ Three years of math including Geometry ○ Three years of science including life and physical sciences ▪ Support provided to assure success of students with special needs and challenges <ul style="list-style-type: none"> ○ CAHSEE Math and English ○ A CAHSEE counselor ○ ELD Courses ○ College Connection ○ On campus tutors (Mini-Corps, Talent Search) ○ Migrant Education ○ After school tutoring ○ Alternative Education ○ Special Education with an emphasis on full inclusion and a strong system of support and monitoring. ○ Software and technology to enhance instruction and appeal to different learning styles.

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- Strong support for personal student success through IEPs, Student Intervention Teams, Student Study Teams, Ds & Fs reviews, Grade Improvement Contracts, Test Chat, 4-Year Plan, a CAHSEE counselor, and Enrichment.
- Staff development focuses on current research and is planned to support LEAP goals and the ESLRs. Staff development includes three full days each year, every Friday afternoon, and every other Monday.
- Staff actively participates in professional development according to their area of expertise/subject area including BTSA, conferences, professional learning communities, professional memberships, workshops, etc.
- The district has collaborated with experts to bring training to campus in the areas of reading and writing across the curriculum.

Findings: 3. All stakeholders are involved in the design, implementation, and evaluation of Hamilton High's vision.

Evidence

- School Site Council is involved in the development of the LEAP, and annually reviews the document and progress toward LEAP goals. SSC also oversees categorical funds and the use of these funds in support of the LEAP.
- Parents, students and community members are involved in decision-making process through site council, student government, and ROP advisory committees. Student and parent panels were used in the development of the Educational Technology Plan and the CA Distinguished School application.
- LEAP/Single School Plan goals are reviewed and revised annually with staff. Professional development and yearly goals are designed around LEAP goals.
- Evaluation is made possible through ongoing communication with students, staff, parents, the board, and community.
 - ESLRS posted in every classroom
 - ESLRS in student handbook and are on course outlines and are reviewed with students at the start of every year.
 - Parent newsletters
 - SARC shared with the community and parents online.
 - Student progress reports, grades, CELDT, and standardized test scores mailed home.
 - ABI provides parents with at-home access to student data.
 - Back to School Night, twice-yearly parent conferences, Open House, sophomore counseling, Freshman Orientation, and freshmen home visits provide a means for direct parental involvement.
 - School website
 - Home mailings
 - AlertNow phone system communicates important information to families via automated phone calls
 - Student and parent surveys are conducted every two years.
 - Board members visit the classrooms each year.
 - The board approves all policy documents.
 - Teachers report to the board each year.
 - Board members and community members participate in the evaluation of Senior Projects and serve as senior mentors.

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Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> ▪ All stakeholders are involved participants in the development and evaluation of the school's vision, and there are many avenues of communication with stakeholders. ▪ High expectations for all students and a strong system of support to assist each student with meeting personal and academic challenges. 	<ul style="list-style-type: none"> ▪ Increase student awareness of the ESLR's and the connection to standards and curriculum. ▪ Stronger evaluation of data needed to allow for continued improvement toward LEAP goals and targets.

A2: To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

ESLR: All
<p>Findings: 1. The governing board regularly reviews student achievement data, approves all visionary documents (Mission Statement, ESLRs, and LEAP/Single School Plan), and creates policies which support continued academic achievement. The results are monitored regularly through regular reporting and staff presentations.</p>
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Board policies. ▪ Board-approved Mission Statement, ESLRs, LEAP, and the Schoolwide Action Plan. ▪ Board minutes that show regular evaluation of standardized test scores, CAHSEE passage rates, graduation statistics, program data, etc. ▪ Board members visit classrooms every year and participate in Senior Project evaluations. ▪ Each teacher and program director reports to the board each year.
<p>Findings: 2. The governing board delegates implementation of policies to designated staff.</p>
<p>Evidence</p> <ul style="list-style-type: none"> ▪ The board sets district-wide policies regarding vision, curriculum, instruction, climate, facilities, finances, and accountability. ▪ The board approves appointment of all staff, and the board places responsibility on staff to implement its policies. ▪ Presentations from the principal/superintendent, ASB, and teachers at each board meeting provide ongoing communication between the board and staff regarding

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progress on the HUHS vision.	
<p>Areas of Strength</p> <ul style="list-style-type: none"> • Yearly communication between every teacher and the board. • Board’s actions are value-driven and based on the trust that the professional staff will implement its policies. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> • Continue to implement policies to support the ESLRs and LEAP/Single School Plan. • Continue to provide regular means of communication between board and staff.

A3: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

ESLR: All
Findings: 1. Hamilton High teachers spend time at the beginning of each year carefully analyzing CST scores in order to improve instruction.
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Inservice day(s) before the start of each year examine schoolwide and subject area specific CST results. Emphasis is placed on identifying schoolwide goals to improve achievement. Such examination has led to: <ul style="list-style-type: none"> ▪ Reading and writing across the content areas ▪ Professional development in Cornell note-taking ▪ No zeroes policy ▪ Benchmark assessments ▪ Differentiated instruction ▪ Department meetings on Friday inservice days are dedicated to careful examination of CST scores in each subcategory and to department and classroom strategies to improve achievement.
Findings: 2. Staff and Administration work closely together to use data to support Special Education, EL learners, and at-risk students.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ Special Education teachers share with staff data on each of their students in order to target needed support. Teachers, administrators, and Special Education staff are involved in student IEPs. Special Education teachers work in the general ed classrooms to support their students and regularly discuss performance data with classroom teachers. ▪ Staff is given a report on the CELDT levels of each EL learner. Staff are CLAD-certificated or SDAIE trained, and strategies to support EL students are discussed. ▪ Report cards are reviewed by the administration each quarter and students with a D or F develop a Grade Improvement Contract. ▪ ABI is used by administrators, counselors, and teachers to monitor student attendance, classroom performance, and progress toward graduation.
Findings: 3. Staff use data to initiate additional programs of support.

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<p>Evidence:</p> <ul style="list-style-type: none"> ▪ CAHSEE and CST results were used to determine additional support in English and math were needed. As a result, CAHSEE math and CAHSEE English classes are offered as well as afterschool tutoring. The data was also used to design a professional development program around improving reading and writing across the content areas, and there is on-going collaboration between our English teachers and the Northern California Writing Project. ▪ Each year CELDT results are used to determine the need for ELD and/or sheltered courses for EL learners. ▪ CST, CAHSEE, and CELDT scores are used to determine additional instructional materials targeted to improve student achievement. 	
<p>Findings: 4. The schoolwide action plan is regularly reviewed and schoolwide goals are refined based on analysis of data.</p>	
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ The School Site Council annually reviews schoolwide goals as they relate to the LEAP/Single School Plan. ▪ Some Friday inservices are dedicated to review the progress toward schoolwide goals and on using data to revise these goals. 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ A system is in place to provide time each year for staff to review a variety of student data. ▪ ABI provides a powerful tool for administrators, teachers, parents, and students to monitor student performance. ▪ Staff regularly communicate and collaborate to provide support to groups with special needs based on data gathered. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Sharing academic standards and ESLR'S more effectively with parents and the community needs to be a schoolwide priority. ▪ Teacher analysis of academic assessments needs to continue.

A.4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

<p>ESLR: All</p>
<p>Findings: 1. Qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.</p>
<p>Evidence</p> <ul style="list-style-type: none"> ▪ Site administration requires BTSA for all new teachers. ▪ School provides free SDAIE, BCLAD and CLAD certification for all teachers. ▪ The district supports professional development three full days each year in addition to Friday afternoons, every other Monday after school, and off campus professional conferences. ▪ Teachers regularly share Best Practices at staff meetings.

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<ul style="list-style-type: none"> ▪ Principal/Superintendent regularly performs formal and informal observations. ▪ Professional development has focused on standards-aligned curriculum including standards and ESLR-aligned Course Outlines and benchmark assessments. ▪ Experts in the area of reading and writing have been brought to campus for intensive staff development in reading and writing across the content areas. 	
<p>Findings: 2. Hamilton High School faculty is comprised of 20 highly-qualified teachers.</p>	
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ All 20 Hamilton High teachers are highly-qualified teachers and are teaching in their credentialed areas. ▪ Our school librarian is fully credentialed. ▪ Our school counselor is fully credentialed. ▪ Our at-risk counselor is fully credentialed. ▪ 37% of our administrators/certificated staff hold Master’s degrees. 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ High number of staff involved in off campus professional development. ▪ All Hamilton High teachers are highly-qualified. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Continue to devote inservice time to the analysis of data and alignment of the curriculum to the ESLRs and standards. ▪ Continue to use student data to design professional development activities.

A5: To what extent are leadership and staff involved in ongoing research or data-driven correlated professional development that focuses on identified student learning needs?

<p>ESLR: All</p>
<p>Findings: 1. Leadership and staff professional development focuses on identified student needs.</p>
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ CST and CAHSEE scores determined extra support was needed for all students in English. As a result, experts were brought on campus to train staff in strategies to incorporate reading and writing across the content areas. English teachers began participating in the Northern California Writing Project. ▪ Student Interventions are scheduled quarterly which provides teachers of specific at-risk students the opportunity to share and devise strategies to support the needs of identified at-risk students. ▪ Staff have participated in AP, Early Assessment Program (EAP), and Title I trainings to support specific student groups. ▪ Special Education teachers and the EL coordinator share information and strategies with teachers for supporting these students. ▪ Student surveys and the Healthy Kids Survey guide professional development activities in student safety, wellness, and asset development. ▪ Many staff members actively attend professional conferences and workshops that feature research-proven strategies for supporting students in their subject area/area of expertise.

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Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> ▪ Friday afternoon in-service activities routinely focus on student learning needs. ▪ Strong administrative support for additional professional development for staff as needed to improve student achievement. 	<ul style="list-style-type: none"> ▪ Continue to look for ways to identify and support student learning needs and provide professional development to support student needs.

A6: To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

ESLR: All
<p>Findings: 1. Programs and services are offered and staffed appropriately to support student achievement.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ▪ Our LEAP/Single School Plan links the standards, ESLRs, instruction, curriculum, and resources. ▪ After school tutoring Monday-Thursday ▪ CAHSEE math and English classes are offered to students who need additional support in these subject areas ▪ English Language Development is offered for EL students ▪ Special Education teachers structure their program to maximize student inclusion in the general education curriculum, and SE teachers are present in classrooms to support this goal. ▪ Additional tutoring is provided to qualified students through Migrant Education/Mini-Corps and Upward Bound. ▪ Part-time Migrant Education staff provides academic support to migrant students. ▪ A part-time CAHSEE counselor was hired to support students who need to pass the CASHEE exam. ▪ An extensive offering of Career Technical Education classes through ROP. ▪ Summer school and adult education courses available for remediation. ▪ Concurrent Enrollment with Butte College and Step to College with Chico State provide alternative challenging programs and the ability to earn college credit while still in high school. ▪ Independent Study Program ▪ Friday Enrichment time has built-in study hall and tutoring support.
<p>Findings: 2. Adequate funds are effectively utilized to support staff through professional development, availability of learning materials, and technology.</p> <p>Evidence:</p> <ul style="list-style-type: none"> ▪ Dedicated budgets for each classroom. ▪ Dedicated budgets for the library and campus technology. ▪ An Instructional Materials Fund Plan to rotate IMF funds through each department. ▪ Remedial programs provided by Title I funds.

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- Significant MAA funds dedicated to each teacher for the purchase of technology, classroom resources, or professional development.
- A Computer Replacement Plan provides funding for computers to be replaced every 4-5 years.

Findings: 3. Hamilton Union High School's facilities support and enhance the learning environment. It is well maintained, functional and attractive, free of graffiti and clean, and supports the special needs of all students. There is space that adequately supports all classes in addition to areas on campus for students and staff to go for collaboration and research. Laboratory facilities are available to meet the needs of all students and are supported by adequate supplies and materials.

Evidence:

- A library facility was built in 2000 which houses two computer labs, plenty of room for a growing print collection, and a large seating area.
- The gymnasium, office, and classrooms were remodeled in 2005-2006.
- The science and home economics classrooms were remodeled in 2008.
- 11 LCD projectors and 3 SmartBoards were recently installed in classrooms.
- The 2005 and 2008 remodels included extensive work to make sidewalks and restrooms handicap accessible.
- A student-designed quad area was built in 2006 providing a beautiful and inviting outdoor area for students.

Findings: 4. There is an adequate supply of current textbooks, other resource materials, and reference materials for every classroom. The library is well supplied with up-to-date materials and technology.

Evidence:

- The instructional materials funds (IMF) are routinely rotated among departments.
- The library supplies:
 - Subscriptions to an on-line database.
 - Subscriptions to on-line encyclopedias.
 - Subscriptions to magazines.
 - Growing print collection for research and recreational use.
- Scientific and graphing calculators are available to all students for all mathematics-based classes.
- The campus has a 2:1 student to computer ratio, and the district has a computer replacement plan to keep computers up to date.
- Campus computers run Microsoft Office 2003 or 2007, Adobe Creative Suite 3, four different math programs, and other software as needed for the instructional area.

Findings: 5. The District is viewed as an essential partner in accomplishing the school's goals. Use of District resources is planned through a cooperative effort to enhance the school's program. Both the District and school staff collaboratively manages resources to enhance student learning.

Evidence:

- The Hamilton Union High School office and District office are one and the same.

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Areas of Strength	Areas of Growth
<ul style="list-style-type: none">▪ Many significant improvements to campus facilities have taken place in recent years.▪ Instructional materials and resources such as textbooks, software, and technology are adequately provided to support the curriculum.▪ New programs and services have been added to further support student achievement.	<ul style="list-style-type: none">▪ Continue to align funding, programs, and services to best support student achievement of the standards and ESLRs.▪ Implement the AVID program.▪ Implement a formalized staff development plan.

B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM AND INSTRUCTION

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? (Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished.)

ESLR: 1.1, 1.2, 1.3
<p>Findings: 1. All academic instruction and curriculum is aligned to state standards. Graduation requirements are rigorous and prepare students for college entrance.</p> <ul style="list-style-type: none">▪ Student work examples▪ Departmental alignment of curriculum, standards and assessments▪ ELA Standards aligned textbooks in English 9 and 10▪ Rigor and Relevance Training▪ Staff Development Calendar▪ Teachers accountable to align standards as evidenced by lesson plans▪ Class STAR testing analysis▪ Revised and aligned course outlines▪ Student survey- students rate classes for quality of learning (questions 16-31)▪ School Handbook▪ Graduation requirements include: Three years of math including one year of Algebra I and Geometry, one year of Spanish, one year of Fine Arts, three years of Science, one year of Career Technical Education (CTE).▪ Career Life Planning, Health and Driver's Education are taught in order to prepare students for high school and college success.▪ Inclusion of EL and Special Education students
ESLR: 1.1, 1.2, 1.3
<p>Findings: 2. Students are prepared for college eligibility.</p> <ul style="list-style-type: none">▪ Computer proficiencies are a graduation requirement▪ Graduation requirements exceed state standards▪ Senior project▪ Student's track college eligibility with A-G worksheet and all students are encouraged to complete coursework to ready them for college.▪ PSAT is provided for all students free of charge▪ 2+2 agreements with Butte▪ Careful monitoring, support, and transitional assistance provided to Special Education students to encourage post-secondary education.▪ Sophomore counseling and 4-year plan to create a learning plan to meet college eligibility requirements.▪ A large percentage of students continue to higher education including Special Education students.
ESLR: 1.1, 1.2, 1.3
<p>Findings: 3. Cross-curricular learning is used to construct new knowledge. Increasing numbers of students are enrolling in advanced science, math, and English classes. HUHS offers Advanced Placement courses in core academic subjects.</p>

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<ul style="list-style-type: none"> ▪ Course outlines- Projects and models built, PowerPoint presentations ▪ Enrollment records, addition of faculty to support increased numbers of students ▪ Advanced Placement courses in core academic subjects, Science, English, Math and History ▪ Course outlines ▪ Master schedule ▪ Cross curricular assignments and units designed (American History/Literature, Geometry/Art, World History/Art) 	
ESLR: 1.3	
<p>Findings: 4. Academic learning is applied to real world/career experiences.</p> <ul style="list-style-type: none"> ▪ Career Life Planning field trips to industry sites ▪ Large percentage of students participating in Career Technical Education classes ▪ Ag industry trips and FFA projects ▪ CSU, Chico Access – University Connection ▪ Campus Tours ▪ Senior project mentor experience ▪ Career Life Planning and Senior Project career research 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ All classes are standards based ▪ High percentage of HS grads that move onto college ▪ Rigorous graduation requirements; exceeds state requirements 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Need to allocate funding for single teacher departments for staff development

B2: to what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

ESLR: 1.1, 1.2, 1.3	
<p>Findings: 1. All students have a personal learning plan, which is a blueprint for their educational future. Parents review it. Plan is revisited often.</p> <ul style="list-style-type: none"> ▪ Each student writes and revisits his 4-year plan annually. ▪ ABI (students can access grade point average, progress toward graduation, class rank, transcripts, etc.) ▪ Career Life Planning course outline ▪ Counselor records ▪ Sophomore counseling (individual conferences with parents to develop student plan) ▪ Student led IEP’s 	
ESLR: 1.2, 1.3	
<p>Findings 2. Planning and review process allows students and parents continuous update and options to reevaluate. Students learning styles, interests and goals are evaluated and revisited often.</p> <ul style="list-style-type: none"> ▪ Progress reports every five weeks and are reviewed in Enrichment individually ▪ ABI provides ongoing classroom progress as well as progress reports, report cards, transcripts, and progress toward graduation information. ▪ Vocational, aptitude, interest and learning style assessments administered over four years 	

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<ul style="list-style-type: none"> ▪ Special Education focus on transition (collaboration with agencies, TSL in IEPs) ▪ Enrichment calendar provides many opportunities for student goal-setting and progress review. ▪ All sophomores take Career Life Planning and explore careers ▪ Senior Project requires working with a mentor in a selected career field (graduation requirement) ▪ Support students to connect with colleges ▪ Parent/teacher conferences held twice a year 	
ESLR: 1.2, 1.3	
<p>Findings 3. Support is available for students and parents to examine post secondary goals by connecting with Colleges.</p> <ul style="list-style-type: none"> ▪ Butte College Reg-to-Go, PSAT/SAT offered on campus, Chico State on the spot admissions, 2+2 Butte College articulation, ▪ Counselors assist students with scholarships, college, and applications. ▪ Staff also supports the preparation and transition of students during Enrichment. ▪ SPED students enroll and orient with DSPS. 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ Time allocated for individual student career planning. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> • Initiate the AVID program as a means to provide college eligibility assistance and additional support to eligible students.

B3: To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

ESLR: 1.1, 1.3	
<p>Findings 1. Staff works regularly with students to monitor progress in meeting graduation requirements and entrance requirements. Extra assistance is available for those who need it.</p> <ul style="list-style-type: none"> ▪ Progress reports, report cards ▪ Administrators identify students with Ds or Fs and students develop Grade Improvement Contracts. ▪ 89% of current sophomores passed ELA portion of CAHSEE and 92% of current sophomores passed Math portion of CAHSEE ▪ School Handbook and ABI informs students and their families of expectations and graduation requirements. ▪ Student Intervention team meetings allow teachers to identify at-risk students and work collaboratively to provide support to those students. ▪ SST (Student Study Team) meetings ▪ Students are regularly informed and counseled about grades ▪ Teachers are advisors to students and are made aware of at-risk performance ▪ Adult Education classes available to seniors with credit deficiencies 	
ESLR: 1.1, 1.3	
<p>Findings 2. The school and community collaborate to help students with varying backgrounds to achieve academic success, and pursue higher educational goals or career opportunities.</p> <ul style="list-style-type: none"> ▪ Department of Vocational Rehab records, student IEPs, industry tour schedule 	

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<ul style="list-style-type: none"> ▪ Collaboration with Department of Vocational Rehab TPP ▪ All staff is CLAD or SDAIE trained ▪ PASS or Cyber High available to Migrant Ed eligible students ▪ Latinos are proportionately represented in AP courses ▪ Educational Talent Search provides support to low-income and first-generation students
ESLR: 1.1,1.2,1.3
<p>Findings 3. The school community offers additional support to enable students to achieve goals.</p> <ul style="list-style-type: none"> ▪ English/Math CAHSEE courses ▪ CAHSEE counselor ▪ After school tutoring ▪ College Connection ▪ Alternative education opportunities ▪ IEPs, Student Study Teams, and Student Intervention Teams ▪ Grade Improvement Contracts ▪ SPED students are mainstreamed and supported by SPED staff ▪ ELD course, sheltered courses when appropriate ▪ Enrichment to provide additional strategies to support achievement and additional monitoring of student progress.
ESLR: 1.3
<p>Findings 4. Multiple measures show students are prepared for college, training programs, and careers. HUHS partners with colleges. HUHS prepares students for work experiences.</p> <p>Evidence</p> <ul style="list-style-type: none"> ▪ Enhanced graduation requirements above state’s requirements ▪ Work Ready certificates ▪ Computer Proficiencies ▪ SAT scores ▪ Talent Search ▪ Senior Project ▪ 9 of our classes are articulated with higher ed. facilities to transition students ▪ 2+2 agreements, collaboration with DSPPS and Special Education Department ▪ Youth Employment Services classes ▪ Large Student involvement in ROP courses
ESLR: 1.1, 1.3
<p>Findings 5. The school community follows up on students after graduation.</p> <ul style="list-style-type: none"> ▪ Ag Incentive, CTE follow-up ▪ Graduates as guest speakers ▪ Graduated students visit informally ▪ Many graduates hired as staff ▪ Alumni Career Day
ESLR: 1.1,1.3

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<p>Findings: 6. HUHS collaborates with post-secondary institutions to encourage student success and opportunities.</p> <ul style="list-style-type: none"> ▪ Ag Opportunity Day ▪ On the Spot Admissions, Reg-To-Go ▪ CAHSEE prep courses offered in the summer ▪ College Connection ▪ Upward Bound ▪ Educational Talent Search ▪ 2+2 Agreements 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ Number of CTE and ROP classes and full time staff teaching these classes is high for a small school. ▪ High percent of students graduate ▪ High percent of students go on to higher education. ▪ Students' surveys say students feel ready to go on to college. 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Continue assistance for students who fail CAHSEE. ▪ Improve articulation with elementary schools. Improve tracking of former graduates.

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C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

ESLR: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1
Findings: 1. Innovative instructional methods are supported by research and professional development and are frequently implemented in classes. Curriculum is reviewed yearly and adjusted to meet new curricular demands and to ensure that the curriculum is aligned with academic standards.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ Supervised Ag Experience, record books ▪ Hands-on projects in numerous core curriculum classes. Examples include PowerPoint projects, model building, science labs, cooperative learning, and video projects. ▪ Student survey- 86% students say teachers use wide variety of instructional methods. ▪ CTE classes ▪ Oral presentations required in many classes ▪ Teachers attend professional development seminars and report back best practices at faculty meetings. ▪ Unit plans ▪ Revision of courses annually ▪ Faculty collaboration and sharing of Best Practices ▪ Course outlines ▪ In-service calendar
ESLR: 1.1,1.3
Findings: 2. Students are encouraged to develop techniques to organize, access and apply knowledge.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ Career Life Planning classes ▪ Enrichment activities ▪ Students provide evidence of achievement and career preparation in Senior project, work ready certificate, and career development portfolios.
ESLR: 1.1, 1.2, 1.3
Findings: 3. Technology is an integral part of learning across the curriculum. Students are encouraged and required to improve their technology skills to achieve educational goals.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ All students must pass eight components of computer proficiency. ▪ Internet access and subscriptions to online encyclopedias and periodical databases available in the library. ▪ Library Plan, Technology Plan, Library Home Page ▪ 38 student computers in the library, interactive subject-specific programs, Accelerated Math, ROP computer classes, PowerPoint presentations, technologically advanced science labs. ▪ LCD projectors in many classrooms. Three classrooms utilize Smart Boards
ESLR: 1.2

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Findings: 4. Teachers often function as coaches and facilitators of learning.	
Evidence:	
<ul style="list-style-type: none"> ▪ Academic Decathlon and spelling bee competition. ▪ Student instructional activities. ▪ After-school tutoring. ▪ Student survey- 75% of students feel there is adequate support to help them succeed. 	
ESLR: 1.2, 1.3	
Findings: 5. Students have opportunities to apply learning outside of school	
Evidence:	
<ul style="list-style-type: none"> ▪ Senior Project requirements, FFA Christmas tree sale, County Fair, Community Services Harvest festival 	
Areas of Strength <ul style="list-style-type: none"> ▪ State-of-the-art library/media center ▪ Standards-based curriculum and instruction. ▪ Students are involved in their educational path and community. 	Areas of Growth <ul style="list-style-type: none"> ▪ Continue development of benchmarks for all curricular areas. ▪ Improve integrated processes and continue toward encouraging students to take an active role in their educational progress. ▪ Increase critical thinking activities for students.

C2: To what extent do teachers utilize a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage student, emphasize higher order thinking skill, and help them succeed at high levels.

ESLR: 1.2, 1.3, 2.1, 2.2, 4.0
Findings: Teachers and staff utilize a variety of strategies and resources including technology and experiences beyond the textbook and classroom
Evidence:
<ul style="list-style-type: none"> ▪ Teachers are SDAIE trained and scaffold their instruction using visuals, diagrams, graphic organizers, Cornell note taking, videos, Internet, Smart Boards, etc. ▪ Students are assigned projects that require the use of technology, be it PowerPoint, Photoshop, Excel, Pinnacle video programs, etc. ▪ Seniors are required to complete an e-portfolio. ▪ An annual English Enrichment trip is taken to San Francisco where students attend a play or musical. ▪ Senior project requires students to spend time with a mentor in their field/career of choice. ▪ Construction course allows students to apply the skills used by working on projects within the community. ▪ Students work on inquiry based projects in which they choose a question that pertains to a common theme, gather findings, and report them to the class. ▪ Most teachers require oral presentations in which the students use technology, presentation boards, dioramas, models, etc.

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<p>Areas of Strength</p> <ul style="list-style-type: none">▪ Teachers vary instructional strategies to meet various learning styles.▪ Modern technology is used across curriculum.▪ Student-oriented, project-based learning.	<p>Areas of Growth</p> <ul style="list-style-type: none">▪ Install LCD projectors in all classrooms.▪ Additional training for instructors on the use of internet based research.
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D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

ESLR: ALL

Findings: 1. Hamilton Union High School believes assessment is a vital component of the educational process. A variety of assessment systems are in place to collect and disaggregate data related to student performance. Testing data results from tests such as CAHSEE, STAR, and CELDT are used to place students appropriately (i.e. CAHSEE Math and English courses). To ensure achievement and progress towards the ESLR's, state content standards, and graduation, ninth through twelfth grade students are given benchmark exams in all core and most other classes.

Findings: 2. HUHS utilizes ABI (Aeries) to allow parents to access, through the internet, their child's academic, disciplinary, and attendance records. In addition, the school's website provides a wealth of resources and information for students, parents, and community members.

Findings: 3. Assessment involving certificated staff is a frequent and ongoing activity at department meetings and Friday inservices and guides instruction and curriculum. HUHS regularly disseminates information to students, parents, and community stakeholders in a timely manner, including through local media.

Evidence:

- STAR Test results
- CAHSEE results
- CELDT testing results
- ABI access for parents/students
- Parent newsletters in Spanish and English
- SARC
- Open House/Back to School night
- Frosh Parent Visitation
- Report Cards/Progress Reports
- Parent Teacher Conferences
- English Language Advisory Committee
- IEP's
- Student Study Teams
- Regular communication between parents and school personnel
- Local media articles about school events/results
- API/AYP and other standardized test results published in local media
- School newspaper utilized as an information source
- Regular discussion and input by parents at School Site Council meetings
- Involvement in local service organizations
- Monthly board meetings
- Friends of Athletics and Boosters Club meetings

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Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> ▪ Department meetings and teacher planning time devoted to data analysis, student work analysis, and development of benchmark exams. ▪ School communication system (ABI) that allows for students and parents to review student progress toward graduation and in individual classes. ▪ Resource allocation by administration and board that best serves needs of students. 	<ul style="list-style-type: none"> ▪ Continued training for teachers on data analysis and alternative assessments. ▪ Frequent and timely dissemination and interpretation of school information, such as API/AYP, CAHSEE/STAR results.

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

ESLR: All
<p>Findings: 1. HUHS teachers utilize a variety of assessment strategies to evaluate student learning and progress. Staff use of assessments such as pre-unit diagnostic assessments and KWL charts, formative assessments during learning (i.e. quick writes), traditional summative assessments, classroom cooperative groupings, and application of knowledge to new situations to fully gauge the ongoing progress of students in achieving the academic content standards and ESLR's.</p> <p>Findings: 2. Progress toward state curriculum goals and student achievement is measured by benchmark tests prepared by individual teachers and departments. These benchmarks, along with classroom instruction, prepare students for yearly CST and CAHSEE tests by showing the students progress within each subject, while also providing staff with relevant information about areas of success and special need for reteaching.</p> <p>Findings: 3. Currently, HUHS is in the process, in conjunction with GCOE, of identifying and selecting a data analysis firm. Previous contracts with EduSoft and the Pulliam Group have expired and HUHS believes an updated data analysis system would be favorable for continued monitoring of student educational progress.</p>
<p>Evidence:</p> <p><u>Schoolwide</u></p> <ul style="list-style-type: none"> ▪ Teachers actively use student data, from state, benchmark, or unit and chapter tests, to evaluate student and instructional success. Teacher tests utilize questions that are directly linked to state academic content standards. Through the 2006-2007 school year, HUHS contracted with EduSoft for use of data analysis. Skills and expertise gained by teachers continues to allow for expert analysis of results from benchmark,

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unit, and chapter tests to meet needs of our students.

- STAR, CAHSEE, CELDT, and teacher observations are used to make student placement with appropriate curriculum decisions.
- A student study team process, commenced by teacher referral to school counselors, is in place to address at-risk student needs with regard to placement, curriculum accommodations and modifications and personal/social needs.
- All seniors must complete a Senior Project, which is a demonstration of the ESLR's. Using a rubric, business panels assess student papers and presentations and provide feedback to the Senior Project team. Seniors must complete all aspects of the Senior Project in order to graduate from HUHS.
- In-service time, in addition to being used for WASC preparation in the 2007-08 and 2008-09 school year, is devoted to providing training and time for teachers to gain additional skills and access to resources to aid in the improvement of student learning and performance. Teachers in their first two years of service also participate in the BTSA process along with a support teacher. Time is also given to review and revise course outlines to match instruction and assessment to state standards, to analysis of data from state tests, and to involvement in Student Intervention Teams to better assist struggling students identified by teachers.
- HUHS requires all seniors complete a Senior Project. This project includes a written product and an oral presentation. The subject of the Senior Project is determined by the student and is a demonstration of learning experiences.

Departments:

Mathematics

- The mathematics department utilizes teacher observation and summative grades for student placement in the appropriate math class including placement in math skills classes. The math department also utilizes student presentations, problems and real-world problems that require a variety of high-level thinking skills to complete beyond traditional assessment techniques. Accelerated Math is used to assess and develop computational skills of individual students. Students must score 80% or above to pass specific objectives.

English Language Arts

- The English Language Arts department uses student-generated rubrics to assess specific assignments. The students complete book review analysis and round table discussion of various readings. US History and English 11 are integrated so that project are assessed in both curriculum areas and aligned to both sets of standards. Large projects include the family history project and the Constitution project. Students are also required to complete a summative portfolio. Students also commonly complete self-assessments, peer assessments and role-play in all English classes.

Social Studies

- Students in Social Studies classes are given standards-based exams for United States and World History, which are used to assess student progress in achieving state content standards. Social Studies classes also incorporate group and individual investigations, reports, and presentations on specific topics as part of showing competence of curriculum. Students have access to Power Point to create their presentation products.

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Science

- The Science Department employs a series of laboratory experiments to assess student learning of content knowledge, including laboratory write-ups, model construction, forensic analysis, and analysis of chemical reactions. Presentations and peer reviews are another assessment tool used throughout the science department. The Agriculture department has aligned its curriculum to the science standards in efforts to provide a more in-depth science experience.

Career Technical/Vocational

- The Career Technical Education Department employs a wide variety of evaluation techniques including Future Farmers of America (FFA) projects, student leadership opportunities and public speaking. Students are required to manage their project from all aspects including care, feeding and expenditures. Student success is determined by the market readiness of the animals and/or projects and adherence to established standards. Furniture and Cabinet utilizes authentic assessment for all projects. Woodshop students are encouraged to enter projects in the Butte County Fair. Many students have won substantial awards in the past few years, including best of show. The Business department uses thematic projects. Students utilize a variety of computer applications and presentations to complete theme projects. Publishing classes produce the school yearbook and newspaper and contribute to the school web page. The Careers with Children instructor uses authentic assessment as well. Students complete activities with the preschool children that must help the children develop skills for kindergarten that are developmentally appropriate. Students complete various writing assignments that indicate mastery of Child Development standards. In the areas of visual and performing arts, authentic assessment is standard practice. Student artwork is prominently displayed in the library and at Open House and displayed at the Butte County Fair. The Drama class presents and performs the school play once or twice a year. Additionally, performances by the school band occur throughout the year. The home economics class practices extensive authentic assessment. The students in these classes commonly provide refreshments and decorations for activities that are held outside of the school day, such as Back-to-School Night and Open House.

Foreign Language

- Foreign Language uses performance-based audio and video assessments such as using PowerPoint to develop family projects that are presented in Spanish and judged both by peers and outside school colleagues. Real world situations are also used as assessment. For example, students go to a restaurant and order food.

Physical Education

- Students are assessed based on team and individual skills. Ninth grade students are also assessed using the Physical Fitness Test. Peer coaching and feedback is beginning to be used to improve performance. The sports program has also expanded, which allows more students to participate in athletic competition. The sports program at HUHS includes: football, volleyball, cross-country, cheerleading, basketball, soccer, track, baseball, softball and wrestling. Participation in sports is one way that students are able to develop effective communication skills, good citizenship and sportsmanship.

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<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ Variety of teaching strategies and practices of teachers ▪ Rigor and challenge of courses and higher level courses available to students (AP) ▪ Teacher involvement in student SST's, SIT's, and IEP's allows for greater understanding of student needs 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Time provided for in-depth sharing of lessons and teaching practices and strategies ▪ Continued growth of interdisciplinary projects and assignments
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D3: To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

<p>ESLR: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3</p> <p>Findings: 1. Hamilton Union High School and the school community have a well-established system of support and interaction. The strong community involvement in school related activities allows for greater communication and sharing of school and community needs. The mutual trust engendered allows for assessment and monitoring of school and student achievement that is constructive and lasting. Among the activities that allow for community and district assessment and monitoring are the Senior Project, in which community and business members evaluate student Senior Projects. Community members, from business owners to parents, also participate in mock interviews with students and allow students to visit their businesses for a view of real life.</p> <p>Findings: 2. Through the YES program, students are placed in local businesses and students may also earn a Work Ready Certificate by completing standards, including interviews and portfolios.</p> <p>Findings: 3. The SARC report is available on our school website, and mailed to parents upon request, and gives HUHS stakeholders an opportunity to analyze various data related to our school, including STAR, CAHSEE, API information, college entrance rates, and drop out rates. In addition, school safety information and teacher education levels (Highly Qualified) are available through the SARC report.</p> <p>Findings: 4. Parents and other community members participate on the School Site Council, where decisions regarding categorical funds are made as well as providing a venue to hear community concerns and input. The English Language Advisory Committee (ELAC) also provides guidance in making decisions aimed at ensuring that our ELL students receive the assistance and support needed for continued success. Special Education teachers conduct regular IEP meetings, which administrators and regular education teachers attend, to review student progress and develop plans for students.</p> <p>Findings: 5. At the monthly HUHSD board meetings, teachers report on their</p>

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classes, curriculum, and special needs and activities. Teachers are continually given department meeting and planning time and resources to analyze student data and provided opportunities to share with the entire staff. The HUHSD board is supportive of efforts to improve student performance and achievement, whether it be a standardized test or authentic assessment.

Evidence:

- Teacher, Parent, student use of ABI to monitor progress
- SARC
- Senior Project
- Regular board meeting presentations where information is shared in public venue
- Senior status letters to all seniors from counseling department
- IEP's
- Student Study teams to intervene with struggling students
- Student Intervention teams held regularly to assess overall student progress and avenues for assistance
- School Site Council
- CAHSEE, STAR, CELDT results used to monitor and improve school program
- Partnerships with CSU, Chico
- Talent Search
- Upward Bound
- Migrant Ed as an additional avenue of support and assistance
- Enrichment time each Friday
- D's and F's list to assess areas of need and growth
- Grade Improvement Contracts
- Student Achievement Awards
- District Compensation for STAR achievement

Areas of Strength

- Involvement of all stakeholders in decision-making and in informing stakeholders of student progress
- Assessment process involves analysis of data and review of plans to ensure appropriate growth
- Honoring of student achievement

Areas of Growth

- Continued implementation and use of benchmark exams
- Continued analysis of data and use of data to inform instruction
- Use of a variety of assessment strategies and training for teachers in that area

D4: To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

ESLR: All

Findings: 1. Hamilton Union High School staff has developed an analysis process by which connections between the available data, our school's ESLR's, and the academic standards have been established and maintained. The analysis of data for the express purpose of evaluating the success of the academic program is vital to the

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<p>continued progress of our school. Additionally, continual assessment, evaluation, and revision of school strategies and actions are based on results and focused on continued student improvement and achievement.</p> <p>Findings: 2. Resource allocation is determined by and geared to a focus on learning and ongoing assessment of results. HUHS regularly evaluates data on student performance, compares it to state academic content standards and ESLR's, and assesses the impact of curriculum and instruction on student achievement.</p>	
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ CAHSEE, STAR, CELDT results ▪ Teacher in-service trainings ▪ Faculty meetings ▪ Department meetings ▪ Before school, lunch time, and after-school tutoring ▪ LEA Plan ▪ Schoolwide Action Plan ▪ Open House and Back-to-school Night ▪ Reading Focus training with Judith Rodby (04-06) ▪ Staff members involved with CA Writing Project ▪ CAHSEE support classes ▪ Allocation of resources to improve student achievement- based on test results 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ Use of ABI to communicate student achievement ▪ Staff uses a variety of assessments to evaluate student learning which drives yearly school goals, curriculum, and instruction ▪ Intervention classes embedded in master schedule as a result of needs assessment ▪ Early release every Friday dedicated to discussion of student work, data assessment, curriculum and instruction 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Continued professional development tied to data analysis ▪ Continued professional development in use of data to drive instruction and curriculum

E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

ESLR: All
Findings: School leadership continues to encourage parents and community involvement.
Evidence: <ul style="list-style-type: none">▪ Library and computers open to public Tuesday and Thursday evenings. Discontinued 2008-2009 due to state budget issues.▪ The community is encouraged to use school facilities for recreation, meetings▪ Community and parents volunteer as mentors and judges for senior projects, ROP interview contest for professional career connection.▪ Construction class involved in community construction projects.▪ Ag classes and school clubs involved in community service:<ul style="list-style-type: none">○ Harvest festival/craft fair○ Giving tree○ Performances: Drama, Winter/Spring Band concert.○ Levee festival○ Hamilton High pumpkin patch w/ K-1 students at HUES.○ FFA Blood Drive open to community▪ Provide adult education and ROP courses to community▪ Open House evening in the Spring / Back to School night in Fall▪ New electric marquee▪ Parents volunteer for assistance:<ul style="list-style-type: none">○ Concession stands○ School Site Council Positions/ELD advisory committee○ Migrant Parent Committees○ Guest speakers○ Chaperones○ Boosters Club○ Friends of Athletics○ Alumni newsletter.▪ Parent newsletter (Highlights) in English and Spanish monthly▪ Friends of Athletics (FOA) newsletter▪ Parent conference evening once a semester.▪ Principal and Vice Principal make home visits to all ninth graders.▪ Sophomore counseling appointments offered to all tenth grade students.▪ Parents are encouraged to access the ABI grading system electronically to monitor student grades and success.▪ Senior Project requires 10 hours of community service for graduation.▪ School correspondence/forms mailed home in parents primary language (English/Spanish).

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<ul style="list-style-type: none"> ▪ Parent/School Board visitation day. ▪ Freshman Registration evening. ▪ Freshman Orientation ▪ Out-of-District parent/student information meeting. ▪ University Connection with CSU, Chico ▪ Concurrent enrollment with Butte College and CSU, Chico ▪ Student Handbook Parent Rights in English/Spanish ▪ “Xtra” tutoring program with HUES ▪ School Accountability Report Card (SARC) ▪ School web site includes community resources in English/Spanish ▪ Career Day with HUHS alumni ▪ CSU, Chico student teacher assignments ▪ Pre-school –ROP Careers with Children class / Infant-Toddler center ▪ Mexican Consulate visits Hamilton City yearly to meet with local residents ▪ Scholarship sponsors with community organizations with Hamilton City Women’s Club, Lions Club, Orland Rotary, El Patio, Glenn County Office of Education, Glenn County Sheriff, etc 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ All freshmen families receive home visits from administration. ▪ Sophomore counseling appointments offered to all tenth grade students. ▪ Strong community support of all athletic activities, endeavors and facilities. ▪ Access to Spanish speaking staff. ▪ Senior Project ▪ Aeries Internet Browser (ABI) system for grade reporting ▪ Course syllabi require parent signature / acknowledgement 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Initiate a parent/community club to support all student activities. ▪ Re-establish evening library hours. ▪ Investigate Parent Compact possibility ▪ Continue to find ways to involve parents and community members in the teaching/learning process

E2: To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

ESLR: 3.0
Findings: Hamilton High is an extremely safe, clean and orderly place that nurtures learning for all students. The Hamilton High culture is characterized by trust, professionalism, high expectations and a focus on improvement.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ Resource officer is present and provides in-service safety training ▪ SRO helps create and maintains Emergency Response Box

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- 87% of the student body feels safe, as reported by a school wide student survey.
- Office staff calls home if a student is found absent (morning/late morning/afternoon)
- Detailed emergency action plans are posted in all rooms
- Random drug testing allowing students plausible deniability to peer pressure.
- Stop-light installed at school corner to enhance student safety.
- Stop-light recently made to alternate traffic for increased safety
- New heating and air-conditioning, as well as roofing in the gymnasium and 100 wings as safety upgrades.
- 100 and 200 building and gymnasium have been remodeled for improved safety and comply with ADA accessibility requirements.
- Hamilton High has a low percentage of disciplinary referrals.
- Alert Now Parent notification system is fully implemented.
- School PA system for crisis response improvements
- New video security system (cameras and equipment)
- Construction class installed fencing to direct students to safer stoplight crossing.
- Newer art classroom building
- Resource-Special day class facilities are modern, comfortable and centrally located
- Students are responsible for post event campus clean-up and maintaining landscaping and aesthetics.
- Recycle bins and garbage cans used regularly to capacity in and outdoors.
- Environmental Horticulture class helps to maintain and improve campus landscaping.
- School Accountability report card. (SARC)
- Special Education classrooms are networked to school server
- Student attendance and academic tracking are available to teachers.
- Classes: Health, Sports Medicine/Athletic Training
- Resilience/ Anti-bullying training at staff in-service and students during enrichment
- Clubs: Friday Night Live (FNL), Students Working Against Tobacco (SWAT)
- Student and facility parking permits
- New school vehicles to comply with change in laws
- New Driver's Ed vehicle
- New buses
- Canal street student parking lot paved across the street
- New Student Quad
- New soccer standards/goals
- Dress code regarding attire, hats, etc

<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ School Resource Officer (SRO) on campus ▪ Safe, modern campus ▪ Staff communicates regularly on data, school issues, professional development, and class content 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Fire Drill evacuation map/directions ▪ More drills/ teacher training regarding lockdown, fire, etc. ▪ Further refinement of emergency drills
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E3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

ESLR: 1.2; 1.3; 2.2; 3.1; 3.3; 4.1	
Findings: All students have access to appropriate support; each student creates an individualized learning plan (4-year path) with support from school and counselors.	
Evidence:	
<ul style="list-style-type: none"> ▪ Freshmen registered at orientation /parents and student receive individualized support ▪ 1 full-time counselor and an additional part-time CAHSEE counselor are on-staff and available for appointments or drop-in by students ▪ Principal and Vice Principal make home visits to all ninth graders ▪ Ninth graders, through Enrichment are instructed about high school success, graduation requirements and develop a 4-year plan. ▪ 10th graders, through Career Life Planning, revise their 4-year plan and complete career assessment testing, job hunting and career development skills, complete career and educational research and presentation skills ▪ 11th and 12th graders continue to revise and finalize the 4-year plan and are instructed about scholarships, financial aid and all other post high school needs. ▪ Students are enrolled in 4-years of enrichment including grade review, grade improvement contracts, Life Beyond High School workbooks, etc ▪ CAHSEE English and Math classes offered to students in-need of remediation or skill building for exam requirement ▪ ABI available 24 hours a day for review of grades, progress toward graduation by students and parents ▪ Academic monitoring: ineligible list, D and F list, Progress Reports, Quarter reports, student cumulative file review, etc. ▪ Course registration completed online for 10-12th grades ▪ After-school tutoring program available for struggling students ▪ Interventions are frequent after Student study Teams and Student Intervention Teams meet 	
Areas of Strength <ul style="list-style-type: none"> ▪ Students are monitored closely grade 9-12 ▪ Frequent/timely communication with student an families regarding progress ▪ Enrichment is used to present students with life skills and needed information for success ▪ Small school allows for interaction between student and staff ▪ Interventions are regular and immediate 	Areas of Growth <ul style="list-style-type: none"> ▪ Funding to maintain necessary programs ▪ Continue STAR test growth ▪ More involved services from county for at-risk students

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E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

ESLR: All
Findings: All students have access to a system of personal support services, activities and opportunities at school and within the community.
<p>Evidence:</p> <ul style="list-style-type: none"> ▪ 1 full-time counselor and an additional part-time CAHSEE counselor are on-staff ▪ Sophomores are required to take a Career Life Planning class ▪ Class field trips, industry tours, campus tours ▪ Students are enrolled in 4-years of enrichment including grade review, grade improvement contracts, Life Beyond High School workbooks, etc. ▪ Back to School night. ▪ Parent conference evening once a semester. ▪ Principal and Vice Principal make home visits to all ninth graders. ▪ SRO available for individualized counseling for students ▪ Ninth graders, through Enrichment are instructed about high school success, graduation requirements and develop a 4-year plan. ▪ 10th graders, through Career Life Planning, revise their 4-year plan and complete career assessment testing, job hunting and career development skills, complete career and educational research and presentation skills ▪ 11th and 12th graders continue to revise and finalize the 4-year plan and are instructed about scholarships, financial aid and all other post high school needs. ▪ Student Interventions Teams formed by school staff meet twice a semester ▪ Students have access to myriad of resources in school library and counseling office ▪ Special Education/ELD student inclusion in mainstream courses ▪ All SPED students have a Supported Study period ▪ ELD course offered ▪ Special Programs: Upward Bound, Educational Talent Search, Migrant Education, Mini-Corp, YES, workability, mentoring ▪ Clubs: SWAT, FNL, Every Fifteen Minutes, Challenge Day, MEChA ▪ School Activities: school concerts, drama productions, Athletics ▪ Student Study Team, IEP, MDC's, Student Interventions ▪ Academic Awards Assembly: Honor Roll and Merit Roll recognition, Most improved GPA, attendance, etc. ▪ Student of the Month recognition and luncheon ▪ Academic Incentives- STAR test score improvement ▪ Athletic Awards Banquets ▪ Awards Night ▪ Teacher/staff involvement in extra-curricular or extra-duty activities: coaching, advising student activities and clubs, English Enrichment trip, Campus Tours, Drama productions, Senior Project ▪ ABI system for grade check, transcript review, attendance, etc ▪ Academic monitoring: ineligible list, D and F list, Progress Reports, Quarter reports, student cum file review, etc.

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<ul style="list-style-type: none"> ▪ Course registration completed online. ▪ After-school tutoring program ▪ Glenn County services: Psychologist, Visual Impaired Services, Occupational Therapy, etc. ▪ Block schedule conducive to concurrent enrollment scheduling at local colleges 	
<p>Areas of Strength</p> <ul style="list-style-type: none"> ▪ 1 full-time counselor and an additional part-time CAHSEE counselor are on-staff ▪ Weekly enrichment activities provide students with support, guidance, and enrichment for success in high school. ▪ Parent –Teacher conferences ▪ Small school environment ▪ Early intervention/modification for at-risk students 	<p>Areas of Growth</p> <ul style="list-style-type: none"> ▪ Need for sheltered history or science classes based on student need and population ▪ Translation (whisper) system for Spanish speaking parents at school events. ▪ Possible AVID program implementation ▪ Maintain a progressive approach to teaching

Chapter V: Schoolwide Action Plan

1. Action Plan One: Improve academic performance in Math for all students, with emphasis on those enrolled in Algebra I, Geometry, and Algebra II.

2. Action Plan Two: Improve Student Academic Reading and Writing in all subject areas, with emphasis on English Language Learners and CAHSEE pass rate

Chapter V: Schoolwide Action Plan

Action Plan One (Area Of Improvement): Improve academic performance in Math for all students, but especially those enrolled in Algebra I, Geometry, and Algebra II.

Rationale: Improving student academic performance through the cited objectives will decrease achievement gap between students scoring at advanced and proficient in other core areas and those scoring advanced and proficient in math. Accomplishing this goal will also improve student achievement for all students, including our significant subgroups and ELL students.

ESLR's Addressed by Action Plan: 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

Supporting Data Indicating Need: The number of students scoring advanced and proficient on the CST scores for Algebra I over the past three years has declined from 15% to 5%. CST Scores for Geometry (advanced and proficient) have stayed constant, but in the low 20% range. Algebra II has dropped from 22% to 14% in the three-year period. For 2008 CST results, only 5% of ELL students scored advanced and proficient; only 11% of SED students, 10% of Hispanic students, and 22% of White students scored advanced or proficient. HUHS is below the state average (43% to 14%) in total students scoring at advanced and proficient level.

Growth Targets Established:

- * 2008-2009: 5% increase in students achieving at advanced and proficient in each category (overall, subgroups, by course).
- * 2009-2010: Additional 5% increase in students achieving at advanced and proficient in each category (overall, subgroups, by course).
- * 2009-2010: 10% fewer students scoring at Far Below Basic and Below Basic in Alg. I and Alg. II
- * 2009-2010: 7% fewer students scoring at Far Below and Below Basic in Geometry
- * 2010-2011: Reach 20% advanced and proficient in Algebra I; 25% in Algebra II; 35% in Geometry
- * Yearly: Improve Math CAHSEE 10th grade pass rate by 1% annually

Monitoring of Progress:

- * Analysis of CST results- by subgroup, course, school overall
- * Quarterly curricular assessments; continued achievement in coursework
- * Achievement/expectations met on ESLR's, as reviewed by classroom teachers in department meetings
- * CAHSEE test results (10th grade)

Report Progress:

- * Data Reporting – CST; CAHSEE; quarterly assessments; grade review by teacher, department, schoolwide
- * Action Plan Progress: administration and focus group leaders (department teachers) will report progress to constituents, to include board and SSC annually. Action Plan modified as needed.

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Timeline	Specific Action	Assessment	Responsible Person	Resources
Fall 2008-Spring 2009	Identification of students by CST scores and low grades in specific math courses; tutoring for struggling students; Math chat to identify reasons for difficulties and to discuss standards	Ongoing progress monitoring in classroom; quarterly benchmark exams; frequent and timely sharing of results; quarter and semester grades	Math Department Chair; Math Department; Testing Coordinator; CAHSEE Counselor	Time needed for data analysis and planning of strategies to be implemented; availability for tutoring; available blueprints for CST and CAHSEE
Spring 2009	One-on-one discussion with previously identified math students to prepare them for CAHSEE and CST's; ongoing tutoring	Preparatory tests for CAHSEE and reviews for CST; quarter grades; student feedback	Collaboratively between Alg. I, Geometry, and Alg. II teachers as well as Testing coordinator and CAHSEE counselor	Release time for articulation with feeder schools
April-June 2009	Reflection upon strategies that were successful with colleagues; review CAHSEE results; articulate math placement test with feeder schools	CAHSEE results; semester grades; ESLR and standards achievement, as noted by teachers; review and revise benchmarks	Math department; test coordinator; feeder school admin and teachers; CAHSEE counselor	Meeting time for articulation with feeder schools; time for development/admin of placement test; Release time
August-September 2009	Teachers merge CST results with class lists; begin discussion with at-risk students, esp. frosh; Identification of FBB and BB students; pre-test to gauge levels	Review CST; Final grades for Spring 2009; review of summer school grades; review and revise benchmarks; teacher collaboration on class lists	Testing coordinator; counselors; math dept. chair; math teachers	CST results for 2009; class lists for 2009-10; placement test results
Fall 2009-Spring 2010	Continued monitoring of students; request changes to students courses if student overwhelmed; math chats	Ongoing benchmarks; data analysis	Math dept and chair; CAHSEE counselor; testing coordinator	CST Results; CAHSEE blueprints

Chapter V: Schoolwide Action Plan

Action Plan Two (Area Of Improvement): Improve Student Academic Reading and Writing in all subject areas, emphasis on English Language Learners and improving overall CAHSEE English pass rate, and improving student CELDT results.

Rationale: Improving Academic Reading and Writing across the curriculum has advantages for the entire school setting. Achievement growth for ELL students on CELDT remain slows and redesignation of ELL students can only occur with student progress. ELL students have the lowest CAHSEE proficient rate at HUHS. Student work in all classes can be useful to overall achievement and success on literacy-based tests such as CAHSEE and CST.

ESLR's Addressed by Action Plan: 1.0 Content Critical Thinker; 2.0 Communicator (Written and Oral); 4.0 Work Ethic

Supporting Data Indicating Need: 50% of ELL students were proficient on CAHSEE test in 2008, the lowest at HUHS; CAHSEE English pass rate declined 2% to 89% in 2008; CELDT scores remain level and, with larger group of ELL students in 2008-2009, extra effort and assistance will be warranted. In 2007 and 2008, no ELL student scored in the advanced category and only two were redesignated to RFEP status. The HUHS overall percentage of students scoring advanced or proficient is 43%, lower than the state average of 46%. Only 5% ELL students scored advanced or proficient on CST ELA test; SED scored at 38%; Hispanics scored at 40%, and Whites scores at 49%.

Growth Targets Established:

- * 2008-2009: 5% percent improvement in each category for CST tests;
- * 2008-2009: ALL ELL students will increase one level as measured on CELDT test
- * 2008-2009: ALL ELL at CELDT level of four will improve and be redesignated RFEP
- * 2008-2009: CAHSEE 10th grade pass rate will improve 1% annually for next 3 years
- * by 2009-2010: All courses will require one written assignment per quarter
- * by 2010-2011: 5% additional improvement in each category for CST tests

Monitoring of Progress:

- * Analysis of CST results- by subgroup, course, school overall
- * Quarterly curricular assessments; continued achievement in coursework
- * Achievement/expectations met on ESLR's, as reviewed by classroom teachers in department meetings
- * CAHSEE test results (10th grade); CELDT results; redesignation of ELL students

Report Progress:

- * Data Reporting – CST; CAHSEE; CELDT quarterly assessments; grade review by teacher, dept., schoolwide
- * Action Plan Progress: administration and focus group leaders (department teachers) will report progress to constituents, to include board and SSC annually. Action Plan modified as needed.

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Timeline	Specific Action	Assessment	Responsible Person	Resources
Aug 2008-Fall 2008	Administer CELDT test; Share results of CELDT; at Aug in-service, share data results from CST; share successful strategies; review/revise benchmarks	Ongoing progress monitoring in classroom; quarterly benchmark exams; semester and quarter grades	CAHSEE counselor; Testing coordinator; ELD teacher; ELA teachers present to all teachers at in-service; ELD teacher	Time needed for data analysis and planning; availability for tutoring; available blueprints for CST and CAHSEE
Fall 2008-Winter 2009	Collect student work from writing/reading assignments; analyze and share findings in in-service discussion; continued use of standards	Preparatory tests for CAHSEE and reviews for CST; quarter grades; student work	ELL students meet with testing coordinator to review progress; all teachers; ELD teacher	Student work for analysis; standards aligned assessments
Winter 2009-March 2009	Reflection upon strategies that were successful with colleagues; review CAHSEE results;	CAHSEE results; semester grades; ESLR and standards achievement, EAP writing in ELA classes	ELA teachers; test coordinator; all teachers; CAHSEE counselor; ELD teacher	Meeting time for data analysis; collection of student work
April 2009- June 2009	Teachers merge CST results with class lists; begin discussion with at-risk students, esp. frosh; Identification of FBB and BB students; pre-test to gauge levels; review ELL placement and achievement	Review CST; Final grades for Spring 2009; review of summer school grades; review and revise benchmarks;	Testing coordinator; counselors; dept chairs; ELA teachers; all HUHS teachers again analyze data and writing results;	CST results for 2009; class lists for 2009-10; placement test results
Summer 2009- 2010 school year	Review of assignments utilized by teachers as part of assessment of literacy	Ongoing benchmarks; data analysis; sharing of successful strategies; CST; CAHSEE, CELDT	Math dept and chair; CAHSEE counselor; testing coordinator	CST Results; CAHSEE blueprints; all ongoing monitoring and reflection of success and areas of growth

Appendix

- A.1. 2007-2008 School Accountability Report Card**
- A.2. 2008-2009 HUHSD School Calendar**
- A.3. 2008-2009 Bell Schedule**
- A.4. 2008-2009 HUHS Master Schedule**
- A.5. HUHS Graduation Requirements**
- A.6. HUHS Expected Schoolwide Learning Results (ESLR's)**
- A.7. 2008-2009 Friday In-service Schedule**
- A.8. 2008-2009 Friday Enrichment Schedule**
- A.9. Student, Parent, Faculty, Staff Survey Results**