

Hamilton High School- WASC Self-Study  
Focus on Learning

## **Preface: Hamilton High School and the Self-Study Process**

The Hamilton High School's WASC Leadership team is composed of the Principal, two School Counselors/Dean of Students, Science and History department chairs, two English and one Special Education teacher. The leadership team members began regular meetings to plan and coordinate the self-study process.

For this year's self-study process, it was decided to combine categories B & C Standards-based Learning: Curriculum and Instruction 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 collaboration 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 High School students.

Hamilton High School has shifted from the previous Expected Student Learning Results (ESLRs) to the new Schoolwide Learner Outcomes (SLO's). Hamilton High has adopted the BRAVES acronym after our school mascot. We believe the students, staff, parents, alumni and other stakeholders will more easily recognize these outcomes. Hamilton High has always had a strong history of pride, integrity, challenge, strength and service which these SLO's encompass. The newly identified SLO's are posted in each classroom and in prominent locations around our campus. Teachers will regularly communicate the importance of the SLO'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 SLO's.

## **Chapter I: Student/Community Profile and Supporting Data**

### **Introduction:**

Hamilton High School, with a current enrollment of 285 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 High School (HHS) parents work in agriculture related occupations with others commuting to Chico or Orland for work in service or professional positions. Many of our parents work in agriculture, and approximately 6% of the students are classified as migrants. With agriculture being among the main sources of employment in Glenn County, the county's unemployment rate is generally among the highest statewide.

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Currently, 73% of our students are Hispanic, 17% are white and the remaining percentage identified as Other, Asian, African American or Native American. Nearly 65% of HHS students qualify 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 HHS have high expectations for themselves and expect to both complete high school and pursue post-secondary education. The HHS graduation rate, at over 98%, is well above the state average and over 95% of our graduates attend college directly out of high school. Most, about 85% attend Butte College, our local area Community College to take advantage of the Promise Grant, providing the first two years of education tuition free. The remaining 10% choose to attend either a CSU or UC campus or a short-term training (welding, auto, cosmetology or medical assistant) program.

Student achievement continues to be the major focus at HHS. 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 collaboration time, share best practices. This emphasis on continual regeneration and reflection has helped our students' achievement on Federal, State, and locally created assessments.

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 BRAVES Student Learning Outcomes. 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 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 High School Philosophy and Mission Statement:**

#### **District Mission Statement:**

The Hamilton Unified School District will provide a safe, rigorous and engaging educational experience that promotes student academic success, respect and citizenship in a caring environment.

#### **Hamilton High School Mission Statement:**

We are dedicated to a continuing tradition of excellence in an ever-changing world. We educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

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**Hamilton High School Motto:**

“Our Community; Our School; Our Kids”

**Philosophy:**

The philosophy of HHS is based upon the premise that the public school system is an 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 HHS. 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 four years of English, three years of mathematics, three years of science (one year each of physical and life science), three years of Social Science/history, a year of foreign language, visual and performing arts and Career Technical Education (CTE), and a senior project.

**School Reputation and Perception:**

As a result of Hamilton High School’s academic success, many families choose to send their children to our school despite residing outside the HHS district boundaries. This helps account for the increased school enrollment over the past few years. Again, most of this is due to the academic climate and success of Hamilton High School and the desire for out-of-district families to provide their children with a quality education. Approximately one-third of HHS students currently reside out of the district.

**Student Learning Outcomes (SLO’s):**

Hamilton High School has shifted from the previous Expected Student Learning Results (ESLRs) to the new Student Learning Outcomes (SLOs). Hamilton High has adopted the BRAVES acronym after our school mascot. We believe the students, staff, parents, alumni and other

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stakeholders will more easily recognize these outcomes. Hamilton High has always had a strong history of pride, integrity, challenge, strength and service which these SLOs encompass. The newly identified SLOs are posted in each classroom and in prominent locations around our campus. Teachers will regularly communicate the importance of the SLOs 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 SLOs.

## **Hamilton High School**

### **Schoolwide Learner Outcomes**

**B**uild Quality Relationships

**R**espect Diversity and be a Responsible, Global Citizen

**A**cademic Excellence, Honesty and Integrity

**V**alue Communication, Critical Thinking and Collaboration

**E**ncourage Perseverance and Growth

**S**trive for Physical, Social and Emotional Health

#### **Teacher Experience and Qualifications:**

Hamilton High School has dedicated, experienced, and loyal teachers, with over 85% of the teachers having at least six years of teaching experience. Further, the average number of years teachers have been at Hamilton High School is fifteen years. Of our 20 administrative, teaching, and counseling staff, 8 have earned Master's degrees. The total staff population represents 38% (9) Hispanic and 74% (20) female staff members. In addition we have four (4) teachers who are HHS alumni with 15 teachers and support staff on campus who speak Spanish. All teachers at Hamilton High School are considered Highly Qualified.

In addition, Hamilton High School participates in the Teacher Induction Program (TIP) and the California Agriculture Teacher Induction Program (CATIP) for first and second year teachers. Presently, three (3) HHS beginning teachers are participating in this mentoring program supported by veteran teachers on staff. In addition, our HHS teachers serve as mentors to newly hired Middle School teachers in this same program.

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**2021-22 Class Sizes**

Overall class size = 19

Subject Area	Enrollment	No. of Classes	Classes Meeting UC/CSU Reqs.	Average Class Size
English	291	17	16	17
Mathematics	272	16	12	17
Science	253	15	10	17
Social Studies	223	9	9	25
Foreign Language	95	6	6	16
Music/Band	10	1	1	10
Physical Education	227	10	0	22
Advanced Placement	54	4	4	14
Art	103	7	7	15
Special Education	47	5	0	10
ELD	30	2	2	15
Career Tech Education	281	14	8	20
<b>TOTAL</b>	1886	106	75	17

With HHS 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.

**Student Demographics:**

Hamilton 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.

**2021-2022 Student Demographics**

Category	By Percent	By Number	By Gender	
			Male	Female
Asian	1%	3	2	1
Black, or African American	0%	1	0	1
Hispanic	73%	209	104	105
White, not Hispanic	17%	48	25	23
Unknown	7%	19	10	9
Multi-ethnic	2%	6	3	3
<b>TOTAL</b>	100%	286	144	142

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HHS enrollment numbers have remained stable over the past several years, ranging from 264 (2016-2017) to 295 students (2020-2021). This school year 2021-2022 our student enrollment is 285. With the State and District’s financial restraints over the past 5 years, financial restraint and hardships have been evident. Despite this, the district has attempted to preserve academic and vocational programs and staff necessary for continued student achievement.

**2016-2022 Enrollment Information**

<b>YEAR</b>	<b>9<sup>th</sup> Grade</b>	<b>10 Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>	<b>Total</b>
2016-2017	54	91	61	56	262
2017-2018	75	47	85	58	265
2018-2019	74	72	48	86	280
2019-2020	63	72	65	48	248
2020-2021	81	65	70	65	281
2021-2022	64	79	72	76	286

Hamilton 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. There has been an increase in the number of students eligible for free and reduced lunches in the past few years, although based on the high poverty rate in the district and county, it is likely many more are eligible.

**2016-2022 Free & Reduced Totals**

	<b>Total Students in NSLP</b>
2016-2017	276 students 67%
2017-2018	181 students, 64%
2018-2019	183 students, 63%
2020-2021	287 students, 66%
2021-2022	286 students, 64%

**Parent Education Level:**

<b>Category</b>	<b>Percent</b>
Graduate School/Postgraduate Training	1%
College Graduate	15%
Some College	21%
High School graduate	27%
Not a High School Graduate	23%
Declined to State/No Response	1%

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**Student Safety and Discipline:**

Hamilton High School has a discipline program based on school board policy and the California Education Code. In general, HHS 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 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. HHS continues to utilize security cameras to assist in the prevention of unwanted activities at our school. HHS conducts emergency earthquake, fire, and lockdown drills regularly.

Due to state, county and local budget constraints, Hamilton High no longer has an assigned School Resource Officer assigned to our campus by the Glenn County Sheriff's Office. However, we continue to work closely with the Glenn County Sheriff's Office, and deputies continue to act as a liaison between the students, community, and other law enforcement entities. The school also has a positive and effective working relationship with the local Fire Department and the Glenn County Probation Department.

**2016-2021 Suspension and Expulsion Rates**

<b>Year</b>	<b>Suspension Rate</b>	<b>Expulsion Rate</b>
2016-2017	3.5%	0
2017-2018	5.2%	0
2018-2019	4.1%	0
2019-2020	Suspended Reporting	0
2020-2021	Suspended Reporting	0

**Special Populations:**

Hamilton 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 HHS for special needs students. The programs have an inclusionary focus and all of the special education students are enrolled in regular education courses and are active and full participants in the activities of HHS. All special needs students benefit from accommodations and 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.

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The two special education teachers and three (3) paraprofessionals 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.

**2016-2021 Special Education Totals**

Year	Total
2016-2017	32
2017-2018	35
2018-2019	32
2019-2020	38
2020-2021	47

With over 70% of our student population self-identified as Hispanic, Hamilton 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 ELD instructor and high school Counseling staff 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 HHS 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.

Although our demographic information would suggest otherwise, Hamilton High School has a small, yet significant, ELL population (at present, 8%). Hamilton 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 CAASPP results and graduation rates, relative to the academic success of special needs students, provides ample evidence that HHS consistently meets the most basic needs of these students.

**2016-2020 ELL Totals and Percent**

YEAR	ELL (total/percent of)	Total HHS Enrolled
<b>2016-2017</b>	15/6%	262
<b>2017-2018</b>	14/5%	265
<b>2018-2019</b>	23/8%	280
<b>2019-2020</b>	18/7%	248
<b>2020-2021</b>	20/8%	281
<b>2021-2022</b>	35/12%	286



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HHS transitioned smoothly from the previous California English Language Development Test (CELDT) testing platform to the new English Language Proficiency Assessment for California (ELPAC). The ELPAC information and results are utilized 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 ELPAC 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 CAASPP as well as teacher recommendation.

**2016-2022 ELPAC Results**

<b>Year</b>	<b>Advanced</b>	<b>Early Adv.</b>	<b>Intermediate</b>	<b>Early Int.</b>	<b>Minimally Developed</b>	<b>TOTAL</b>
2016-2017	0	1	8	3	4	15
2017-2018	0	2	7	1	4	14
2018-2019	2	4	7	6	4	23
2019-2020	1	1	6	5	5	18
2020-2021	1	1	10	5	3	20

**2016-2020 AP Enrollment**

<b>Year</b>	<b>Number of students enrolled</b>	<b>Classes offered</b>
<b>2016-2017</b>	44	4
<b>2017-2018</b>	73	5
<b>2018-2019</b>	46	4
<b>2019-2020</b>	40	6
<b>2020-2021</b>	70	4

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**Hamilton High School  
2018-2021 Graduation and Dropout Rates**

<b>Graduates and Dropouts</b>				
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Graduation Rate</b>	96.8	94.3	100.00	100.00
<b>Dropout Rate</b>	3.2	5.7	0	0

**Career Tech Education:**

Through a variety of assessments in the required Career Life Planning quarter 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 remaining three years at HHS. These skills assist students in becoming marketable employees during and after high school.

Similarly, Career Tech Education (CTE) classes provide students an additional avenue for student career exploration. Skills learned in these classes will likely benefit the student for a lifetime. During this school year (2021-2022), nearly 85% of the student population was enrolled in the 12 separate CTE offerings with 22 total sections. 243 students participated in CTE programs at Hamilton High School.

**Student Alternatives:**

For students not meeting expectations, performing poorly in the classroom, or needing an alternative setting to continue their education, Hamilton High School offers a number of educational alternatives. To recover credits lost, students may be transferred, after parent conference and approval, to Ella Barkley High School. Ella Barkley, the district's continuation high school, serves approximately 14 students in grades 10-12 and has its own set of graduation requirements for its students. Occasionally, students at Ella Barkley 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 Unified School District operates the Adult Education program and students deficient in credits for high school graduation at HHS 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 HHS successfully. Standard HHS expectations, such as credits and Senior Project, are to be completed prior to the student graduating through Home Study.

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A 56-hour summer school program is operated each year for students wanting to remediate their educational experience. Last year, approximately 25 students attended summer school in the HHS District, with most achieving at least five credits of needed core academic course remediation.

A few students also take advantage of the California State University High School Scholars Program. Students can take up to two college courses during their junior or senior years. A similar program is offered through Butte College, our local service area community college.

Lunch and after school tutoring is offered consistently 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 High School, a 23-acre campus, takes pride in the well-maintained and beautifully landscaped grounds. Renovations and upkeep are completed consistently allowing for 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.

This high school library, built in 2000 with a school bond measure, continues to be the educational learning center of our campus with over 60 Internet-linked computers and space for 15,000 library books. The school library also contains two offices (for the counselors), a faculty/copy room, a support services office (school psychologist, school based counseling staff) and a computer lab/conference room flex space. It is also the hub, or nerve center, for all HHS activities. Students regularly congregate in the library, mostly for research and homework, but also for common teen socializing.

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. The facilities are used for Little League, soccer, 4-H as well as functions sponsored by the Lions Club and Women's Club. This past year the facility has also been used as a COVID vaccination space.

### **Student Activities:**

Hamilton 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 HHS 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 HUSD 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 and fundraisers.

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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.

HHS has a vibrant and active club scene. Clubs normally meet at lunchtime or after-school and are advised by a staff member. Clubs currently active on the HHS campus include Future Farmers of America (FFA), California Scholastic Federation (CSF), M.E.Ch.A, Friday Night Live, Academic Decathlon, MESA and SWAT.

Although not offered the past two years due to budget constraints and low enrollment, Hamilton offers a Drama course to students interested in theater and production. In the past, HHS Drama class performs a play each spring. These high quality performances bring together the entire school community as the students' flair for the dramatic are showcased. Previous productions have included "Prince Charmless", "Stranded" and "Spooky Dog" to near sell-out audiences. Community and staff members, including the English Department, School Counselor, and the Art Department, work together to create the set and decorations.

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 192 students or 66% 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 have sold Christmas trees and host a pumpkin patch and petting zoo for elementary and pre-school children, all postponed due to COVID the past few years.

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 HHS contributed nearly 2,500 items to this effort annually. 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.

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 World Foods students also participate by preparing refreshments for School Site Council meetings, Open House, and Back-to-School night.

### **Athletics:**

The HHS 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, HHS offers twelve Varsity level sports/activities and nine JV level sports. The Hamilton Braves enjoy a fine and respected reputation in the league, Northern Section, and state CIF.

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Student participation in athletics is at a low level due, in large part, to the COVID restrictions and guidelines. In the past we have had nearly 300 athletes participate on the various sports teams at HHS. Because of the decreased number of participants, we have been on a rebuilding slope for the post season playoffs but look forward to the participation levels to rise.

Because students must maintain a minimum 2.00 GPA and be on-track to graduate to remain eligible, sports participation is seen as a vital and important aspect of the HHS 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.

**Fall 2020-Spring 2021 Athletic Participation**

<b>SPORT</b>	<b>LEVEL</b>	<b>Male Participants</b>	<b>Female Participants</b>	<b>TOTAL</b>
<b>Football</b>	Varsity & JV	24/27		51
<b>Volleyball</b>	Varsity & JV		9/11	20
<b>Cheerleading</b>	Varsity		14	14
<b>Cross Country</b>	Varsity & JV	7	1	8
<b>Boys Basketball</b>	Varsity & JV	8/8		16
<b>Girls Basketball</b>	Varsity & JV		9/6	15
<b>Wrestling</b>	Varsity & JV			
<b>Boys Soccer</b>	Varsity	19		19
<b>Girls Soccer</b>	Varsity		19	19
<b>Baseball</b>	Varsity & JV	15/11		26
<b>Softball</b>	Varsity & JV		16	16
<b>Track</b>	Varsity & JV	22	8	30
<b>TOTAL</b>	21	141	93	234

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**Parent and Community Involvement:**

The Hamilton High School parents and community are an integral part of our school. The staff and administration of HHS 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 HHS and the parents and community.

One such manner to build and foster a strong relationship is through the many community activities held at HHS 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 4-H, blood drive, COVID vaccination clinics, as well as functions sponsored by the Lions Club, Women's Club and HHS Athletic Boosters.

The Hamilton community and parents openly and actively support 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 HHS students. Parents also actively and regularly serve on school committees, such as School Site Council, Athletics Booster Club 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 foster and build upon the parent, community, and school relationship, in the past communication was sent out in English and Spanish in the monthly newsletters and currently through the school website, Parent Square, Aeries Communication, and marquee providing information on school events visible from Highway 32. Further, the Hamilton High School website, [www.husdschools.org](http://www.husdschools.org), is regularly updated and provides pertinent information, such as the School Accountability Report Card (SARC), the Daily Bulletin and Week-at-a-Glance.

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. 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 and Scholarship workshops, Parent-Teacher Conferences, Band concerts, and Commencement. To assist Spanish-speaking parents, much of the information at these events is translated into Spanish.

The community and parents are also active participants in the athletic well being of our school and students. The Boosters Club annually raises approximately \$15,000 to aid all of our athletic programs. In this organization, parents and community members generously give of their time, abilities, and care for the students of Hamilton High School.

Parents continue to access our Aeries.net portal for 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 HHS.

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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.

**Student Perceptions:**

The following is information gathered from the Healthy Kids Survey which surveys 9th and 11th grade students’ perceptions of HHS. The complete Healthy Kid Survey including parent, staff and student results are available in the WASC committee google folder.

- 100% of our students responded neutral, feeling safe or very safe on campus
- 78% of students believe their school has high expectations of them
- 77% of students believe they try hard to ensure they’re good at their school work (academically motivated)
- 67% of our students believe their parents feel welcome to participate at this school
- 93% or above responded they have not been harassed for race, ethnicity, religion, gender, physical or mental disability

**Chapter II: Progress Report**

The following are responses to the Midterm Cycle Progress report from 2018. The Action Plan noted three school wide critical areas for follow-up

Critical Academic Needs:

2018 Critical Areas for follow up are:

1. **Improve academic performance in math for all students with emphasis on those enrolled in Integrated 1, 2 and 3.**

Action	Update 2018-2022
High School offers 3 math support classes to all math levels, taught by all math faculty	This course is for underachieving math students. They are placed in this class if they need additional support in their math class or received a D or F in math or based on a math teacher recommendation.
Improve teaching strategies and interventions	In order to provide additional one-on-one support, math teachers provide tutoring during lunch and after school.

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	<p>Math Teachers are currently utilizing Freckle by Renaissance, replacing Accelerated Math and other resources such as Khan Academy in order to drive the skill based part of the standard they are learning. Additionally, in order to create accurate benchmark assessments, math teachers use the Star by Renaissance program.</p> <p>In the 2017-2018 school year, we changed our schedule from a 7 to 8 period schedule. All incoming freshmen were provided an integrated I math and lab course to increase math content mastery. We provided this additional support for 3 calendar years until the district experienced budget deficits and a position was eliminated.</p>
Braves Time	Braves Time provides additional time for the student to practice and understand newly learned concepts and skills.
Increase math course offerings	<p>One additional math teacher was hired for the 2019-2020 school year to decrease class size and maximize learning. Due to financial difficulties, the District eliminated this additional position the following year.</p> <p>Integrated Math 2B is offered to students who struggled in Math 2 and needed additional math support and instruction prior to enrollment in Math 3</p> <p>HHS continues to offer Advanced Placement Calculus and Statistics on a rotating yearly basis. In addition, HHS was able to provide a Butte College concurrent enrollment College Algebra course on campus as we had a teacher who possessed a Masters degree to teach this college level course.</p> <p>New Text books have been purchased for College Algebra and AP Calculus</p>

**2. Improve student academic reading and writing in all subject areas with emphasis on English Language Learners.**

Action	Update 2018-2022
High School continues to offer two section of ELD based on ELPAC testing results	English has two sections of ELD to serve students at varied English levels. These courses serve both beginning and advanced level students by working at their level and providing the appropriate rigor necessary to advance them to the next level.
ELD students are mainstreamed into regular ed classes with support from their EL instructor.	Both levels of ELD, I and II, have shown improvement in their written and spoken English. The improvements are evident in the ELPAC scores, writing assessments and course grades.



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	<p>ELL students have two English courses, Designated and Integrated English. ELL students are supported in their integrated course by translating documents as needed, providing them the option to write in their primary language and transitioning them to English only as needed. Students are also allowed to present speeches or projects in the ELD course.</p> <p>Students in all classes are required to speak in complete sentences. ELL students are showing growth by participating in clubs and volunteering for events. Their confidence in spoken English is evident as they communicate with English only staff and faculty.</p> <p>ELD I students are put into ability groups and work with a specially designed curriculum to improve their reading, writing, listening and speaking skills. All ELL students are encouraged to speak 50% of the time. A word wall is provided in each class for teachers and students to build content vocabulary and refer to throughout their lessons.</p>
Curriculum enhancements for College Prep English courses (9,10, 11, 12)	Study Sync High Point Scholastic

**3. Continue to build articulation and alignment with our primary feeder schools.**

Action	Update 2018-2022
Shared Staff	The High School Master schedule was constructed to provide shared staffing to the middle school for additional electives and to build our FFA and Band programs district wide.
Professional Learning Community (PLC)with Hamilton Middle School(HMS)	The district schedules monthly articulation with HMS to discuss curriculum, content standards and vertical articulation within our subject matter.
8th grade to High School Transition	High School counselors and program staff visit all feeder schools in the spring to highlight highschool course and club offerings. We additionally offer a parent registration and campus tour evening for prospective parents and students. These parents are also invited to our annual open house event, where they can peruse curriculum, meet teachers and talk with staff. The week before school begins we offer new students and freshmen the opportunity to come to campus for new student orientation.

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4. Continued to devote inservice time to the analysis of data and alignment of the curriculum to the SLOs and Common Core Standards.

Action	Update 2018-2022
Regular Professional Learning Communities (PLC) time each week.	The District provides 80 minutes of designated PLC time each Friday for teachers to collaborate with their department staff. This time is used to discuss academic rigor when creating benchmarks and standards aligned curriculum.

### **Chapter III: Student/Community Profile- Overall Summary**

#### **Implications of the Data with Respect to Student Achievement:**

All students are expected to be proficient in all standards, in addition to improving CAASPP and benchmark scores using **Illuminate Education**, meeting their graduation requirements, in addition to meeting the BRAVES Student Learning Outcomes. To meet these goals, Illuminate Education 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, CAASPP results, ELPAC, and departmental and class specific assessments provide our staff with the necessary information to better assist our students.

Hamilton High School implemented the new CAASPP testing and dashboard platform successfully. Yet, due to COVID, testing was halted and re-implemented for the 2020-2021 school year. Many factors have affected student performance, and HHS staff will continue to assess this data on an annual basis.

In an effort to further assist students struggling and underperforming in math, math support courses have been worked into our bell schedule. Once a weekly Braves Time period can be utilized for additional student support in all curriculum areas.

HHS will continue efforts to assist English Language Learners (ELL), especially with the transition from CELDT to the ELPAC exam. Further assistance is provided by the English Language Development (ELD) class and by California Mini-Corps aides placed at HHS. Students scoring at Intermediate level and below on ELPAC are placed into the appropriate ELD class. To assist all students, teachers utilize SDAIE techniques to help students access the core curriculum in general education classes and language specific text, curriculum, and support materials.

Identifying students in need of intensive intervention remains a focus at HHS. Increasing overall student achievement is the main focus at HHS, while striving to build personal relationships and rapport between students and teachers. Our new SLO's require all our students to demonstrate competency in Common Core and CAASPP assessments. Student preparedness towards a post-secondary education and progress toward the achievement of common core standards is a driving force for the development of curriculum and instruction at HHS.

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Beyond the sharing of standards in the classroom and the use of regular benchmark exams, curricular courses are transitioning toward the new Common Core 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 in-service and sharing of best practices with colleagues provides the opportunity to dialogue about issues directly affecting instruction. Analyzing the data allows for faculty to look at lesson and test design and discuss teaching strategies in an effort to increase student academic achievement.

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

**Critical Academic Needs:**

**2018 Critical Areas for follow up are:**

1. Improve academic performance in Math for all students with emphasis on those enrolled in Integrated Math I, II, III.
2. Improve student academic Reading and Writing in all subject areas with emphasis on English Language Learners.
3. Continue to build Articulation and Alignment with our primary feeder schools.

**Important Questions Raised:**

Important questions raised 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 while providing rigor and relevance in our academic setting will allow all of our students to grow and succeed as students and individuals in our society. Our SLO's are distinct and enable us to hold our students to a high standard. At HHS, we continue to seek better and more effective ways to improve ourselves, 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 to at least one ELPAC level 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?

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- How are we using outcome data to drive instruction?
- What staff development would be most effective and useful for our needs?

**Continued training for teachers on data analyses and alternative assessments**

Staff development for the purpose of data analysis and review of student work continues to be a critical focus area. Friday PLC collaboration and 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 subscribes to Illuminate Education, and this program is being utilized by teachers to analyze student data 3 times a year and to access standards-aligned test questions.

Information from CAASPP, ELPAC, and classroom assessments are used to make academic decisions. Student work is assessed regularly within the weekly PLC 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.

**CHAPTER IV: SELF-STUDY FINDINGS**

**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 school-wide learning results and the academic standards?**

SLO’s: All
<b>Findings: 1. Hamilton High’s vision is clearly stated in its Mission Statement, SLOs, curriculum, programs, LEAP/Single School Plan goals, and other guiding documents. All are aligned to the Common Core standards.</b>
<b>Evidence</b> <ul style="list-style-type: none"> <li>• Mission statement</li> <li>• SLOs</li> <li>• Local Educational Agency/Single School Plan</li> <li>• Educational Technology Plan</li> <li>• Course Outlines</li> <li>• HULC meetings monthly</li> </ul>
<b>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.</b>

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**Evidence**

- Graduation requirements demonstrate an expectation of high achievement:
  - ePortfolios - Google Classroom
  - Senior Project
  - Computer Proficiencies - Embedded in Computer Tech and Keyboarding Class
  - Foreign Language
  - Community Service - 20 Hour Requirement
  - Three years of integrated math
- Three years of integrated Common Core in science
- Support provided to assure success of students with special needs and challenges
  - Math Support Schoolwide and English Support Classes
  - ELD Courses
  - College Connection
  - On campus tutors (Mini-Corps, Talent Search)
  - Migrant Education
  - After school and lunch 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: interactive TV's smart boards, overhead projection and new bandwidth
- Strong support for personal student success through IEPs, Student Study Teams, Ds & Fs reviews, 4-Year Plan, two academic counselors, Braves Time Intervention, Senior Project Class.
- Staff development focuses on current research and is planned to support LEAP goals and the SLOs. Staff development includes three full days each year, every Friday afternoon.
- Staff actively participates in professional development according to their area of expertise/subject area including: Induction Tehama Office of Ed, PLC conferences, professional learning communities, CATIP for Ag AP training, professional memberships, workshops, etc.
- Some staff members are Google Certified.
- The district has collaborated with experts to bring training to campus in the areas of reading, StudySync, READ 180, STAR Math, Freckle Math 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 the decision-making process through site council, student government, and CTE advisory committees. Student and parent panels were used in the development of the Educational Technology Plan.
- 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.
  - SLOs posted in every classroom

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<ul style="list-style-type: none"> <li>• SLOs posted online at our school website</li> <li>• Parent newsletters</li> <li>• SARC shared with the community and parents online.</li> <li>• Student progress reports, grades, ELPAC, and standardized test scores mailed home and available online.</li> <li>• Aeries.net provides parents with at-home access to student data.</li> <li>• Back to School Night, twice-yearly parent conferences, Open House, sophomore counseling, Freshman Orientation and GEAR UP (class of 2024 and 2025)</li> <li>• School website</li> <li>• Home mailings</li> <li>• Parent Square communicates important information to families via automated phone calls, messages and emails.</li> <li>• Student and parent surveys are conducted routinely</li> <li>• Board members visit the classrooms each year.</li> <li>• The board approves all policy documents.</li> <li>• Board members and community members participate in the evaluation of Senior Projects and serve as senior mentors.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• All stakeholders are involved participants in the development and evaluation of the school’s vision, and there are many avenues of communication with stakeholders.</li> <li>• High expectations for all students and a strong system of support to assist each student with meeting personal and academic challenges.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continued student awareness of the SLOs and the connection to the Common Core curriculum.</li> <li>• Stronger evaluation of data needed to allow for continued improvement toward LEAP goals and targets.</li> </ul>

**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 school-wide 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?**

<b>SLOs: All</b>
<p><b>Findings: 1. The governing board regularly reviews student achievement data, approves all visionary documents (Mission Statement, SLOs, and LCAP/Single School Plan), and creates policies which support continued academic achievement. The results are monitored regularly through regular reporting and staff presentations.</b></p>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Board policies.</li> </ul>

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<ul style="list-style-type: none"> <li>• Board-approved Mission Statement, SLOs, LCAP, and the School-Wide Action Plan.</li> <li>• Board minutes that show regular evaluation of standardized test scores, Illuminate, graduation statistics, program data, etc.</li> <li>• Board members visit classrooms and participate in Senior Project evaluations.</li> <li>• Monthly program reports are provided to board members regarding status and achievements as requested.</li> </ul>	
<p><b>Findings: 2. The governing board delegates implementation of policies to designated staff.</b></p>	
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• The board sets district-wide policies regarding vision, curriculum, instruction, climate, facilities, finances, and accountability.</li> <li>• The board approves appointment of all staff, and the board places responsibility on staff to implement its policies.</li> <li>• Presentations from the principal/superintendent, ASB, and teachers at each board meeting provide ongoing communication between the board and staff regarding progress on the HHS vision.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Program reports provided at monthly board meetings regarding conference updates and changes in curriculum.</li> <li>• Board’s actions are value-driven and based on the trust that the professional staff will implement its policies.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to implement policies to support the SLOs and LEAP/Single School Plan.</li> <li>• Continue to provide regular means of communication between board and staff.</li> </ul>

**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 school-wide learning results and academic, college and career 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?**

SLOs: All
<p><b>Findings: 1. Hamilton High teachers spend time at the beginning of each year carefully analyzing data in order to improve instruction.</b></p>
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Inservice day(s) before the start of each year examine school-wide and subject area specific testing and instruction results. Emphasis is placed on identifying school-wide goals to improve achievement. Such examination has led to:             <ul style="list-style-type: none"> <li>• Reading and writing across the content areas in conjunction with common core</li> <li>• Benchmark assessments</li> <li>• Differentiated instruction</li> </ul> </li> <li>• Friday afternoon collaboration time and selected in-service days are dedicated to careful examination of data collection by each department driving classroom strategies to improve achievement.</li> <li>• The District has recently implemented new data collection software (Illuminate) to accommodate Common Core standards and testing.</li> </ul>

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<p><b>Findings: 2. Staff and Administration work closely together to use data to support Special Education, EL learners, and at-risk students.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff is given a report on the ELPAC levels of each EL learner. Staff are BCLAD/CLAD-certificated and SDAIE trained, and strategies to support EL students are discussed.</li> <li>• Report cards are reviewed by the administration/counselor each progress reporting period and students with a D or F are met with and provided support to improve performance.</li> <li>• Benchmark assessments are given in ELD courses to ensure progress and improvement.</li> <li>• ELD instructor trained in Kevin Clark 5-star language model.</li> <li>• Aeries is used by administrators, counselors, and teachers to monitor student attendance, classroom performance, and progress toward graduation.</li> </ul>	
<p><b>Findings: 3. Staff use data to initiate additional programs of support.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Star Math test is used to assess and Freckle is utilized to support and intervene in math. As a result, math lunch and after-school tutoring is available. 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.</li> <li>• Each year ELPAC results are used to determine the need for ELD and/or sheltered courses for EL learners.</li> <li>• Benchmark scores are used to determine additional instructional materials targeted to improve student achievement.</li> <li>• UDL, CATA and CLTA workshops are aligned to Common Core Standards</li> <li>• Illuminate is a database used to assess student progress and direct intervention methods to specific students needing additional support and resources.</li> </ul>	
<p><b>Findings: 4. The school-wide action plan is regularly reviewed and school-wide goals are refined based on analysis of data.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• The School Site Council annually reviews school-wide goals as they relate to the LEAP/Single School Plan.</li> <li>• Some Friday inservices are dedicated to reviewing the progress toward school-wide goals and on using data to revise these goals.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• A system is in place to provide time each year for staff to review a variety of student data.</li> <li>• Aeries provides a powerful tool for administrators, teachers, parents, and students to monitor student performance.</li> <li>• Staff regularly communicate and collaborate to provide support to groups with special needs based on data gathered.</li> <li>• Parent Square used to communicate with staff, parents and students.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Sharing academic standards and SLOs more effectively with parents and the community needs to be a school-wide priority.</li> <li>• Teacher analysis of academic assessments needs to continue.</li> <li>• Benchmarks</li> </ul>



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**A.4. To what extent does a qualified staff facilitate achievement of the academic, college, and career readiness standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development?**

<b>SLOs: All</b>	
<b>Findings: 1. Qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.</b>	
<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Site administration requires Induction for all new teachers.</li> <li>• School ensures SDAIE, BCLAD and CLAD certification for all teachers.</li> <li>• The district supports professional development three full days each year in addition to Friday afternoons, 8 district wide Friday minimum days and after school, and off campus professional conferences.</li> <li>• Teachers regularly share Best Practices at staff meetings.</li> <li>• Administration regularly performs formal and informal observations.</li> <li>• Professional development has focused on standards-aligned curriculum including standards, Course Outlines and benchmark assessments.</li> <li>• 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.</li> <li>• Professional Development has shifted to focus on development of Benchmarks and vertically align with the middle school.</li> </ul>	
<b>Findings: 2. Hamilton High School faculty is composed of 21 highly-qualified teachers.</b>	
<b>Evidence:</b>	
<ul style="list-style-type: none"> <li>• All 21 Hamilton High teachers are highly-qualified teachers and are teaching in their credentialed areas.</li> <li>• Our two school counselors are fully credentialed.</li> <li>• Our two at-risk counselors are fully credentialed.</li> <li>• 37% of our administrators/certificated staff hold Master’s degrees.</li> </ul>	
<b>Areas of Strength</b>	<b>Areas of Growth</b>
<ul style="list-style-type: none"> <li>• High number of staff involved in off campus professional development.</li> <li>• All Hamilton High teachers are highly-qualified.</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to devote inservice time to the analysis of data and alignment of the curriculum to the SLOs and standards.</li> <li>• Continue to use student data to design professional development activities.</li> </ul>

**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?**

<b>SLOs: All</b>
<b>Findings: 1. Leadership and staff professional development focuses on identified student needs.</b>
<b>Evidence:</b>

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<ul style="list-style-type: none"> <li>• CAASPP Math 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.</li> <li>• Staff have participated in AP, Early Assessment Program (EAP), and Title I trainings to support specific student groups.</li> <li>• Special Education teachers and the EL coordinator share information and strategies with teachers for supporting these students.</li> <li>• Student surveys and the Healthy Kids Survey guide professional development activities in student safety, wellness, and asset development.</li> <li>• Many staff members actively attend professional conferences and workshops that feature research-proven strategies for supporting students in their subject area/area of expertise.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Friday afternoon in-service activities routinely focus on student learning needs.</li> <li>• Strong administrative support for additional professional development for staff as needed to improve student achievement.</li> <li>• Student Study Team (SST), Student Intervention Team (SIT) meetings and consistent review of student grades and progress.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to look for ways to identify and support student learning needs and provide professional development to support student needs.</li> <li>• Continue focus and resource allocation for Social-Emotional Learning following COVID and feelings of isolation.</li> </ul>

**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, the college-and career-readiness standards and the schoolwide learner outcomes?**

<b>SLOs: All</b>
<p><b>Findings: 1. Programs and services are offered and staffed appropriately to support student achievement.</b></p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Our LCAP/Single School Plan links the standards, SLOs, instruction, curriculum, and resources.</li> <li>• After school math tutoring Tuesday-Thursday</li> <li>• Math support classes are offered to students who need additional support in these subject areas</li> <li>• English Language Development is offered for EL students</li> <li>• 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.</li> <li>• Additional tutoring is provided to qualified students through Migrant Education/Mini-Corps and Upward Bound.</li> <li>• Part-time Migrant Education staff provide academic support to migrant students.</li> <li>• A limited offering of Career Technical Education classes.</li> <li>• Summer school and adult education courses available for remediation.</li> </ul>

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- 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
- Thursday Braves Time for additional instruction or tutoring time.

**Findings: 2. Adequate funds are effectively utilized to support staff through professional development, availability of learning materials, and technology.**

**Evidence:**

- Dedicated budgets for campus technology in classroom and library labs.
- An Instructional Materials Fund Plan to rotate IMF funds through each department.
- Remedial programs provided by Title I funds.
- 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.
- An IT Systems Director was hired to maintain and improve the campus technology systems in support of the Common Core Standards and testing requirements.

**Findings: 3. Hamilton 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:**

- Wireless security addressed by the IT Director to enhance and protect the school's network, with plans to develop a safe public access.
- The library facility houses two computer labs and continues to be modified to house additional computers and classroom/meeting space.
- The science and home economics classrooms were remodeled in 2008.
- Each classroom is equipped with an LCD system. Interactive TV's, Smart Boards are available in several classrooms.
- **Installation of a new PA system to alert staff and students of emergencies, i.e, fire alarm, lock down, etc. Provided synchronized date and time and classroom bells.**

**Findings: 4. There is an adequate supply of Common Core math and AP textbooks, other resource materials, and reference materials for classrooms. The library maintains materials and houses up-to-date technology with minimal staffing.**

**Evidence:**

- The instructional materials funds (IMF) are focused on Common Core replacement textbooks.
- The library supplies:
  - Subscriptions to an on-line database through Learning Tree at Glenn County Office of Education.
  - Subscriptions to on-line encyclopedias.
  - Subscriptions to magazines.
- Scientific and graphing calculators are available to all students for all mathematics-based classes.

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<ul style="list-style-type: none"> <li>• The campus has a 1:1 student to computer ratio, and the district has a computer replacement plan to keep computers up to date. Each student has a device</li> <li>• Campus computers run Microsoft Office most current version, Google Chrome and Docs, and other software as needed for instruction.</li> </ul>	
<p><b>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 manage resources to enhance student learning.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• The Hamilton High School office and District office are one and the same.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Additions and modifications to campus facilities have taken place in recent years.</li> <li>• Instructional materials and resources such as textbooks, software, and technology are adequately provided to support the curriculum.</li> <li>• New programs and services have been added to further support student achievement.</li> <li>• A formalized staff development plan has been implemented.</li> <li>• All staff are supportive of each other and their department goals and focus.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to align funding, programs, and services to best support student achievement of the standards and SLO's.</li> <li>• Continue to provide inservice training for application of Common Core Standards and instruction.</li> </ul>

**B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**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, the college-and career-readiness 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.)**

<p>SLOs</p> <p><b>Findings: 1. All academic instruction and curriculum is aligned to the common core. Graduation requirements are rigorous and prepare students for college entrance.</b></p> <ul style="list-style-type: none"> <li>• NGSS – SAVAAS Realize Science Curriculum Adoption</li> <li>• Student work examples</li> <li>• Departmental alignment of curriculum, standards and assessments</li> <li>• ELA Standards aligned textbooks in English 9 and 10</li> <li>• Staff Development Calendar</li> <li>• Teachers accountable to align standards as evidenced by lesson plans</li> <li>• Teachers are in process of aligning CC standards to course outlines</li> <li>• School Handbook</li> <li>• Graduation requirements include: Three years of math including Integrated I, Integrated II, and Integrated III, one year of Spanish, one year of Fine Arts, three years of Science, and one year of Career Technical Education (CTE).</li> </ul>
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<ul style="list-style-type: none"> <li>• Career Life Planning, Health and Driver’s Education are taught in order to prepare students for high school and college success.</li> <li>• Inclusion of EL and Special Education students</li> <li>• We have reviewed and researched various data analysis programs and have recently adopted Illuminate</li> <li>• Math has adopted Common Core textbooks</li> </ul>	
SLOs	
<p><b>Findings: 2. Students are prepared for college eligibility.</b></p> <ul style="list-style-type: none"> <li>• Computer proficiencies are a graduation requirement</li> <li>• Graduation requirements exceed state standards</li> <li>• Senior project</li> <li>• Student’s track college eligibility with A-G worksheet and all students are encouraged to complete coursework to ready them for college.</li> <li>• PSAT is provided for all students</li> <li>• Dual Enrollment or articulation agreements with Butte College</li> <li>• Careful monitoring, support, and transitional assistance provided to Special Education students to encourage post-secondary education.</li> <li>• Gear Up Freshmen and Sophomore counseling and 4-year plan to create a learning plan to meet college eligibility requirements.</li> <li>• A large percentage of students continue to higher education including Special Education students.</li> <li>• Several staff members participate in STEM in order to further prepare students for college level work</li> <li>• STEM</li> <li>•</li> </ul>	
SLOs	
<p><b>Findings: 3. Cross-curricular learning is used to construct new knowledge. Increasing numbers of students are enrolling in advanced science, math, and English classes. HHS offers Advanced Placement courses in core academic subjects.</b></p> <ul style="list-style-type: none"> <li>• Course outlines- Projects and models built, Google Slides</li> <li>• Advanced Placement courses in core academic subjects, English, Math and History</li> <li>• Course outlines</li> <li>• Master schedule</li> <li>• Cross curricular assignments and units designed (American History/Literature, Geometry/Art, Drama/Math, World History/Art, Art/English/Anatomy, Anatomy/weight training, Ag Business/Economics, floral/Spanish)</li> </ul>	
SLOs	
<p><b>Findings: 4. Academic learning is applied to real world/career experiences.</b></p> <ul style="list-style-type: none"> <li>• Large percentage of students participating in Career Technical Education classes</li> <li>• Ag industry trips and FFA projects</li> <li>• High School Scholars Program – CSU, Chico</li> <li>• HESI (Health Careers Exploration Summer Institute) Butte College</li> <li>• Senior project mentor experience</li> <li>• Career Life Planning and Senior Project career research</li> <li>• YES Program</li> </ul>	
<b>Areas of Strength</b>	<b>Areas of Growth</b>

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<ul style="list-style-type: none"> <li>• All classes are incorporating CC and NGSS standards</li> <li>• High percentage of HS grads that move onto college</li> <li>• Rigorous graduation requirements and completion of senior project presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Need to allocate funding for single teacher departments for staff development</li> </ul>
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**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?**

<p>SLOs</p> <p><b>Findings: 1. All students have a personal learning plan, which is a blueprint for their educational future. Parents review it. Plan is revisited often.</b></p> <ul style="list-style-type: none"> <li>• Each student writes and revisits his/her 4-year plan annually.</li> <li>• FFA Ag Experience Tracker (record book, course completion, resume, etc)</li> <li>• AERIES (students can access grade point average, progress toward graduation, class rank, transcripts, etc.)</li> <li>• Career Life Planning course outline</li> <li>• Counselor records</li> <li>• Sophomore counseling (individual conferences with parents to develop student plan)</li> <li>• Gear Up Freshmen and Sophomore</li> <li>• Student led IEPs</li> </ul>
<p>SLOs</p> <p><b>Findings 2. Planning and review process allows students and parents continuous updates and options to reevaluate. Students' learning styles, interests and goals are evaluated and revisited often.</b></p> <ul style="list-style-type: none"> <li>• Progress reports every five weeks</li> <li>• AERIES provides ongoing classroom progress as well as progress reports, report cards, transcripts, and progress toward graduation information.</li> <li>• Special Education focus on transition (collaboration with agencies, TSL in IEPs) Special Education Senior Transition Class</li> <li>• All sophomores take Career Life Planning and explore careers</li> <li>• Senior Project requires working with a mentor in a selected career field (graduation requirement)</li> <li>• Support students to connect with colleges</li> <li>• Parent/teacher conferences held twice a year</li> </ul>
<p>SLOs</p> <p><b>Findings 3. Support is available for students and parents to examine post-secondary goals by connecting with Colleges.</b></p> <ul style="list-style-type: none"> <li>• Butte College Reg-to-Go, PSAT/SAT offered on campus, Chico State on the spot admissions, 2+2 Butte College articulation, Dual Enrollment</li> <li>• Counselors assist students with scholarships, college, and applications.</li> <li>• Counselor Senior Newsletter</li> <li>• Graduation Class – Google Classrooms for each grade level for communication</li> </ul>

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<ul style="list-style-type: none"> <li>• Staff also supports the preparation and transition of students during Braves Time Enrichment.</li> <li>• SPED students enroll and orient with DSPTS.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Time allocated for individual student career planning. Trio programs to support college readiness</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Initiate the AVID program as a means to provide college eligibility assistance and additional support to eligible students.</li> </ul>

**B3: To what extent are students able to meet all the requirements of graduation and are prepared with success in college, career and life upon completion of the high school program?**

SLOs
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Progress reports, report cards</li> <li>• Administrators identify students with Ds or Fs and students develop Grade Improvement Contracts.</li> <li>• School Handbook and ABI informs students and their families of expectations and graduation requirements.</li> <li>• Student Intervention team meetings allow teachers to identify at-risk students and work collaboratively to provide support to those students.</li> <li>• SST (Student Study Team) meetings</li> <li>• Students are regularly informed and counseled about grades</li> <li>• Teachers are advisors to students and are made aware of at-risk performance</li> <li>• Adult Education classes available to seniors with credit deficiencies</li> </ul>
SLOs
<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Department of Vocational Rehab records, student IEPs, industry tour schedule</li> <li>• Collaboration with Department of Vocational Rehab TPP</li> <li>• All staff is CLAD or SDAIE trained</li> <li>• PASS or Cyber High available to Migrant Ed eligible students</li> <li>• Latinos are proportionately represented in AP courses</li> <li>• Educational Talent Search provides support to low-income and first-generation students</li> <li>• Upward Bound tutoring and summer program</li> </ul>
SLOs
<p><b>Findings 3. The school community offers additional support to enable students to achieve goals.</b></p> <ul style="list-style-type: none"> <li>• Math support class</li> <li>• After school/lunch tutoring</li> <li>• Alternative education opportunities</li> <li>• IEPs, Student Study Teams, and Student Intervention Teams</li> <li>• Grade Improvement Contracts</li> </ul>

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<ul style="list-style-type: none"> <li>• SPED students are mainstreamed and supported by SPED staff</li> <li>• ELD course, sheltered courses when appropriate</li> <li>• Braves/Intervention time provided for additional strategies to support achievement and additional monitoring of student progress.</li> </ul>	
SLOs	
<p><b>Findings 4. Multiple measures show students are prepared for college, training programs, and careers. HHS partners with colleges. HHS prepares students for work experiences.</b></p>	
<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Enhanced graduation requirements above state’s requirements</li> <li>• Work Ready certificates</li> <li>• Computer Proficiencies</li> <li>• SAT scores</li> <li>• Talent Search</li> <li>• Senior Project</li> <li>• Upward Bound</li> <li>• 9 of our classes are articulated with higher ed. facilities to transition students (CHECK)</li> <li>• 2+2 agreements, collaboration with DSPS and Special Education Department</li> <li>• Large Student involvement in CTE Courses</li> </ul>	
SLOs	
<p><b>Findings 5. The school community follows up on students after graduation.</b></p> <ul style="list-style-type: none"> <li>• Ag Incentive, CTE follow-up</li> <li>• Graduates as guest speakers</li> <li>• Graduated students visit informally</li> <li>• Many graduates hired as staff</li> </ul>	
SLOs	
<p><b>Findings: 6. HHS collaborates with post-secondary institutions to encourage student success and opportunities.</b></p> <ul style="list-style-type: none"> <li>• Butte College Reg-To-Go</li> <li>• Upward Bound</li> <li>• Educational Talent Search</li> <li>• 2+2 Agreements</li> <li>• Dual Enrollment</li> <li>• Migrant Ed</li> <li>• MiniCorps</li> <li>• Gear Up</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Number of CTE classes and full-time staff teaching these classes is high for a small school.</li> <li>• High percent of students graduate</li> <li>• High percent of students go on to higher education.</li> <li>• All students successfully complete the senior project which requires time with an expert</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continue articulation with vertical elementary schools.</li> <li>• Improve tracking of former graduates.</li> </ul>



**C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

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

SLOs
<b>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.</b>
<p><b>Evidence:</b></p> <p>2021 Adding:</p> <ul style="list-style-type: none"> <li>• UCCI Ag Science Class Trainings</li> <li>• SAVVAS Learning – NGSS Aligned New Science Curriculum</li> <li>• Google Suite – Google slides, forms, etc.</li> <li>• 9<sup>th</sup> Grade STEM Career Day – Shasta County</li> <li>• Floral Design Training</li> <li>• Dual Enrollment</li> <li>• New Professionals Conference (New Ag Teachers)</li> <li>• TIP – Teacher Induction Program</li> <li>• Supervised Ag Experience, record books</li> <li>• Hands-on projects in numerous core curriculum classes. Examples include PowerPoint projects, model building, science labs, cooperative learning, and video projects.</li> <li>• CTE classes</li> <li>• Oral presentations required in many classes</li> <li>• Teachers attend professional development seminars and report back best practices at faculty meetings.</li> <li>• Unit plans</li> <li>• Revision of courses annually</li> <li>• Faculty collaboration and sharing of Best Practices</li> <li>• Course outlines</li> <li>• In-service calendar</li> <li>• Common Core Literacy Group (though Northern California Writing Project)</li> <li>• Math Project</li> <li>• Northern California Writing Project Summer Institute</li> <li>• Friday PLC</li> <li>• Common to the Core – Glenn County PD Day – Google Tech Training</li> <li>• Technology Camp (through NCWP)</li> <li>• AP Institute (Summer)</li> <li>• Google Education Trainer</li> <li>• STEM Conference &amp; Trainings</li> <li>• Power 3 Summit (Ag teachers as leaders)</li> <li>• Road Show (Ag PD)</li> <li>• CA History Project</li> </ul>

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<ul style="list-style-type: none"> <li>Health and Science Pipeline Initiative (HASPI) Conference (Implementation 2015)</li> </ul>	
SLOs	
<b>Findings: 2. Students are encouraged to develop techniques to organize, access and apply knowledge.</b>	
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Career Life Planning classes</li> <li>Enrichment activities</li> <li>ELD, Math and Science Notebooks</li> <li>Google Classroom Suite and Google Drive</li> <li>Career Development Events (FFA contests)</li> <li>Students provide evidence of achievement and career preparation in Senior Project, work ready certificate, and career development portfolios.</li> </ul>	
SLO's	
<b>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.</b>	
<b>Evidence:</b> <ul style="list-style-type: none"> <li>1:1 Chromebooks</li> <li>Illuminate – Assessment database</li> <li>Social Media: Google Classroom, Remind, Facebook, Instagram, Twitter</li> <li>All students must pass eight components of computer proficiency.</li> <li>Internet access and subscriptions to online encyclopedias and periodical databases available in the library.</li> <li>Library Plan, Technology Plan, Library Home Page</li> <li>60 total student computers in the library, interactive subject-specific programs, STAR Math, CTE computer classes, Google Slides presentations, technologically advanced science labs.</li> <li>Touch screen TV Monitors in each classroom</li> </ul>	
SLOs	
<b>Findings: 4. Teachers often function as coaches and facilitators of learning.</b>	
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Academic Decathlon and spelling bee competition.</li> <li>Student instructional activities.</li> <li>After-school tutoring.</li> <li>Student survey- 75% of students feel there is adequate support to help them succeed.</li> <li>Drama class students volunteer for local events</li> <li>FFA teams include: Creed speaking, RCD Speech Contest, Ag Sales, Farm Power, Fruit Tree Judging, Livestock Judging, SAE Projectors</li> </ul>	
SLOs	
<b>Findings: 5. Students have opportunities to apply learning outside of school</b>	
<b>Evidence:</b> <ul style="list-style-type: none"> <li>Senior Project requirements, FFA Olive oil, Floral club deliveries, County Fair, English Enrichment Trip, HESI (Health Careers Explorations Summer Institute), EL Students translate at events such as: BTS and PT conferences, Student athletic trainers</li> </ul>	
<b>Areas of Strength</b>	<b>Areas of Growth</b>

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<ul style="list-style-type: none"> <li>• State-of-the-art library/media center</li> <li>• 1:1 Chromebooks</li> <li>• Students are involved in their educational path and community.</li> <li>• NGSS – Curriculum Adoption – SAVVAS Learning Platform</li> <li>• Senior Project Mentorship</li> <li>• Continue implementing CC standards in curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize benchmarks to drive instruction for all curricular areas.</li> <li>• Improve integrated processes and continue toward encouraging students to take an active role in their educational progress.</li> <li>• Increase critical thinking activities for students.</li> </ul>
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**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 students, emphasize higher order thinking skills, and help them succeed at high levels.**

<b>SLOs</b>	
<b>Findings: Teachers and staff utilize a variety of strategies and resources including technology and experiences beyond the textbook and classroom</b>	
<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Teachers are SDAIE trained and scaffold their instruction using visuals, diagrams, graphic organizers, videos, Internet, Large touch screen TVs etc.</li> <li>• Google Suite</li> <li>• Students are assigned projects that require the use of technology, be it Use of Google Docs &amp; Google Classroom, Photoshop, Excel/Google Sheets, etc.</li> <li>• Seniors are required to complete an e-portfolio.</li> <li>• An annual English Enrichment trip is taken to San Francisco or Ashland where students attend a play or musical.</li> <li>• Senior Project requires students to spend time with a mentor in their field/career of choice.</li> <li>• 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.</li> <li>• Most teachers require oral presentations in which the students use technology, presentation boards, dioramas, models, etc.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Teachers vary instructional strategies to meet various learning styles.</li> <li>• Modern technology is used across the curriculum.</li> <li>• 1:1 Chromebooks</li> <li>• Student-oriented, project-based learning.</li> <li>• Touchscreen TVs in most classrooms</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Glenn County Sophomore job shadow</li> <li>• Glenn County’s Tree Program</li> </ul>

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<b>STRENGTHS (CURRICULUM &amp; INSTRUCTION)</b>	<b>AREAS OF GROWTH/CONCERN</b>
<p><b>Technology Literacy</b></p> <ul style="list-style-type: none"> <li>• 1:1 Chromebooks – Enhancing instruction through technology and Google Suite</li> <li>• Both teachers and students</li> </ul> <p><b>College and Career Readiness</b></p> <ul style="list-style-type: none"> <li>• Senior Project</li> <li>• Upward Bound</li> <li>• ETS</li> <li>• Dual Enrollment and Articulation</li> <li>• Migrant Ed</li> <li>• Mini Corps</li> <li>• Gear Up</li> <li>• CTE</li> </ul> <p><b>Community Outreach Through FFA Program</b></p> <ul style="list-style-type: none"> <li>• Olive oil sales</li> <li>• Monthly floral club</li> <li>• Mandarin sales</li> <li>• County fair – auction</li> <li>• Ag appreciation Dinners</li> </ul> <p><b>Student Learning Application</b></p>	<p><b>STEM Education</b></p> <ul style="list-style-type: none"> <li>• Science and math literacy</li> </ul> <p><b>Graduate Follow-up</b></p> <ul style="list-style-type: none"> <li>• Improve tracking of former students</li> </ul> <p><b>Benchmark Exams</b></p> <ul style="list-style-type: none"> <li>• To drive instruction and gauge student learning</li> <li>• To identify areas of strength and areas of need and develop methods of remediation</li> </ul> <p><b>Vertical Articulation</b></p> <ul style="list-style-type: none"> <li>• Improved in all areas</li> <li>• Area of focus: science</li> </ul> <p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>• Accommodating various levels of student proficiencies</li> </ul> <p><b>Focused Intervention</b></p> <ul style="list-style-type: none"> <li>• More opportunities for individualized instruction for students not at grade-level</li> </ul>

**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?**

<b>SLOs</b>
<p><b>Findings: 1. Hamilton 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 CAASPP, ELPAC and previous academic performance to place students appropriately (i.e. Math Support and ELD level). To ensure achievement and progress towards the SLOs, state content standards, and graduation, ninth through twelfth grade students are given benchmark exams in all core and most other classes.</b></p> <p><b>Findings: 2. HHS utilizes ABI (Aeries) and Google Classroom platform to allow parents access, through the internet, their child’s academic, disciplinary, and attendance records. Parent Square allows for parents to receive communication via text, email</b></p>

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<p><b>and/or phone call. In addition, the school’s website provides a wealth of resources and information for students, parents, and community members.</b></p> <p><b>Findings: 3. Assessment involving certificated staff is a frequent and ongoing activity at department meetings and Friday in-services and guides instruction and curriculum. HHS regularly disseminates information to students, parents, and community stakeholders in a timely manner, including through local media.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ELPAC testing results</li> <li>• AERIES access for parents/students</li> <li>• SARC</li> <li>• Open House/Back to School night</li> <li>• Report Cards/Progress Reports</li> <li>• Bi-Annual Parent Teacher Conferences</li> <li>• IEPs, 504’s, and Student Study Teams</li> <li>• Regular communication between parents and school occurs in person and online, google classroom, email, and phone</li> <li>• Local media and social media outreach about school events/results as well as monthly newsletter</li> <li>• Regular discussion and input by parents at School Site Council meetings</li> <li>• Involvement in local service organizations and nonprofits that work within the community</li> <li>• Monthly board meetings</li> <li>• Boosters Club meetings</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Professional development time including teacher planning time devoted to data analysis, student work analysis, and development of benchmark exams.</li> <li>• School communication system Aeries that allows for students and parents to review student progress toward graduation and in individual classes.</li> <li>• Resource allocation by administration and board that best serves the needs of students.</li> <li>• All classrooms are available via Google Classroom Platform.</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Continued training for teachers on our new data analysis platform, how to use the analysis to create improvement plans and alternative assessments.</li> <li>• Frequent and timely dissemination and interpretation of school information, such as Common Core, CAASPP, AP test results.</li> <li>• Allotted time for teachers to review and analyze data and assessment.</li> </ul>

**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?**

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SLOs

**Findings: 1. HHS teachers utilize a variety of assessment strategies to evaluate student learning and progress. Staff use of assessments such as pre-unit diagnostic assessments and a variety of scaffolds, 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 SLOs.**

**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 Common Core and CAASPP tests by showing the students' progress within each content area. It also provides staff with relevant information about areas of success and special need for reteaching.**

**Findings: 3. Currently, the district has identified and selected Illuminate as its data collection and analysis software.**

**Evidence:**

**Schoolwide**

- 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 common core standards. Through the end of the world school, the district contracted with Illuminate for use of data analysis. Skills and expertise gained by teachers continue to allow for expert analysis of results from benchmark, unit, and chapter tests to meet the needs of our students.
- ELPAC, CAASPP and teacher observations are used to make student placement with appropriate curriculum decisions.
- All seniors must complete a Senior Project, which is a demonstration of the SLOs. Using a rubric, business panels assess student papers and presentations and provide feedback to the Senior Project team. 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. Seniors must complete all aspects of the Senior Project in order to graduate from HHS.
- In-service time, in addition to being used for WASC preparation in the 2021-2022 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 CTIP process along with a support teacher. Time is also given to review and revise course outlines to match instruction and assessment to common core state standards, to better assist struggling students identified by teachers.

**Departments:**

**Mathematics**

- The mathematics department utilizes teacher observation and summative grades for student placement in the appropriate math class such as placement in math support. 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.

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**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 projects 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 common core-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. The Social Science Department utilizes google classroom and the google suite integrating the latest in primary source technology.

**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. Performance based assessments, presentations and peer reviews are another assessment tool used throughout the science department. The Agriculture department has aligned science standards to provide an experience focused on agriculture

**Career Technical/Vocational**

- The Career Technical Education Department employs a wide variety of evaluation techniques including SAE (Supervised Agriculture Experience) projects, student leadership opportunities and public speaking. Students have the option of SAE Project to complete including: entrepreneurship, Agriscience, and work experience. All projects require that the entirety of it be the student responsibility. Publishing classes produce the school yearbook 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.

**Foreign Language**

- Foreign Language uses performance-based audio and video assessments such as using Google Suite 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 HHS includes: football, volleyball, cross-country, cheerleading, basketball, soccer, track, baseball, softball

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and wrestling. Participation in sports is one way that students are able to develop effective communication skills, good citizenship and sportsmanship.

**Fine Art**

- Fine arts courses use performance-based productions, projects and presentations to assess students' creativity, inter-personal skills and collaboration. Students are required to use their creativity and design skills to produce a floral arrangement. These floral arrangements are delivered monthly to Hamilton City Floral Club members. Performances by the school band occur throughout the year. Drama students work individually, in pairs and small groups working on units in pantomime, improvisation, screenwriting, theatre techniques, stage direction, monologue and production. Art Foundations and Art Explorations students utilize various techniques, units, cultural knowledge and application to produce works of art to be displayed throughout the school and end of year Art Show.

**Areas of Strength**

- 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 IEPs allows for greater understanding of student needs
- Consistent weekly time allocation for PD including PLC, staff meeting and collaboration

**Areas of Growth**

- Continued growth of interdisciplinary projects and assignments
- More time allocated for vertical articulation with feeder schools and interdepartmentally.
- Administrative timeline for Benchmark assessments districtwide.
- Electives/Pathways with in Agriculture.

**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, the college- and career-readiness standards and SLOs?**

**SLOs**

**Findings: 1. Hamilton 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 generated 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.**

**Findings: 2. Through the YES program, students are placed in local businesses and students also learn work ready skills by completing standards, including interviews and portfolios.**

**Findings: 3. The SARC report is available on our school website, and mailed to parents upon request, and gives HHS stakeholders an opportunity to analyze various data related to our school, including CAASPP, ELPAC college entrance rates, and dropout rates. In addition, school safety information and teacher education levels (Highly Qualified) are available through the SARC report.**



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**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.**

**Findings: 5. At the monthly HUSD board meetings, the high school Principal/Dean of Students provides a report on classes, curriculum, and special needs and activities. Teachers are consistently given professional development time and resources to analyze student data and provide opportunities to share with the entire staff. The HUSD 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 AERIES 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
- Student led IEPs
- Student Study teams to intervene with struggling students
- School Site Council
- ELPAC and Benchmark results used to monitor and improve school program
- Partnerships with CSU, Chico and Butte College
- Gear Up, Educational Talent Search and Upward Bound program partnerships
- Migrant Ed as an additional avenue of support and assistance
- Intervention time during Braves time and Friday minimum days
- D's and F's list and ineligibility list to assess areas of need and growth
- Grade Improvement Contracts
- Student Achievement Awards
- Bi-annual Parent-Teacher conferences

**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
- Due to COVID, teachers have done a phenomenal job adjusting and utilizing Google Classroom Platform to provide instruction, feedback, and assessment.

**Areas of Growth**

- Continued implementation and use of benchmark exams
- Continued analysis of data and use of data to inform instruction
- Due to COVID, administration and staff would like to reimplement award ceremonies to recognize student achievement, attendance and involvement.

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**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?**

SLOs: All	
<p><b>Findings: 1. Hamilton High School staff has developed an analysis process by which connections between the available data, our school’s SLOs, 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 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.</b></p> <p><b>Findings: 2. Resource allocation is determined by and geared to a focus on learning and ongoing assessment of results. HHS regularly evaluates data on student performance, compares it to state academic content standards and SLOs, and assesses the impact of curriculum and instruction on student achievement.</b></p>	
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• ELPAC, CAASPP and Benchmark results</li> <li>• Teacher in-service trainings</li> <li>• Professional Development time includes Faculty, department meetings and PLC</li> <li>• School tutoring and teacher support is provided consistently</li> <li>• Schoolwide Action Plan</li> <li>• Open House and Back-to-School Night</li> <li>• Staff members involved with CA Writing Project</li> <li>• Math Support classes offered</li> <li>• Braves Time Intervention</li> <li>• Senior Project Class</li> <li>• Senior Transition for students with IEPs</li> <li>• Flexible schedule to allow students to take college courses and/or gain work experience.</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Use of AERIES, Parent Square and Google Classroom to communicate student achievement</li> <li>• Staff uses a variety of assessments to evaluate student learning which drives yearly school goals, curriculum, and instruction</li> <li>• Early release every Friday dedicated to discussion of student work, data assessment, curriculum and instruction</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Staff development on fully implementing our new data analysis system (Illuminate) and what it may have to offer in subject area content</li> <li>• Improvement WI-FI</li> </ul>

**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?**

SLOs
<b>Findings: School leadership continues to encourage parents and community involvement.</b>
<b>Evidence:</b> <ul style="list-style-type: none"><li>• The community is encouraged to use school facilities for recreation or meetings.</li><li>• Community and parents volunteer as mentors and judges for senior projects, ROP interview contest for professional career connection.</li><li>• Ag classes and school clubs involved in community service:<ul style="list-style-type: none"><li>• AG Awareness</li><li>• Giving tree</li><li>• Performances: Drama, Winter/Spring Band concert.</li><li>• Hamilton High pumpkin patch w/ K-1 students at HUES.</li><li>• FFA Blood Drive open to community</li><li>• FFA – Flowers for Westhaven</li><li>• Hamilton High Booster- Fireworks Both, Golf Tournament</li></ul></li><li>• Provide adult education and ROP courses to community</li><li>• Open House evening in the Spring / Back to School night in Fall</li><li>• Electric marquee to communicate with community</li><li>• Parents volunteer for assistance:<ul style="list-style-type: none"><li>• Concession stands</li><li>• School Site Council Positions/ELD advisory committee</li><li>• Migrant Parent Committees</li><li>• Guest speakers</li><li>• Chaperones</li><li>• Boosters Club FFA Golf Tournament</li><li>• Senior Project- Parent Volunteers</li></ul></li><li>• Parent newsletter (Highlights) in English and Spanish monthly</li><li>• Parent Conference evening once a semester.</li><li>• Principal automated phone calls to student homes in order to disseminate information.</li><li>• Parent Square for communicating with parents and students via Aeries- Parent/Student Portal</li><li>• Sophomore counseling appointments offered to all tenth grade students.</li><li>• Parents are encouraged to access the Aeries grading system electronically to monitor student grades and success.</li><li>• All students have accounts to Aeries.net grading system to electronically monitor grades and success.</li><li>• Senior Project requires 10 hours with their mentor in a field of interest.</li><li>• Community Service - 20 hours of community service for graduation.</li><li>• School correspondence/forms mailed home in parents primary language (English/Spanish).</li><li>• Freshman Registration evening.</li><li>• Freshman Orientation</li></ul>

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<ul style="list-style-type: none"> <li>• Out-of-District parent/student information meeting.</li> <li>• University Connection with CSU, Chico</li> <li>• Concurrent enrollment with Butte College and CSU, Chico</li> <li>• Student Handbook Parent Rights in English/Spanish – accessible online</li> <li>• School Accountability Report Card (SARC)</li> <li>• School website includes community resources in English/Spanish</li> <li>• CSU, Chico student teacher assignments</li> <li>• Pre-school – ROP Careers with Children class / Infant-Toddler center</li> <li>• 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.</li> <li>• Orland Pantry Annual Winter Food Drive</li> <li>• Principal’s home visits</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Sophomore counseling appointments offered to all tenth grade students.</li> <li>• Strong community support of all athletic activities, endeavors and facilities.</li> <li>• Access to Spanish speaking staff.</li> <li>• Senior Project</li> <li>• Aeries Portal system for grade reporting</li> <li>• Course syllabi require parent signature / acknowledgement</li> <li>• Parent access to Google Classroom</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Initiate a parent/community club to support all student activities.</li> <li>• Re-establish evening library hours.</li> <li>• Continue to find ways to involve parents and community members in the teaching/learning process</li> </ul>

**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 of continuous school improvement?**

SLOs
<p><b>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.</b></p>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Resource officer is available upon request and provides in-service safety training at the start of the year or throughout the school year as needed.</li> <li>• Acceptable Use Policy/ Tech agreement</li> <li>• SRO helps create and maintains Emergency Response Box</li> <li>• 87% of the student body feels safe, as reported by a school wide student survey. <b>Check healthy kids survey---</b></li> <li>• Office staff calls home if a student is found absent (morning/late morning/afternoon)</li> <li>• Detailed emergency action plans are posted in all rooms</li> </ul>

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- New heating and air-conditioning, as well as roofing in the gymnasium and 100 wings as safety upgrades.
- 100 and 200 buildings 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.
- New School PA system for crisis response improvements
- New video security system (cameras and equipment)
- Resource Class Facilities
- Recycle bins and garbage cans used regularly to capacity in and outdoors.
- School Accountability report card (SARC)
- Student attendance and academic tracking are available to teachers.
- Classes: Sports Medicine/Intro to Psych/Drama (rotating year).
- Resilience Anti-bullying training at staff in-service
- Clubs: M.E.Ch.A, CSF, Science Club, Art Club, Friday Night Live (FNL), Students Working Against Tobacco (SWAT)
- Academic Decathlon high school team
- Trainings for Trauma Informed Practices
- Student - parking permits
- District offers behind the wheel drivers training –
- New bus purchased by grant
- Additional seating was purchased for eating areas and new benches added to student quad area
- New soccer standards/goals–
- New scoreboard for softball field
- Portable fencing for both JV and Varsity Fields\_\_\_\_\_
- Collaboration with Glenn County SELPA and Glenn County Mental Health (School Based Counseling Program)
- New forklift and tractors purchased to help ensure student and staff safety on the school farm

<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• School Resource Officer (SRO) is identified through the Glenn County Sheriff’s Office and on-call to administration/campus as needed.</li> <li>• Safe, modern campus</li> <li>• Staff communicates regularly on data, school issues, professional development, and class content</li> <li>• School Based Counseling Program</li> <li>• Parents and students have access to Google Classrooms</li> <li>• Defibrillators are available in various locations throughout campus.</li> <li>• Added health and safety trainings for athletic coaches, i.e. concussion training, heatstroke training</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Fire Drill evacuation map/directions</li> <li>• More drills/ teacher training regarding lockdown, fire, etc.</li> <li>• Further refinement of emergency drills</li> <li>• Active Shooter on campus training</li> </ul>
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**E3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career- readiness success?**

SLOs
<b>Findings: All students have access to appropriate support; each student creates an individualized learning plan (4-year path) with support from school and counselors.</b>
<b>Evidence:</b> <ul style="list-style-type: none"><li>• Freshmen registered at orientation /parents and student receive individualized support</li><li>• 1 full-time and half time Counselors are on-staff and available for appointments or drop-in by students</li><li>• Ninth graders, through Study Skills are instructed about high school success, graduation requirements and develop a 4-year plan.</li><li>• 10<sup>th</sup> 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</li><li>• 11<sup>th</sup> and 12<sup>th</sup> graders continue to revise and finalize the 4-year plan and are instructed about scholarships, financial aid and all other post high school needs.</li><li>• Students are enrolled in 4-years of Braves Time including grade review, grade improvement contracts, access Aeries.net to monitor academic progress and issues etc.</li><li>• Student Interventions Teams – teachers collaborate and problem-solve about students of concern.</li><li>• SPED Orientation Transition Day for incoming freshmen with IEPs</li><li>• Aeries.net available 24 hours a day for review of grades, progress toward graduation by students and parents. Parents/Students can access through hand-held devices.</li><li>• Teachers update Aeries every other day</li><li>• Google classroom available to students and parents at all times</li><li>• Academic monitoring: ineligible list, D and F list, Progress Reports, Quarter reports, student cumulative file review, etc.</li><li>• Student Study Teams to develop school based interventions and accommodations for students of concern.</li><li>• Course registration completed online for 10-12<sup>th</sup> grades</li><li>• After-school and Lunch tutoring program available for struggling students</li><li>• Interventions are frequent after Student study Teams and Student Intervention Teams meet</li><li>• 2 Full time SPED teachers – Areas of focus English/Math and Support</li><li>• District hired additional SPED ParaPro for student support</li><li>• Student led IEP meetings.</li><li>• TRIO GearUP program to support 21-22 9/10<sup>th</sup> Cohort until these two classes graduate</li><li>• Youth Employment Services Program- Glenn County Office of Education.</li><li>• Department of Rehab offers TPP services to youth who have an IEP</li><li>• Campus Tours – University and College Tours offered during Fall and Spring Semesters</li><li>• Access to military recruiters</li><li>• SMART team referrals</li><li>• GoGuardian internet security browser for all school chromebooks</li><li>• Fridays- Flag and banners are put on the quad</li><li>• School based counseling with clinician</li></ul>

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<ul style="list-style-type: none"> <li>• Butte County ROP Program offers class presentations</li> </ul>	
<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Students are monitored closely grade 9-12</li> <li>• Frequent/timely communication with student and families regarding progress</li> <li>• Enrichment is used to present students with life skills and needed information for success</li> <li>• Small school allows for interaction between student and staff</li> <li>• Interventions are regular and immediate</li> <li>• Full implementation of Google Classroom- and continued use</li> </ul>	<p><b>Areas of Growth</b></p> <ul style="list-style-type: none"> <li>• Funding to maintain necessary programs</li> <li>• More involved services from county for at-risk students</li> <li>• Dedicated part-time SRO visible on-campus on a weekly basis.</li> <li>• Funding for library staff</li> </ul>

**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?**

SLOs: All
<b>Findings: All students have access to a system of personal support services, activities and opportunities at school and within the community.</b>
<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• 1 full-time and Part-time counselor are on-staff</li> <li>• Part-time Mental Health Counselor (SBCP)</li> <li>• Sophomores are required to take a Career Life Planning class</li> <li>• Class field trips, industry tours, campus tours</li> <li>• English Enrichment trips to Ashland and San Francisco for drama productions. Various cities</li> <li>• Students are enrolled in 4-years of enrichment including grade review, grade improvement contracts, Life Beyond High School workbooks, etc.</li> <li>• Back to School night.</li> <li>• Open house</li> <li>• Parent conference evening once a semester.</li> <li>• SRO available upon demand for individualized attention as issues arise.</li> <li>• SMART referrals</li> <li>• Implementing SEL practices and instruction</li> <li>• Ninth graders, through Study Skills are instructed about high school success, graduation requirements and develop a 4-year plan.</li> <li>• STEM Day for 9th graders</li> <li>• Glenn County Career Day for 10th graders</li> <li>• Senior Project Class</li> <li>• 10<sup>th</sup> 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</li> </ul>

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- 11<sup>th</sup> and 12<sup>th</sup> 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 and support in mainstream courses
- All SPED students have a Supported Study period
- ELD course offered
- Special Programs: Upward Bound, Educational Talent Search, Migrant Education, Mini-Corps, YES, workability, mentoring, GearUP for current 9/10<sup>th</sup> grade cohort
- Clubs: MESA, CSF, Academic Decathlon, M.E.Ch.A, Art club, Science club, SWAT, FNL, Every Fifteen Minutes, Challenge Day, Book Club
- School Activities: school concerts, drama productions, Athletics, DUI Court, Every 15 minutes, Challenge Day.
- Student Study Team, MDC's, Student Interventions, and student led IEPs to support self-advocacy.
- Academic Awards Assembly: Honor Roll and Merit Roll recognition, Most improved GPA, attendance, etc.
- Student of the Month recognition and luncheon
- Academic Incentives - improvement of standardized test scores.
- Athletic Awards Banquets
- Awards Night
- Teacher/staff involvement in extracurricular or extra-duty activities: coaching, advising student activities and clubs, English Enrichment trip, Campus Tours, Drama productions, Senior Project, FFA activities and conferences, MESA academies and competitions at different universities, Butte College Reg-to-go and outreach, Chico State Outreach.
- Aeries Student Portal for grade check, transcript review, attendance, etc.
- Academic monitoring: ineligible list, D and F list, Progress Reports, Quarter reports, student cum file review, etc.
- Course registration completed online.
- After-school tutoring
- Glenn County services: Psychologist, Visual Impaired Services, Occupational Therapy, speech services etc.
- Partial block schedule now
- New Pixellot NFHS system to livestream sporting events

**Areas of Strength**

- 1 full-time and part-time Counselors for Academic and guidance counseling
- Mental Health Counselor (School Based Counseling Program) part-time at HHS
- 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

**Areas of Growth**

- Need for sheltered history or science classes based on student need and population
- Continued monitoring if there's a need for a Translation (whisper) system for Spanish speaking parents at school events.
- Possible AVID program implementation
- Maintain a progressive approach to teaching
- Sheltered Ag class



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**E5: COVID Implementations/ Guidelines - Community Building**

- Personal Home Delivery of Chromebook, Homework, desks, Supplies
- Behavior Expectations for Zoom classroom and Technology use
- Zoom Board Meeting
- Breakfast and Lunch Drive-thru and free meal delivery
- Health Inspections – Daily Temperature checks
- Mask and Hand sanitizers for all students
- Extra Cleaning routine- Foggy Machine, Rabbit Air Filtration for all Classrooms, Daily Cleaning between classes, extra cleaning company on Friday.
- Plexiglass for desks in all classrooms
- Reduced class size – Hybrid-AM/PM schedules
- Drive-In Graduation for 2020 Class
- COVID Parade
- Testing for Athletic Teams
- Exposure Notifications via Aeries Portal and Letter sent home
- Distance Learning via Zoom and Google Classroom
- Hybrid Model- Group A in Person twice a week/Zoom twice a week alternate with Group B
- Spring 2020- Morning/Afternoon class schedule
- Services for students were available during Distance Learning. Youth Employment Services, Counseling for Social Emotional Needs.
- Zoom office hours during Braves Time/Fridays or by appointment
- Student Intervention Fridays
- One to one Chromebook implementation.
- Hotspot available for students who needed Wifi
- Free WIFI available around the school site.
- Teachers were provided with additional technology supplies- new laptops, GoPro's, headpiece with microphones, podium on wheels, new speakers, and smart boards, blue light glasses, face shields, and masks.
- All classrooms were equipped with cleaning supplies.
- Virtual Awards Nights- home visits to deliver awards
- Added counseling services for students in need for social emotional needs
- Student led IEP meetings via Zoom
- Zoom staff meetings
- Zoom District meetings

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**Chapter V: Schoolwide Action Plan**

**Action Plan One (Area Of Improvement):** Improve academic support by offering additional elective courses, support services and programs that encourage college and career readiness.

**Rationale:** Parent surveys, student and community input encourage additional diverse electives, programs and services to improve over student performance.

**SLO's Addressed by Action Plan:** ALL

**Supporting Data Indicating Need:** Parents, students, staff and community input. The district's focus is on increasing career and college readiness, offering additional dual enrollment courses through Butte College and exploring additional pathways for students to pursue in High School.

**Growth Targets Established:**

* 2020-2021	HHS staff submitted numerous course outlines for UC approval to increase elective offerings. Examples of these courses are Introduction to Psychology, Film Appreciation and Ag and Soil Chemistry
* 2021-2022	The district hired an additional agriculture teacher to offer additional ag science electives. The ag department also submitted a UC approved Ag 3: Metal Art and Fabrication course. Re-hired third math position to provide additional math courses and support classes.
* 2022-2023	Implement Student certifications in Ag utilizing AgAlign an Industry aligned certifications in Ag Bio, Ag Chem, Mechanics, Floral and Horticulture.  All students in FFA or independents will earn a certificate for the Quality Care of Animals (YQCA) required to take an animal to the County Fair or any other national showcase.  Provide library coverage two evenings a week to assist with student and community academic success, career and college readiness, tutoring, building literacy.  Implement a Quantitative Reasoning (QR) course for UC/CSU admissions and additional course offerings (Math Literacy).
* 2023-2024	Explore additional possible elective offerings and services to best serve our students. Investigate implementing an AVID course or AVID strategies to improve career and college readiness.  Investigate an Advanced Placement Spanish Literature course to support the district implementation of the Dual Immersion program at our feeder Elementary and Middle School.

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	Research and train staff with UDL (Universal Design for Learning) strategies for implementation in all curriculum areas.
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**Monitoring of Progress:** \* Analysis of increased elective offerings, student academic success, increased college enrollment, and

overall student perseverance and growth.

\* Achievements and expectations were met on SLOs as reviewed by the classroom teachers in PLC

meetings

\* Assess library attendance for maximized use of facility and services

**Report Progress:** \* Data Reporting will be collected through CALPADS and other state required platforms and internally

disseminated at PLC and Board meetings

Timeline	Specific Action	Assessment	Responsible Person	Resources
Fall 2021 - Spring 2022	<p>Discuss and determine courses needed and desired by student input.</p> <p>Assess teacher credential and specialty.</p> <p>Review facility and curriculum feasibility</p>	Complete student survey to gauge elective interest	District, Admin	Utilize Friday PLC time to review elective interest and offerings for students.
Fall 2022 - Spring 2023	<p>Implement Student certifications in Ag utilizing AgAlign an Industry aligned certifications in Ag Bio, Ag Chem, Mechanics, Floral and Horticulture.</p> <p>All students in FFA or independents will earn a certificate for the Quality Care of Animals (YQCA) required to take an animal to the County Fair or any other national showcase.</p>	<p>Percentage of students who earn certification in those identified courses.</p> <p>Percentage of Fair Entry students who</p>	<p>Ag Instructors</p> <p>Ag Instructors</p>	

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	<p>Provide library coverage two evenings a week to assist with student and community academic success, career and college readiness, tutoring, building literacy.</p> <p>Implement a Quantitative Reasoning (QR) course for UC/CSU admissions and additional course offerings (Math Literacy).</p>	<p>earn their certification.</p> <p>Assess participation and attendance through sign-in sheets.</p> <p>Student enrollment in identified courses.</p>	<p>District</p> <p>District, Administration, math and science instructors</p>	<p>Employee to cover afternoon or evening library hours</p> <p>District provides necessary staff training, curriculum and textbooks as needed.</p>
<p>Fall 2023 - Spring 2024</p>	<p>Explore additional possible elective offerings and services to best serve our students. Investigate implementing an AVID course or AVID strategies to improve career and college readiness.</p> <p>Investigate an Advanced Placement Spanish Literature course to support the district implementation of the Dual Immersion program at our feeder Elementary and Middle School.</p> <p>Research and train staff with UDL (Universal Design for Learning) strategies for</p>	<p>Identify students appropriate for AVID program</p> <p>Student enrollment in identified courses</p> <p>Identify students appropriate for AP Spanish Lit course</p> <p>Student enrollment in identified courses</p>	<p>District, Administration and course instructor</p> <p>District, Administration and Spanish instructor</p>	<p>District provides necessary staff training, curriculum and textbooks as needed.</p> <p>District provides necessary staff training, curriculum and textbooks as needed.</p> <p>District provides necessary staff</p>

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	implementation in all curriculum areas.	Staff will be trained and implement UDL framework to improve student learning.	District, Administration and all High School staff	training, curriculum and textbooks as needed.  PLC time will be utilized to implement and strengthen strategies and the framework.
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**Action Plan Two (Area Of Improvement):** Improve Student Academic Performance in all subject areas through consistent benchmark assessments, PLC review and analysis of the data.

**Rationale:** To ensure all students are performing at grade level and ready for college and career readiness upon graduation.

**SLO's Addressed by Action Plan:** ALL

**Supporting Data Indicating Need:** Analyze student grades in each class, success on course benchmarks, and level scored on CAASPP examination.

**Growth Targets Established:**

*2020-2021	80 minutes per week of PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.  GEAR UP Advisor for freshman (Class of 2024) cohort.
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Focus on Learning

<p>2021–2022</p>	<p>80 minutes per week of PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.</p> <p>All disciplines have created benchmark assessments that are administered 3 times per year (Mid October, mid December, mid March). The assessment results are analyzed to drive instructional practices and assess content mastery and possible re-instruction if needed.</p> <p>Implemented a bell schedule to allow students to attend each class four of the five days per week. 3 days of the schedule allow students to attend all 7 courses and the other two days provide extended class time for projects, labs, assessments/exams and student group work with an extended 79 minute period.</p> <p>GEAR UP Advisor for Freshman (Class of 2025) and Sophomore (Class of 2024) cohorts.</p>
<p>* 2022–2023</p>	<p>PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.</p> <p>Data from previous benchmark assessments will be analyzed to drive instruction and possible need for student intervention.</p> <p>GEAR UP Advisor for Sophomore (Class of 2025) and Junior (Class of 2024) cohorts.</p> <p>Investigate sheltered courses or additional bilingual support services for Science, Social Science and Agriculture classes. Ensure Spanish textbooks are purchased and secured for these courses to aid in the content mastery for students.</p> <p>Continue to use Google Classroom and Aeries platforms to strengthen student/staff communication. (Formative Assessment)</p> <p>Research and train staff with UDL (Universal Design for Learning) strategies for implementation in all curriculum areas.</p>

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* 2023–2024	<p>PLC time will continue to be utilized to review student progress and performance to drive instruction.</p> <p>Data from previous benchmark assessments will be analyzed to drive instruction and possible need for student intervention.</p> <p>GEAR UP Advisor for Junior (Class of 2025) and Senior (Class of 2024) cohorts.</p> <p>Implement a sheltered course or additional bilingual support services for Science. Ensure Spanish textbooks are purchased and secured for these courses to aid in the content mastery for students.</p> <p>Continue to utilize and strengthen UDL (Universal Design for Learning) strategies in all curriculum areas to address student learning and content mastery.</p>
2024-2025	<p>PLC time will continue to be utilized to review student progress and performance to drive instruction.</p> <p>Data from previous benchmark assessments will be analyzed to drive instruction and possible need for student intervention.</p> <p>Implement a sheltered course or additional bilingual support services for Agriculture. Ensure Spanish textbooks are purchased and secured for these courses to aid in the content mastery for students.</p> <p>GEAR UP Advisor for Senior (Class of 2025) cohort.</p>

**Monitoring of Progress:** \* Analysis of test results- by subgroup, course, school overall

\* CAASPP test results (11<sup>th</sup> grade); ELPAC results; redesignation of  
ELL students  
**Report Progress:**

Timeline	Specific Action	Assessment	Responsible Person	Resources
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<b>Fall 2020- Spring 2021</b>	Using PLC time, staff received a tutorial via zoom for Illuminate. Staff designed and administered benchmark assessment to get a baseline. Benchmark was then given 2 more times to look for growth, areas of concern and trends.	Tri-Annual assessment results  Course grades will be used as data to determine areas of strength and concern	All Certificated Teachers	Illuminate Education Friday PLC
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<b>Fall- 2021- Spring 2022</b>	<p>80 minutes per week of PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.</p> <p>All disciplines have created benchmark assessments that are administered 3 times per year (Mid October, mid December, mid March). The assessment results are analyzed to drive instructional practices and assess content mastery and possible re-instruction if needed.</p> <p>Implemented a bell schedule to allow students to attend each class four of the five days per week. 3 days of the schedule allow students to attend all 7 courses and the other two days provide extended class time for projects, labs, assessments/exams and student group work with an extended 79 minute period.</p> <p>GEAR UP Advisor for Freshman (Class of 2025)</p>	<p>PLC group notes uploaded to PLC google classroom to drive PLC instruction and assessment.</p> <p>Tri-Annual assessment results Course grades will be used as data to determine areas of strength and concern</p> <p>Staff discussion and input regarding effectiveness of new bell schedule related to learning loss and COVID shut-down and instructional practices</p>	<p>All certificated teachers and Admin</p> <p>All certificated teachers and Admin</p> <p>HHS staff and Admin</p>	<p>Friday PLC</p> <p>Illuminate Education</p>
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	and Sophomore (Class of 2024) cohorts.	Monitor student knowledge about career and college readiness	GEAR-UP advisor and District Admin.	UC, Davis Grant Funds
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<b>Fall 2022- Spring 2023</b>	PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.	PLC group notes uploaded to PLC google classroom to drive PLC instruction and assessment.	All certificated teachers and Admin	Friday PLC
	All disciplines will administer benchmark assessment 3 times per year (Mid October, mid December, mid March). The assessment results are analyzed to drive instructional practices and assess content mastery and possible re-instruction if needed.	Tri-Annual assessment results Course grades will be used as data to determine areas of strength and concern	All certificated teachers and Admin	Illuminate Education
	GEAR UP Advisor for Sophomore (Class of 2025) and Juniors (Class of 2024) cohorts.	Monitor student knowledge about career and college readiness	GEAR-UP advisor and District Admin.	UC, Davis Grant Funds

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<b>Fall 2023- Spring 2024</b>	<p>PLC time is allotted by the district for all discipline areas to collaborate and discuss content mastery, instructional practices, learning loss, struggling student intervention, etc.</p>	<p>PLC group notes uploaded to PLC google classroom to drive PLC instruction and assessment.</p>	<p>All certificated teachers and Admin</p>	<p>Friday PLC</p>
	<p>All disciplines will continue to administer benchmarks 3 times per year (Mid October, mid December, mid March). The assessment results are analyzed to drive instructional practices and assess content mastery and possible re-instruction if needed.</p>	<p>Tri-Annual assessment results Course grades will be used as data to determine areas of strength and concern</p>	<p>All certificated teachers and Admin</p>	<p>Illuminate Education</p>
	<p>GEAR UP Advisor for Juniors (Class of 2025) and Seniors (Class of 2024) cohorts.</p>	<p>Monitor student knowledge about career and college readiness</p>	<p>GEAR-UP advisor and District Admin.</p>	<p>UC, Davis Grant Funds</p>