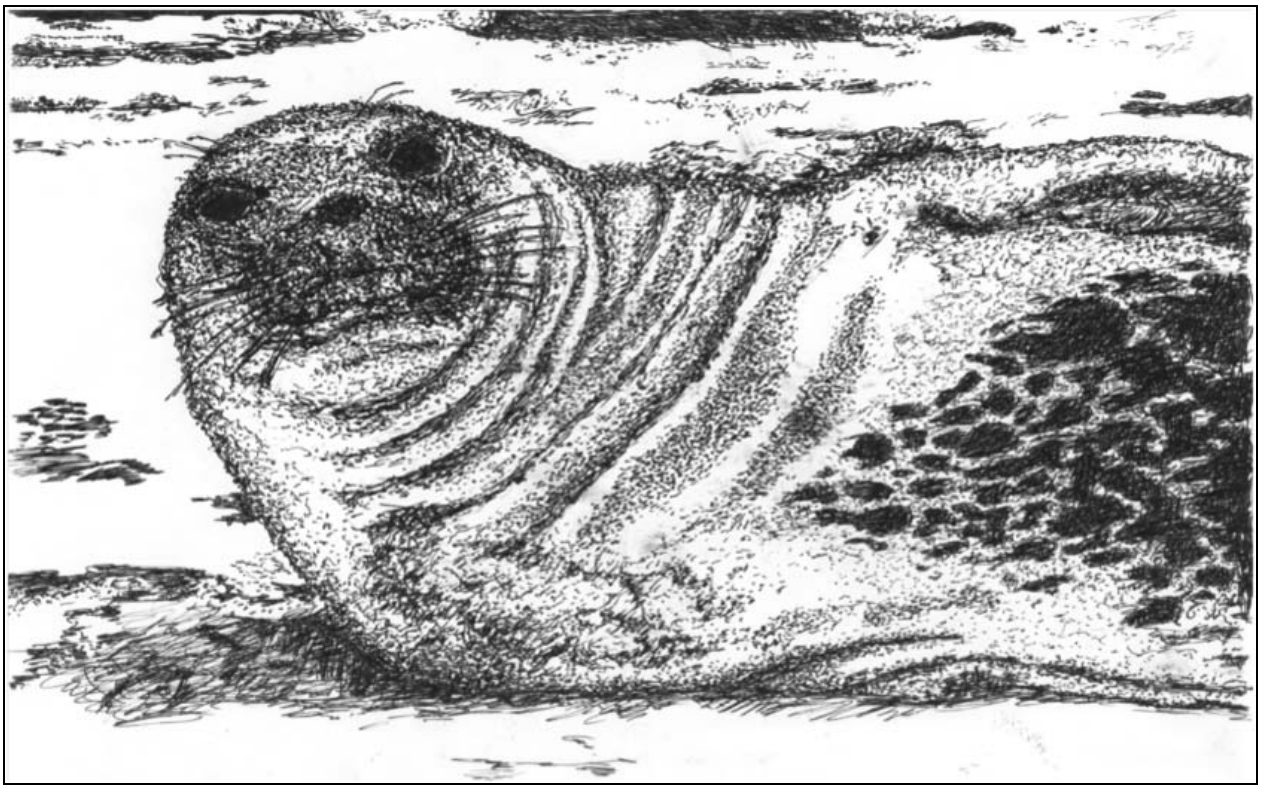
Half Moon Bay High School

Focus on Learning



Sausage by the Water by Hannah Anderson (HMBHS Art II student)

2010 WASC Three-Year Term Revisit

Prepared for

Western Association of Schools and Colleges 2010

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Cabrillo Unified School District

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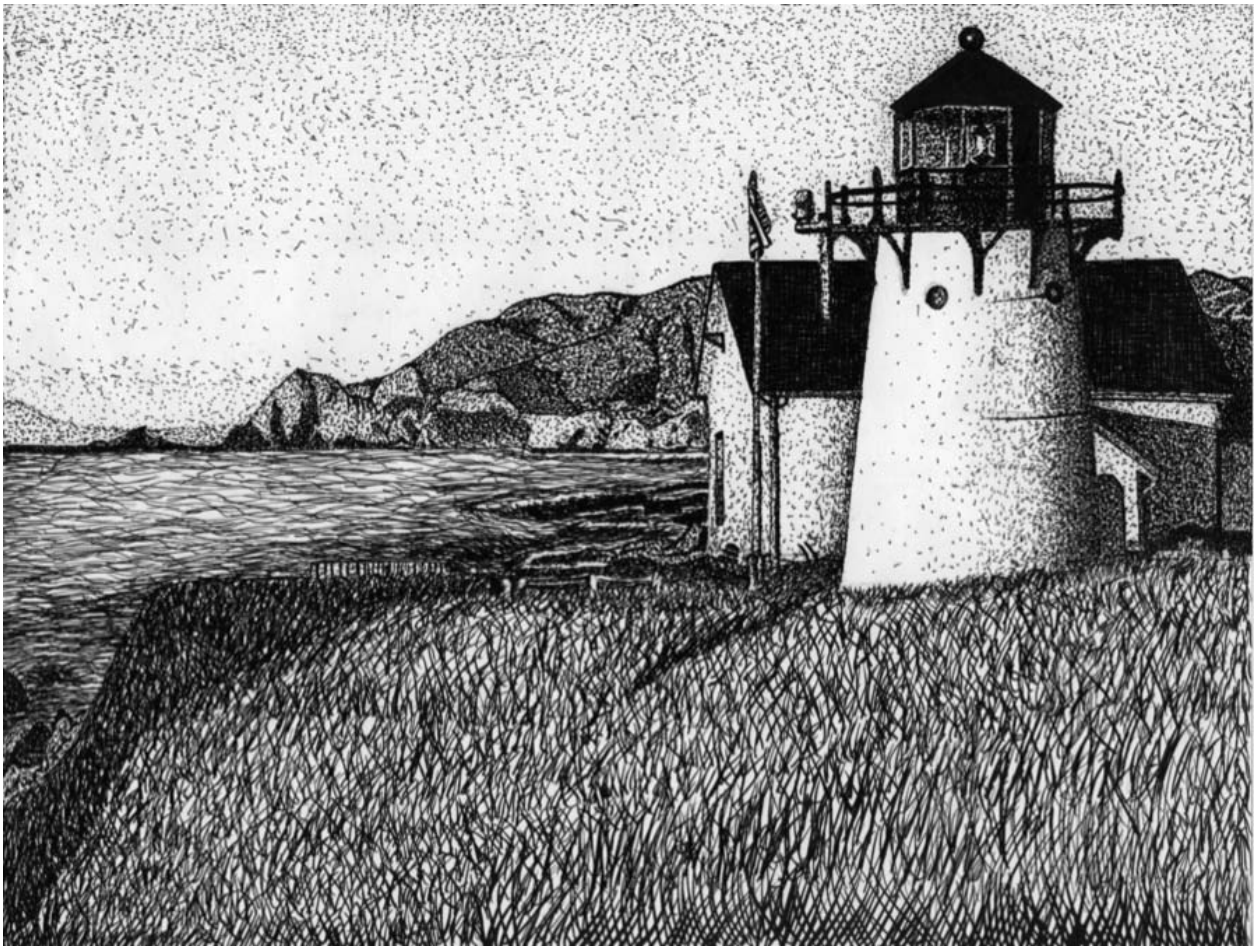
Introductory Statement

The *2010 WASC Three-year Term Revisit* report was developed with information and input from the students, parents, staff, and community of Half Moon Bay High School. The School Site Council, composed of representatives from all stakeholders, plays a key role in developing the School Site Plan which incorporates all aspects of the WASC Action Plan and Critical Areas of Follow-Up. In 2008-2009, the Cabrillo Unified School District developed new goals and objectives which are embedded in the School Site Plan. This report illustrates the work that we have done despite severe budget cuts and changes in personnel at the site and district levels. While we have made significant improvements in pursuing the WASC recommendations, we are continuing to work diligently to complete the Critical Areas of Follow-up as stated in the WASC report of 2007. Our mission for the *2010 WASC Three-year Term Revisit* report is to present the committee with concrete evidence of our progress and to illustrate what we still need to accomplish in the coming years.

The Cougar Staffulty

Section A: School/Community Profile



Montara Lighthouse by Miguel Vasquez (HMBHS Art II student)

Half Moon Bay High School's Mission

Half Moon Bay High School is committed to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence, we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world.

Expected School Wide Learning Results

Self-Directed Learners

- Students, parents, and counselors create a four year academic plan.
- Teachers provide relevant, motivating, and challenging curriculum which is aligned to the state standards and clearly represented to the students at the beginning of class.
- Students select academically appropriate courses and schedules.
- Teachers implement common classroom expectations.

Knowledgeable, Effective Candidates for the World of Work

- Students demonstrate knowledge of key concepts, principles, processes and skills in the disciplines of English, Social Studies, Math, Science, Physical Education, Visual and Performing Arts, and Foreign Language.
- Students are held accountable for attendance and timeliness.

Involved Citizens

Community Involvement

- The students and staff appreciate diversity and implement the projects designated by the Diversity Advisory Board.
- Students actively engage in community service projects and/or community activities.
- Students participate in extra-curricular activities.

Effective Communicators

Appropriateness and Fluency

- Students and staff demonstrate respect, personal integrity and social responsibility on campus and in the classroom.
- Students communicate their content knowledge in a variety of ways; i.e. research papers, presentations, assessments, electronic media, and other technologies.

General Description of the School

The San Mateo Coast, which is generally known by its largest town, Half Moon Bay, actually consists of five separate towns: Half Moon Bay, Montara, Moss Beach, El Granada, and Princeton. These towns all rely on Half Moon Bay as the local business and cultural center. The Cabrillo Unified School District (CUSD) serves students from Pescadero to Montara (30 miles) and from the crest of the coastal range to the sea (4 miles). CUSD students come to the high school from the surrounding rural area encompassing more than 200 square miles.

The Half Moon Bay Community has undergone many changes over the last decade. Continuing growth has had significant impact on the small, isolated, rural, coastal community. Originating as an agricultural community, the school population has changed dramatically, as more people who work in the Silicon Valley and San Francisco choose to establish the coastside as their home and commute to work. These technologically-sophisticated residents mold our demand for excellence in the education system. The traditionally agricultural community has also given way to large agri-business that employs increasing numbers of migrant workers.

Student Demographics

Per the most recent CBEDS 2008-09, the student ethnic distribution is as follows:

Half Moon Bay High School Grade Span 9 – 12	
Enrollment	1041
American Indian or Alaskan Native American	.19%
African American	.48%
Asian	2.11%
Filipino	1.83%
Hispanic	39.00%
Caucasian	52.07%
No Response	3.75%

CBEDS Data

Years	**2008-2009**	**2007-2008**	**2007- 2006**
(1) TSB	1041	1050	1064
(2) ELL	205	210	203
Fluent/Eng. Prof. Stud.	173	158	136
Students Redesignated FEP	14	8	7
(3) GATE	118	125	120
UC/CSU Eligible Grads Prior Yr	99	103	135
(4) RSP	107	103	96
(5) SDC	13	14	15

(1) Total Student Body; (2) English Language Learners; (3) Gifted & Talented;
(4) Resourceful program; (5) Special Day Class

Cabrillo Unified School District Suspension Report
2008-2009 School Year

California Education Code 48900	Male	Female	White	Black	Hispanic	Asian	Total
Caused attempted to cause, or threaten to cause physical injury	26	14	12		27	1	40
Possession of a weapon							0
Possession of/ use of sales or furnishing a controlled substance	24	15	21		18		39
Offered, arranged, or negotiated to sell a controlled substance							0
Attempted/ Committed robbery or extortion							0
Damage to school/private property							0
Stolen school/ private property	2	5	4	1	2		7
Possession/ Used tobacco products							0
Obscene act or habitual profanity							2
Possession/ Used/sell drug paraphernalia							0
Disrupt school activities	15	1	4		12		16
Received stolen property							0
Possession of imitation firearm							0
Sexual Assault							0
Harassed, threatened or intimidated a witness	1				1		1
Hazing							0
48915 Possession of a dangerous object							0
48915 Brandishing a knife at a person							0
48915 Sexual assault							0

The rate of suspensions has slightly risen since the 2007-2008 school year from 18.7 to 18.8 in 2008-2009. The number of total expulsions has decreased since 2007-2008 from .5 to .4 in 2008-2009.

Before students return to school, a parent conference is held with school administration and the student. Most students are placed on a behavior, academic, and/or attendance contract. Others are referred for counseling and/or placed on informal probation. We are aware of the disproportionately high number of Hispanic students who have been suspended and are working to increase positive behaviors through the implementation of recognition programs in collaboration with the newly formed Bilingual Resource Team and by increasing communication with parents and community agencies.

Graduation Rate

Year	% Graduates
2009	90
2008	88
2007	97

Advanced Placement Tests

At Half Moon Bay High School, we offer an array of Advanced Placement courses. Currently 10 classes are being offered to students across grade levels. We have an "open door" policy of allowing students to sign up for courses of their choosing with guidance from counselors and in cooperation with parents/guardians and teacher recommendations. The number of students enrolling in these courses is consistently growing and students scoring 3 and higher is almost 63% of the total population tested (See AP Testing Number and Scores on pg. 11). The enrollment of EL and RFEP students in Advanced Placement classes has steadily grown since 2006 with a slight decrease this year (See AP Enrollment below and on pg. 11).

Enrollment in an A.P. Level Course as a Percent of Enrollment in Grades 10 – 12 by Ethnic Group

2008 – 09 Ethnic Code	Ap English Lit / Comp	AP WORLD	AP US HISTORY	AP GOV	AP STATISTIC	AP CALCULUS	AP BIOLOGY	AP SPANISH	AP SPAN/LIT	AP FRENCH	AP STUDIO ART
Hispanic	3 (5%)	5 (9%)	8 (14%)	4 (8%)	2 (2%)	3 (6%)	3 (10%)	17 (53%)	21 (75%)	4 (29%)	1 (20%
White	52 (87%)	43 (75%)	42 (75%)	44 (84%)	18 (82%)	41 (86%)	20 (69%)	14 (44%)	4 (14%)	8 (57%)	3 (60%)
Asian	2 (3%)	2 (4%)	2 (4%)	3 (6%)		3 (6%)	5 (18%)		1 (4%)	1 (7%)	
Other	3 (5%)	3 (5%)	3 (5%)	1 (2%)	2 (9%)	1 (2%)		1 (3%)	2 (7%)	1 (7%)	1 (20%)
Black			1 (2%)								
Pacific Islander		4 (7%)									
American Ind							1 (3%)				
Total Enrollment	60	57	56	52	22	48	29	32	28	14	5

Enrollment in an A.P. Level Course as a Percent of Enrollment in Grades 10 – 12 by Ethnic Group

2007 – 08 Ethnic Code	Ap English Lit / Comp	AP WORLD	AP US HISTORY	AP GOV	AP STATISTIC	AP CALCULUS	AP BIOLOGY	AP SPANISH	AP SPAN/LIT	AP FRENCH	AP STUDIO ART
Hispanic		3 (7%)	9 (15%)	2 (7%)	4 (15%)	3 (11%)		32 (65%)		1 (20%)	
White	18 (90%)	35 (78%)	48 (75%)	23 (79%)	20 (79%)	22 (79%)	22 (92%)	11 (23%)		4 (80%)	2 (67%)
Asian		3 (7%)	3 (5%)	1 (3%)		2 (7%)	2 (6%)	1 (2%)			
Other	2 (10%)	2 (4%)	3 (5%)	3 (3%)		1 (3%)		3 (6%)			1 (33%)
Black					1 (3%)			2 (4%)			
Pacific Islander		2 (4%)			1 (3%)						
American Ind											
Total Enrollment	20	45	65	29	26	28	24	49	0	5	3

2006 – 2007 Ethnic Code	Ap English Lit/ Comp	AP WORLD	AP US HISTORY	AP GOV	AP STATISTIC	AP CALCULUS	AP BIOLOGY	AP SPANISH	AP SPAN/LIT	AP FRENCH	AP STUDIO ART
Hispanic	1 (3%)	4 (7%)	3 (13%)		5 (10%)	3 (7%)	4 (15%)	18 (47%)	11 (92%)	3 (25%)	
White	33 (78%)	48 88%)	18 75%)	28 94%)	40 (82%)	39 (84%)	23 (79%)	18 (47%)		5 (42%)	4 (80%)
Asian		2 (3%)	1 (4%)		3 (6%)						
Other	1 (3%)	1 (2%)	2 (8%)	1 (3%)	1 (2%)	3 (7%)		2 (6%)	1 (8%)	2 (17%)	
Black										1 (8%)	
Pacific Islander							1 (3%)				
American Ind	2 (5%)			1 (3%)		1 (2%)	1 (3%)			1 (8%)	1 (20%)
Total Enrollment	37	55	24	30	49	46	29	38	12	12	5

AP Testing Numbers and Scores

Year	Total Tests	Score=1	Score=2	Score=3	Score=4	Score=5
2007	288	29	54	77	80	48
2008	254	40	54	62	60	38
2009	361	50	84	107	66	54

Advanced Placement Enrollment of RFEP and ELL Students

Year	RFEP	EL	Total in AP classes
2006	30	12	42
2007	44	14	58
2008	59	17	76
2009	56	12	68

Faculty/Staff Demographics

Half Moon Bay High School Staff Education Level 2008-2009

Gender	Master's Degree +30	Master's Degree	Bachelor's Degree	Avg. Years in the District
Female	2	7	15	9.4
Male	2	9	10	8.8

Our faculty at Half Moon bay High School is experienced, well prepared and meet No Child Left Behind requirements for highly qualified teachers.

School Faculty Data by Gender and Ethnicity 2008-2009

Staff/Total	Female/Male	Hispanic/Latin American	African Americans	Asian	Native American	Pacific Islander	Filipino	White/ Not Hispanic
Faculty	24/21	0/2	0	1/0	0	0	0/0	23/19

While almost 40% of the students are Hispanic, less than five percent of the teachers were Hispanic as of the 2008-2009 academic year. We currently have 5 teachers out of 45 teachers who are Hispanic making up 11% of the teaching faculty. We continue to recruit and try to retain teachers of diverse ethnic backgrounds.

Analytical Summary of Disaggregated And Interpreted Student Achievement Data: State And National Test Results

Academic Performance Index (API) School Report

Percentage and number of Students Tested

Star 2009 Percent Tested	Number Included in the 2009 API Growth	2008 API (Base)	2009 Statewide Rank	2009 Similar Schools Rank	2008-2009 Growth	2009 API
99	725	749	7	4	-8	741

Ethnic Composition of Tested Students

Student Groups	Number of Pupils Included in 2009 API	Numerically Significant	2008 Subgroup API Base	2008-2009 Growth	2009 API Target
African American, not Hispanic	4	No			
American Indian or Alaska Native	2	No			
Asian	15	No			
Filipino	14	No			
Hispanic or Latino	289	Yes	635	-17	618
Pacific Islander	4	No			
White not Hispanic	372	Yes	826	-2	824
Economically Disadvantaged	235	Yes	629	-34	595
English Learners	218	Yes	570	-15	555
Students with Disabilities	66	No			

In 2008-2009, Half Moon Bay High School did not make Adequate Yearly Progress. We met 16 of the 22 AYP criteria. The students who are categorized as Latino or Hispanic, Socio-economically Disadvantaged, and English Learners did not meet the percent proficient of 44.5% for English Language Arts and 43.5% for Mathematics. We received a Similar School Ranking of 4.

Our API growth has continually decreased since 2006-2007 (See table on pg. 13). Data Analysis Professional Development days center around analyzing bench mark exams and the CST's broken down by strand and class from the previous year. Data collected in subject areas provide the foundation for addressing student learning and guides the strategies that are currently being implemented per department and across disciplines. Per the Professional Learning Community model that has been given life and direction by the site Leadership Council, mandatory interventions are taking place throughout the academic day as well as before and after school.

Academic Performance Index (API) 2007-200

School Year	2006-2007	2007-2008	2008-2009
API Base	744	757	749
Statewide Rank	8	8	7
Similar School Rank	4	8	4
Growth Target	5	5	5
Percent Tested	98%(ELA)/99%(Math)	96%(ELA)/97%(Math)	99%(ELA)/99%(Math)
Actual Growth	13	-8	-8
API Growth Score	757	749	741
Latino/Hispanic	606	643	635
English Language Learners	553	597	570
Socio-economically Disadvantaged	562	617	629
Students with Learning Disabilities	n/a	n/a	n/a

California Standards Test: 10th Grade Target Data

English Language Arts (% of Students proficient or above)

Subgroup	2006-2007	2007-2008	2008-2009
Male	44	41	37
Female	45	48	46
English Learners	2	4	0
Socioeconomically Disadvantaged	10	20	13
Students with Disabilities	3	11	5

Mathematics: Algebra I (% of students proficient or above)

Subgroup	2006-2007	2007-2008	2008-2009
Male	23	8	20
Female	19	13	32
English Learners	11	9	29
Socioeconomically Disadvantaged	7	11	28
Students with Disabilities	25	*	*

Science: Biology (% of students proficient or above)

Subgroup	2006-2007	2007-2008	2008-2009
Male	79	69	63
Female	53	54	61
English Learners	*	*	8
Socioeconomically Disadvantaged	9	46	48
Students with Disabilities	*	*	*

Social Studies: World History (% of students proficient or above)

Subgroup	2006-2007	2007-2008	2008-2009
Male	49	47	56
Female	38	36	42
English Learners	2	2	8
Socioeconomically Disadvantaged	25	17	21
Students with Disabilities	11	17	5

Note: The above data is reflective of students in the 10th grade for the academic years listed. Since sophomore year is an important year of standardized testing which includes the California High School Exit Exam, 10th graders were selected as the focus of the above data collection. SED and female students are showing consistent growth across disciplines with the exception of ELA. Students with disabilities and English Language Learners are constantly scoring lower. Better serving these populations is the main focus of Professional Development.

*Not enough students in this subgroup were tested.

The Chart below illustrates our CST scores at or above proficient for the past 3 years. ELL Comparison Data

CST ELA at or above Proficient	Grade 9 %	Grade 9 ELL %	Grade 10 %	Grade 10 ELL %	Grade 11 %	Grade 11 ELL %
2007	52%	8%	44%	2%	44%	0%
2008	52%	2%	45%	4%	47%	2%
2009	55%	4%	42%	0%	40%	2%
CST Math at or above proficient	**Grade 9 %**	**Grade 9 ELL %**	**Grade 10 %**	**Grade 10 ELL %**	**Grade 11 %**	**Grade 11 ELL %**
2007	47%	29%	22%	11%	15%	14%
2008	40%	17%	10%	9%	4%	0%
2009	31%	5%	26%	29%	15%	n/a

While the percentage of students scoring Advanced Proficient and Proficient has decreased with the exception of 9th graders in ELA and 10th grade ELL's in math, the focus has been on ELL's and their performance on the CST's. Much of the ELD release time and Professional Development has been focused on how we can improve the learning of all students, most importantly our at-risk students and ELL's. The CST Math data is the summation of students who tested Advanced Proficient and Proficient in the area of Algebra I.

California High School Exit Exam Results

Percent of 10th Grade Students Who Passed the
California High School Exit Examination in Language Arts

English	2006-2007	2007-2008	2008-2009
	% Passed	% Passed	% Passed
School- All Students	82	82	81
Statewide- All Students	77	80	80
Gender (School Only)			
Male	81	77	73
Female	83	87	87
Race/Ethnicity (School Only)			
African American/Black			
American Indian/ Alaskan Native			
Asian			
Filipino			
Hispanic/ Latino	62	66	58
Pacific Islander			
White/ not Hispanic	93	96	97
Multiple/ no response			
Language Fluency (School Only)			
English Only	93	94	96
Redesignated FEP	78	92	85
EL	49	45	37
Special Ed	52	47	32
Soci Eco Disadv.	59	71	54
Non Soc Eco Disadv.	94	91	97
Migrant	55	72	43

Note: The above data is based on the yearly February administration of the exam to all 10th graders. Overall, students of Half Moon Bay High School consistently score higher that the state average on their first attempt. Although HMBHS has a high percentage of students who pass the California High School Exit Exam on the first attempt, the staff and administration are working to improve the success rate of students with Special Needs and our Hispanic students with a particular emphasis being placed on our English Language Learners.

California High School Exit Exam Results

Percent of 10th Grade Students Who Passed the California High School Exit Examination in Mathematics

Math	2006-2007	2007-2008	2008-2009
	% Passed	% Passed	% Passed
School- All Students	82	81	82
Statewide- All Students	77	79	80
Gender (School Only)			
Male	81	80	82
Female	82	81	82
Race/Ethnicity (School Only)			
African American/Black			
American Indian/ Alaskan Native			
Asian			
Filipino			
Hispanic/ Latino	63	64	65
Pacific Islander			
White/ not Hispanic	92	94	94
Multiple/ no response			
Language Fluency (School Only)			
English Only	91	94	94
Redesignated FEP	83	83	79
EL	51	45	50
Special Ed	42	47	19
Soci Eco Disadv.	61	67	59
Non Soc Eco Disadv.	92	92	95
Migrant	55	61	52

Note: The above data is based on the yearly February administration of the exam to all 10th graders. Overall, students of Half Moon Bay High School consistently score higher that the state average on their first attempt. Although HMBHS has a high percentage of students who pass the California High School Exit Exam on the first attempt, the staff and administration are working to improve the success rate of students with Special Needs and our Hispanic students with a particular emphasis being placed on our English Language Learners.

Scholastic Aptitude Tests (SAT) 2006-2008

Verbal-average verbal scores 2006-2008

Year	Half Moon Bay	County	State
2007-2008	520	511	494
2006-2007	548	515	493

Mathematics-average Mathematics scores 2006-2008

Year	Half Moon Bay	County	State
2007-2008	526	544	513
2006-2007	564	545	513

ACT Composite Score

Year	HMBHS Av. Composite Score	State Av. Composite Score
2007-2008	24.08	22.0
2006-2007	22.8	21.28

California English Language Development Test Results

Comparison of 2006-2008 CELDT Scores
Percent and Number of Students Tested at Each Grade Level

Grade 9	School		State	
	2006-2007	2007-2008	2006-2007	2007-2008
% Advanced	2	2	7	6
% Early Advanced	44	48	29	31
% Intermediate	35	33	39	40
% Early Intermediate	13	5	16	15
% Beginning	7	12	9	8
Number Tested	55	58	82,319	81,158

Grade 10	School		State	
	2006-2007	2007-2008	2006-2007	2007-2008
% Advanced	10	0	7	6
% Early Advanced	40	48	29	31
% Intermediate	28	29	37	38
% Early Intermediate	12	14	17	16
% Beginning	10	9	10	10
Number Tested	50	56	75,913	74,483

California English Language Development Test Results

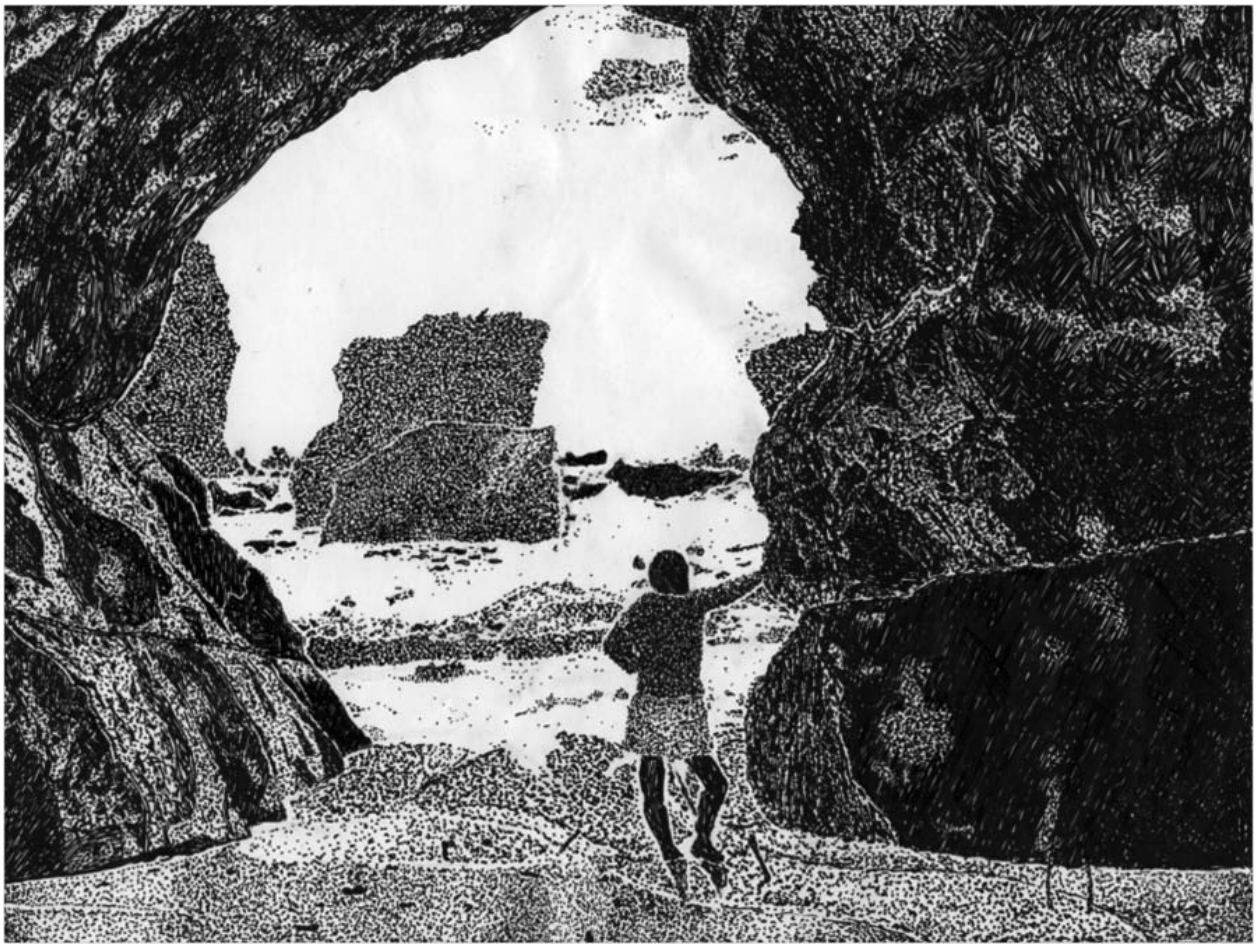
Comparison of 2006-2008 CELDT Scores
Percent and Number of Students Tested at Each Grade Level

Grade 11	School		State	
	2006-2007	2007-2008	2006-2007	2007-2008
% Advanced	22	19	9	9
% Early Advanced	37	26	32	35
% Intermediate	28	30	34	34
% Early Intermediate	4	12	16	14
% Beginning	9	14	9	8
Number Tested	46	43	61,375	63,845

Grade 12	School		State	
	2006-2007	2007-2008	2006-2007	2007-2008
% Advanced	8	9	12	11
% Early Advanced	27	47	33	37
% Intermediate	23	22	32	32
% Early Intermediate	23	9	15	13
% Beginning	19	13	5	8
Number Tested	48	32	48,581	51,770

This fall, we reclassified 6 students as RFEP. It is our intention to quadruple this amount in 2010 by implementing the additional intervention prescribed in the English Learner Pathway and identifying focal or "cusp" students. We also feel initiating standardized test pep rallies, academic assemblies, recognition programs, such as the Outstanding Cougar Awards and recognizing academic, attendance, and citizenship awards at English Learner Advisory Council (ELAC) meetings will positively impact the academic performance of our English Learner population and increase our reclassification rate.

Section B: Description of Significant Developments, Including Program Additions, Since the Last Full Self-Study



Look Beyond Your Horizons by MaryAnn Bulosan (HMBHS Art II student)

The following are brief descriptions (explained more thoroughly in subsequent sections) of what we deemed to be our most significant developments that address **WASC recommendations:**

Leadership Team

In the 2007-08 school year, a leadership team was created on our site. This team is selected each year through a union facilitated election. This shared decision making model brings duties and policy-making decisions, such as setting the bell schedule, planning the collaboration schedule, determining the annual staff development program, leading the School Improvement Teams and working to implement their recommendations, into the hands of the broader school community. The role of the Leadership Team continues to evolve, exemplified by current items under discussion in the 2009-10 school year such as joint responsibility for setting school policy with the Department Chairs (Academic Council), and the role and structure of the new *Pods,* which are replacing the School Improvement Teams.

School Improvement Teams/*Pods*

The *Pods* will operate during designated collaboration days or as break-out groups during faculty meetings. Each of seven *Pods* will be led by one of the members of the Leadership Team and include all employees of the high school except for administrators. The *Pods* can serve as a forum to bring up faculty and staff concerns and ideas freely in a directed and purposeful discussion without administrative oversight. The *Pod* agendas will be set by Leadership but will not be rigid, as the members will determine the focus of their work. The *Pods* will focus on school-wide issues and on results and solutions. The School Improvement Teams for the 2008-09 school year tackled the following issues:

Group 1 - Student Intervention, part #1:
New Progressive and preventative discipline ideas/programs

Group 2 - Student Intervention, part #2:
Targeted Academic Support ideas/programs

Group 3 - School Climate: Character Education and student recognition

Group 4 – Diversity: Cultural awareness and increased diversity and inclusivity

Group 5 - New Teacher Support: faculty handbook and mentoring

Collaboration Schedule

Half Moon Bay High School adopted a weekly teacher collaboration schedule beginning in the 2007-08 school year. The schedule allots time for teachers to meet weekly to collaborate on many of the projects leading toward our school-wide action plan, district, site and WASC goals. The collaboration days rotate between:

- Subject Area (department): course/unit planning, curriculum mapping/alignment, benchmarks and common assessments, data analysis
- School Improvement/WASC Committees and *Pods*, Leadership reports/activities, administrative data reports
- Undesignated: teacher/team collaboration, project/unit planning, data analysis

Professional Learning Community

The Leadership Team voted to center the 2009-2010 site staff development plan on the principles of Professional Learning Communities. The Cabrillo Unified School District subsequently adopted the PLC model as a recommended framework for school sites. The concepts of a PLC have been discussed in Leadership and brought to the faculty in presentations during staff development trainings and faculty meetings. The basic principles that leadership has adopted are:

- A Focus on Learning and Results
- A Collaborative Culture with a Focus on Learning for All
- Collective Inquiry into Best Practice and Current Reality
- Action Orientation: Learning by Doing
- A Commitment to Continuous Improvement

Strategic Academic Support (SAS)

Another initiative was the creation of two Strategic Academic Support (SAS) classes. These courses combine credit recovery (using Aventa), organizational skills, and support for core classes. In one class, enrollment is based on teachers' and counselors' identification of struggling 9th graders with multiple D's and F's who can benefit from additional support. Attendance is mandated before and after school by way of a contract signed with parents and students. The second SAS class focuses on EL students who need academic support. The SAS class uses AVID-like principles of academic support, which include peer tutoring, organizational and study skill work, academic vocabulary drills and mentoring.

Credit Recovery Program

The online program covers our core academic areas with embedded unit diagnostics to enable our students to test out of material previously mastered. The program provides ELL support for all courses by providing audio, visual and translation support. Online credit recovery will target freshman to provide immediate academic intervention at the semester, as studies repeatedly show the 9th grade year as a predictor of future academic success. Teachers have been trained as program mentors. This training includes specialized skills such as engaging online learners, monitoring and intervening in student progress, managing appropriate student behaviors online and teaching students how to navigate a Learning Management System.

Student Recognition

The student body leadership and our administration have adopted a student recognition program called Renaissance. It is a revolutionary program designed to change school culture and increase school spirit and student attitude by recognizing students and staff across campus who often go unrecognized for their efforts. It's already had a positive impact on our campus. Recognition is now embedded in assemblies, ELAC meetings, faculty meetings, quarterly Cougar luncheons, freshman orientation and is continually expanding.

College Prep Expansion

In an effort to expand access to college prep pathways, the following courses have gained UC/CSU A-G approval since the last WASC visit: AG Chemistry, AG Government/Economics, AG Biology, Earth Science, Marine Ecology, Sculpture 1 and 2, Spanish for Spanish Speakers 1, English 1 SDAIE, Algebra 1 SDAIE, and Advanced Geometry. The following courses will be sent for approval within the next academic year: English Language Development 3, Spanish for Spanish Speakers 2, World Studies and AP Art History.

Benchmarking

In an effort to achieve equity across the curriculum and promote continuous inquiry, the departments have collaborated to developed pacing guides and corresponding quarterly common assessments. After much drafting and collaboration, we had our first school wide data analysis day to examine benchmark results in November and are preparing for our second this March.

Bilingual Resource Team

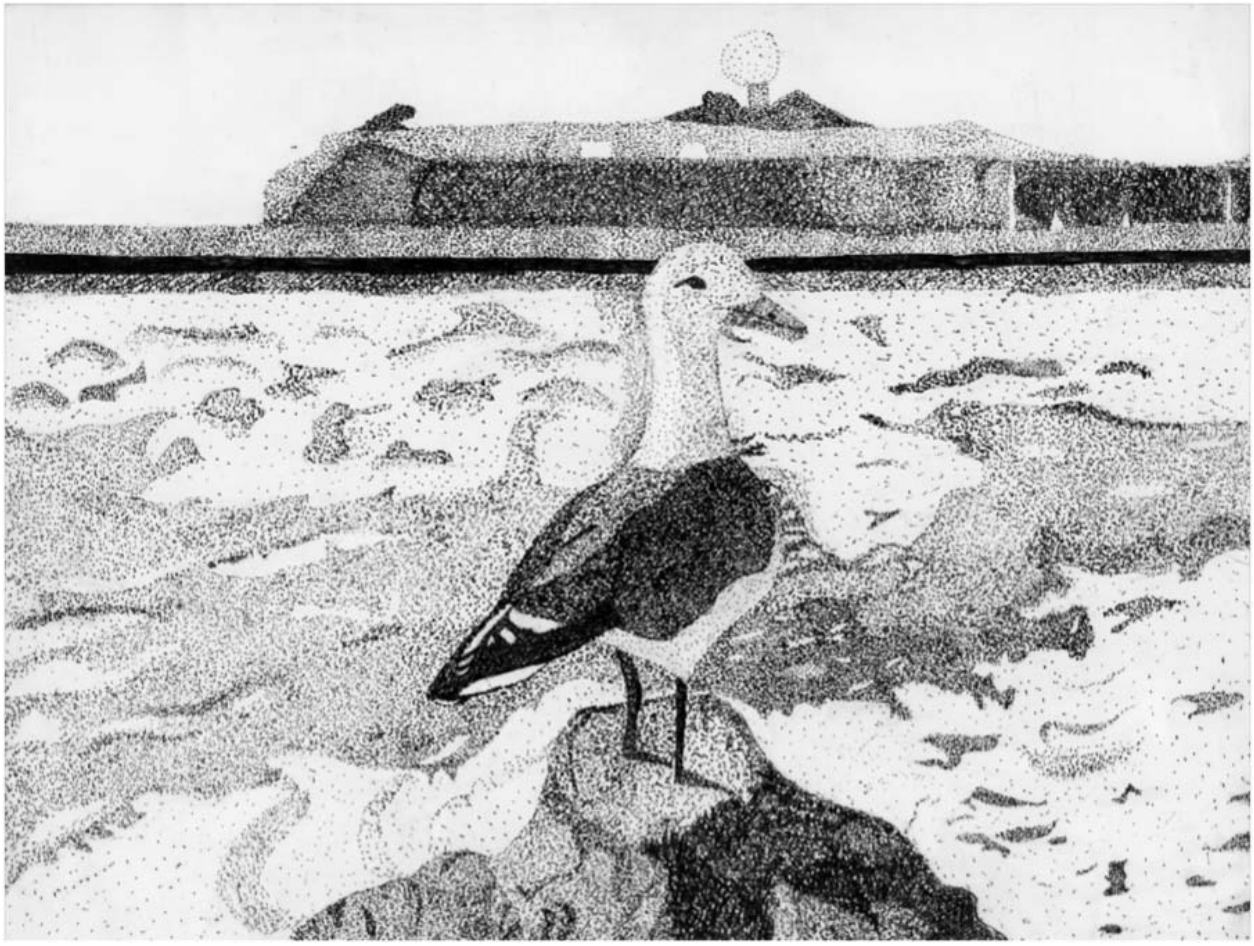
The Bilingual Resource Team, composed of a new bilingual resource counselor, a new bilingual Assistant Principal of Curriculum and Instruction, a new bilingual liaison and a parent representative from ELAC was formed this year. Their main goals are to:

- Increase migrant and non-English speaking parent participation and voice in school activities and policy making
- Re-energize and expand the English Learner Advisory Council
- Ensure English Learners have access to a college prep curriculum by implementing the English Learner Pathway
- Educating the teachers and staff about the EL Pathway and English Learner services

Cal-PASS

The HMBHS English and Math Department heads attend meetings at Skyline College as part of the San Mateo Professional Learning Community and are currently working on a project called ACCESS: Aligning Curricula and Career Education for Student Success. In this local PLC, there are teachers from Terra Nova and San Mateo High School, as well as educators from the County Office of Education, and the Colleges of San Mateo, Skyline and Cañada.

Section C: Procedures for the implementation and the monitoring of the School-wide Action Plan and Integration of the critical areas for follow-up or recommendations from the Visiting Committee Report



Seagull at Sea by Graciela Ucan (HMBHS Art II student)

The following section addresses the Five School-wide Critical Areas for Follow-up as identified by the 2007 WASC Visiting Committee, including Key Issues.

School-wide Critical Areas for Follow-up:

1. **"Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the school-wide action plan."**

   Significant changes have been made in the last two years in how our site approaches staff development. Our comprehensive staff development plan reflects our administration's commitment to shared governance and our staff's commitment to collaboration and results focused decision-making. The professional development plan included a 3-year phase-in of collaboration, vertical and horizontal curriculum alignment, benchmark development and data analysis. By the end of spring 2010, a new bell schedule with embedded collaboration time, quarterly benchmark exams in all core CST tested content areas and a cycle of data analysis in benchmark performance should be fully initiated. By definition, a coordinated, comprehensive professional development plan has several layers and phases of implementation. Moreover, because process is as critical as product, it is important to note the significant developmental stages in the realization of this plan.

   The first phase of change was implemented the year immediately following our WASC cycle of 2007. The bell schedule was altered to include weekly collaboration time embedded in the staff day. With this new collaboration time came a more comprehensive professional development plan that included not only eight professional development days (seven minimum day, 1 full day), but also a weekly focus on teacher collaboration. This exponentially expanded the site's ability to initiate an ongoing system of professional development, data analysis and curriculum development.

   The next phase began with the new principal immediately opening up Leadership and School Site Council to new formalized elections using the site union team to organize a fair election process. All department chair positions were opened, as well, to provide leadership opportunities to all faculty. Our newly elected Leadership Team began the 08-09 school year by re-evaluating a professional development plan and collaboration schedule. The plan for 08-09 called for several professional development days dedicated to analyzing benchmark data. Although well intended to emphasize the WASC recommendations in order to focus on student achievement data, the leadership team quickly recognized that several subject areas still needed to finish the pacing guides and corresponding quarterly benchmark exams. Therefore, except for a day to review CST data, our school was not ready to analyze formative, local assessments on a systematic, regular basis.

   The Leadership Team decided to focus in-house toward sharing and collaborating with each other. These minimum day workshops became known as "peer expert workshops." The leadership team set topical parameters based on the WASC critical areas for follow up and teachers would submit proposals for peer led workshops to the leadership team **(See Appendix: Cabrillo Unified School District Professional Development Plan 2008-2009)**. In addition, completion of both the

pacing guides, in which essential key standards are designated and assessed in common formative assessments, and the corresponding benchmark exams in targeted core areas were made top priority for 2008-2009 and 2009-2010. All resources were focused towards curriculum, instruction and assessment to provide subject areas time to construct these vital student achievement indicators. Departments used CST subject area data to identify essential skills to be taught and assessed each quarter.

The next significant phase commenced with a mid-year leadership retreat to Elkus Ranch to identify our school vision and goals with Michael Schmoker's *Results Now* in hand and the guidance of English Learner expert, Dr. Ray Garcia, Professor at Cal State East Bay. We established a commitment to promoting teacher collaboration, maintaining the collaboration schedule and continuing to learn how Professional Learning Communities could work for HMBHS. We brought to the staff the recommendation to keep subject area collaboration in the morning late start schedule, but also to add interdisciplinary "School Improvement Teams" into the collaboration schedule.

The Leadership Team assigned these interdisciplinary teams topics based mostly on the WASC critical areas for follow-up and allowed teachers to sign up for the topic that interested them most. The topics ranged from Diversity and School Climate to Academic Intervention and New Teacher Retention. Teachers collaborated on improvement ideas within these topics and presented their ideas to the staff. Almost all ideas initiated out of these teams have been implemented in one way or the other. The academic intervention team conceptualized an academic support class that was added to the master schedule. The school climate team initiated Freshman Orientation which made its début this last August. The new teacher team revamped our faculty handbook to be more instructive and added several new teacher orientation and social activities.

The Leadership Team also voted to center the 2009-2010 site staff development plan on the principles of Professional Learning Communities. This was a significant step towards giving our professional development plan vision and purpose **(See Appendix: Cabrillo Unified School District Professional Development Plan Fall Semester 2009).**

Our site staff development plan for 2009-2010 is fully aligned with our 2009-2010 Single Plan for Student Achievement and with the district board adopted goals for 2009-2010 **(See Appendix: Cabrillo Unified School District 2009-10 District Goals).** Our School Site Council carefully incorporated the WASC critical areas for follow up into our site plan goals and action plan for 2009-2010. **(See Appendix: 2009-2010 Site Plan)** Per our Board's recommendation to create more attainable, measurable goals, our site council constructed our goals into SMART goals - Specific, Measurable, Attainable, Realistic and Timely. We realize our achievement gap is substantial with respect to our English Learners and our Socio-Economically Disadvantaged, and we want to be able to measure our progress in small increments.

Another area of staff development addresses **Key Issue E3: "Staff training on cultural awareness, which should include expectations, idiosyncrasies and intricacies of all subgroups."** Two days of professional development were focused on cultural awareness trainings. Dr. Joe Mendoza and Dr. Ray Garcia were brought in to facilitate these seminars with the faculty. Dr. Garcia also led the faculty through reflective dialogues concerning our English Learner trend data.

In the 2008-09 school year, the Diversity School Improvement team made a number of recommendations to promote awareness of different cultures among our students and staff, which included embedding cultural awareness curriculum into our classrooms and training into our professional development. One recommendation, which was immediately implemented, was small group reading and discuss of a book called *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools* by Glenn E. Singleton and Curtis Linton. Through this book, teachers examined the achievement gap through the prism of race. Singleton explains the need for candid, courageous conversations about race so that educators may understand why performance inequity persists, and learn how they can develop a curriculum that promotes true academic parity.

2. "Ensure all students are enrolled in rigorous academic courses."

This section also addresses **Key Issue B1: "Continue to develop the alignment of curriculum with state standards and also with vertical alignment in each subject area."**

In the past three years, our departments have worked to ensure CA standards based alignment as they continually refine course maps and pacing guides. As the departments development alignment horizontally, they also articulate vertically to ensure a seamless transition from year-to-year and course to course. We have also included two days of observation and vertical articulation with Cunha, our middle school feeder.

Not only are all courses at HMBHS aligned with California State Standards where those have been developed, but some of our courses which do not have state standards are being redesigned in vertical alignment within the subject area so as to support standards-based courses in the subsequent grade levels. Examples of this include the 9th grade Social Studies course which is in the process of converting from Geography to an A-G approved World Studies course. The new course is designed to introduce and support key areas taken up in the standards-based 10th grade Modern World History course.

Half Moon Bay High School has made a concerted effort to bring all courses to the highest academic standards, and to make certain that all our students have access to those courses. For example, Sheltered (now called *SDAIE-Specially Designed Academic Instruction in English*) classes in Social Studies meet University of California A-G requirements and ELD 3 is being submitted this spring for UC/CSU A-G approval.

This year has seen the implementation of a new Spanish for Spanish Speakers (S4SS) designed to increase the challenge for native Spanish speakers and increase their literacy in their primary language. We have seen a rise in native Spanish speaking students in enrolled in Advanced Placement Spanish Language 4 and Advanced Placement Spanish Literature 5. We hope to see even larger numbers with the advent of Spanish for Spanish Speakers 1 and Spanish for Spanish Speakers 2.

The Social Studies Department has long offered AP classes in the 10th, 11th and 12th grades, for World History, US History and Government. Over the past three years the department expanded the number of sections taught by having an open enrollment policy. This essentially doubled the places available to students seeking AP classes, and allowed teachers and counselors to encourage students to take the more rigorous courses.

HMBHS has seen the introduction of new courses, including Introduction of Earth Science, Agriculture Chemistry, and Marine Ecology, all in the 2009-2010 school year. Next year, the Art Department will offer an Art History class.

All students with learning disabilities in the Resource Program are mainstreamed in all classes, with the exception of where the IEP Team determines the severity of the disability requires a small, specialized setting. Students in the Special Day Class program are mainstreamed in Physical Education and elective classes. The Special Education Department is continuously working towards more inclusion of students in mainstream classes. So as to provide students the opportunity to be educated in the least restricted environment, where ever possible the students may be mainstreamed and accompanied by a paraprofessional. This allows our learning disabled students to fully access the mainstream curriculum while receiving differentiated instruction and sometimes modified curriculum. Our Special Education staff also attends regular education department meetings and curriculum development collaboration, in order to ensure the alignment of our Resource program.

Industrial Arts has an articulation agreement with Skyline College, our local community college. This agreement gives students college credit for our advanced Industrial Arts courses. The industrial Arts program is very broad and includes wood and metal working, welding, and small gas engines.

Besides offering rigorous courses, Half Moon Bay High School works with students and parents to ensure that they are aware of the options and are encouraged to take advantage of them. Before a student enters our school, we conduct an 8th grade Open House in which all our offerings are explained and families are introduced to the teaching staff and the campus. Our comprehensive counseling department then visits the 8th graders at Cunha Intermediate School to help them begin the process of enrolling in appropriate courses. Once enrolled, students meet with their counselors annually plan out their high school curriculum in the format of a Personal Learning Plan (PLP).

During the 2007 WASC visitation the PLP program was just beginning. The team subsequently identified in their report Key Issues A5/B4: "Expand the use of Personal Learning Plans to the 9th grade/all grade levels." Since then the counseling

department has developed the Personal Learning Plans (PLPs) for all grades, most recently to the 9th grade, which involves individual meetings with all freshmen and their families. Counselors, through the PLP program, provide guidance in the area of rigorous course selection. Students receive specific attention in this area at least twice per year in the PLP program and throughout the year on an individual basis. In addition, a financial aid component was also added this year to the senior PLP along with four post-secondary informational workshops. The counselors have also expanded the reach of PLPs into the middle school. As middle school students begin their 9th grade course selection process, counselors visit the 8th grade classes and begin the discussion of Personal Learning Plans. Counselors now meet regularly with the middle school counseling staff in order to better articulate the process. The PLP program is seen as a work in progress, and continues to be expanded and improved **(See Appendix: HMBHS Personal Learning Plans (PLP) 2009-2010).**

3. **"Ensure all teachers are implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum."**

   Differentiation begins with assessment and identification in order for teachers to be able to recognize and address individual student needs. Our new Bilingual Resource Team is ensuring our English Learners are appropriately assessed and placed and that their classifications and levels are communicated to all staff. They are also implementing entrance and exit exams in all English Language Development Courses (using newly purchased *Curriculum Associates* assessments materials) in order to ensure correct placement and identify instructional needs. Our formative benchmark assessments have also become critical in helping teachers identify skill gaps and address individual student needs.

   In the last 3 years, the teaching staff at HMBHS has increasingly implemented a number of innovative techniques that engage students in classroom activities, support varied learning styles and differentiated abilities and consistently check for understanding. They have also worked to provide opportunities for extra-curricular enrichment by also enlisting community support.

Multiple Learning styles

1. Manipulatives in math classes: Algebra tiles
2. Geometer's Sketchpad
3. Individually accountable group projects
4. 500 piece fossil collection to enhance the learning experience for Earth Science
5. Utilizing the greenhouses in Agriculture classes to enhance learning with practical applications
6. Required leadership component and raising livestock for agriculture classes
7. Peer tutoring
8. Industrial Arts: hands-on woodworking, metalworking, machining, engine repair, welding
9. Hands-on labs in all science courses weekly
10. Power point presentations to teach academic vocabulary in ELD

Enrichment

- Academic Clubs: Junior Statesmen of America, Model UN, Future Business Leaders of America
- Future Farmers of America supports the Agriculture department.
- FFA students participate in individual and team public speaking competitions
- Students exhibit year-long Agricultural and Animal Husbandry projects at San Mateo County Fair
- MUSE literary journal
- Writing contests: Letters about Literature, Laws of Life, etc.
- Music department festivals, concerts, and reviews, both instrumental and vocal
- Junior Achievement
- Industrial arts students maintain and repair the entire district's small engines, weld and repair desks etc.
- The Alliance for Climate Education. (ACE) science-based multimedia presentations on climate education for science students
- Art Department's de Young Field Trip
- Student Leadership Training/Outdoor Education

Enlisting Community Support

- Job Shadowing – last year at US Bank
- Peer Educators in the Sex Ed program
- Democracy Live: students work at polling places during elections
- Guest speakers: Holocaust survivors, Art Agnos, Throat Cancer Survivors, California Highway Patrol, Peer Sexuality Education through Kaiser
- Sewer Science Field Trip: a collaboration with the Sewer Authority
- Biotechnology support from Gene Connection
- Long term monitoring in collaboration with the Gulf of the Farallones National Marine Sanctuary
- Live models in art and sculpture
- Collaboration between CSM Coastside and visual arts to produce art calendar
- Career speakers in the Art department and Industrial Arts
- Poet-in-Residence
- Marin Shakespeare Company
- Community Steering Committee for the Career Technical Education 5-year Local Plan
- Chamber of Commerce Education Committee – curriculum and community volunteer speakers for work experience program

Formative and Summative Assessments

- Interactive whiteboards for students to demonstrate their work
- Qwizdom: an audience response system using handheld remotes and interactive writing tablet that polls the classroom for understanding, and then instantly displays a graph of the results.
- Individual, small white boards for rapid checks for understanding
- Jeopardy using a Quiz Machine
- Mathketball
- AP Biology individual research projects
- AP Statistics Cumulative Research Project
- Annual Juried Student Art Show and Open Studio Night
- Senior Exit Project – required all non-AP, mainstreamed seniors

4. **"Provide collaboration time for all teachers to analyze data through School Loop, Cruncher and other data-related tools."**

   The following addresses:

   - **Key Issue C4: "Increase teacher collaboration to align curriculum with standards, develop common assessments and analyze student data"**
   - **Key Issue D2: "Collaboration time and professional development opportunities for all teachers to use School Loop, Cruncher and other data-related information needs to be provided to allow teachers to further expand their understanding and practice of mining data to modify curriculum and instruction."**
   - **Key Issue E1: "Continue working on a schedule which incorporates teacher collaboration time and is aligned with the School-wide Action Plan."**

   Weekly collaboration has been built into the HMBHS bell schedule every Tuesday from 7:45-8:45 am with a focus set to a schedule determined by Leadership with whole staff input.

   Having implemented a collaboration schedule, the Leadership Team, in agreement with administration and the faculty, set aside department subject area collaboration time in order to plan common and benchmark assessments. Teachers, along with counselors, use Cruncher data to adjust student placement and plan differentiated instruction based on EL status and other student needs. Teachers communicate among themselves, staff, students and parents about grades and assignments in School Loop using School Loop's portal and email functions. Those parents and students without computer access at home are invited to use computers at school and are initiated on the use of School Loop at Freshman Orientation, Back to School Night and at English Learner Advisory Council events.

   During collaboration, as built into the bell schedules we have adopted for the last three years, teachers have been given time within their work day to address the Actions to be Taken from our School-wide Action Plan. Actions include developing our ELD pathway and increasing support, aligning ELD standards to ELA standards 9-12 within course curricular maps, and then planning quarterly benchmark exams for each level. Social Studies teachers, counselors, administrators and consultants

collaborated to identify focal or "cusp" students in need of support in the form of newly developed Strategic Academic Support classes (SAS). Teachers have collaborated on securing A-G approval for new courses across subject areas. Collaboration time has enabled the Math and Science departments to use all common curriculum, labs and assessments with each course. The English department has used this time to develop an extensive curriculum map, pacing guides and benchmark assessments while the Social Studies department has developed a department skill set framework with four year vertical alignment.

HMBHS has incorporated a series of whole staff trainings on data analysis, addressing **Key Issue A2: "Develop Research-based staff training on data analysis that is tied to student learning"**

The trainings can be broken down into 3 areas of professional development:

Using and understanding student data on SASI XP and on Cruncher Teachers have been given a series of teacher led workshops in the past 3 years on recognizing and using important codes and identifiers when planning for students' special needs. They have also been given training on how to create and read different student performance reports on Cruncher. Teachers also use School Loop to check student progress in all their subject areas and see visual data on student performance trends.

Analyzing whole and subject area trend data for the CST's using an inquiry based approach At the beginning of the 2009-2010 school year, Dr. Ray Garcia led our whole faculty through an analysis of our English Learner results in the 4 core subject areas in the past 3 years. This helped our staff conceptualize the pervasiveness of our English Learner achievement gaps. This data spring boarded a whole staff brainstorming on the difference between classrooms focused on teaching versus the classrooms focused on learning. We agreed our focus needs to be on learning.

Analyzing benchmark data in the core subject areas by department using an inquiry-based approach Departments tabulated their local benchmark assessments into data sheets on November 17th and collaboratively did a strengths and weakness analysis of their first quarter benchmark of 2009. From this analysis, they identified skill gaps and discussed instruction in those areas. They used this data to make decisions about future units and the design of the semester and spring benchmarks exams.

During staff development meetings, teachers regularly receive data on student performance and identify needs and trends that may be discerned from that data. Teachers have been trained repeatedly in the use of School Loop and as it is universally used to post grades and assignments; it is familiar to all teachers, students and parents.

Teachers have also been instructed in the use of Cruncher, and trainings have been regularly provided to new teachers and those desiring a refresher during teacher-led in-house staff developments. Departments use Cruncher data to identify the diverse needs of their students, modifying curriculum for individualized instruction or reclassifying students and ensuring their proper placement.

5. **"Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes."**

This section also addresses **Key Issue C1: "Ensure all students (i.e., EL, Hispanic, Special Education) are expected and challenged to enroll in college prep classes and supported to be successful."**

HMBHS is engaged in a process of having every possible class approved on the UC A-G list, including SDAIE and the ELD 3 classes, in order to increase the number of students graduating from our high school who are UC/CSU eligible. Three out of the four years of Social Studies courses are A-G approved, and the Freshman Studies class is slated to be A-G approved as a World Studies class in the 2010-2011 school year. The redesign of the 9th grade Social Studies class emphasizes writing non-fiction, reading analysis, and organization. This is deliberately set up to provide support for students with the regular, college prep curriculum during the critical 9th grade transition year. In addition, we initiated our first annual Freshman Orientation for incoming students and their parents at the beginning of the 2009-2010 school year. The orientation will initiate positive peer relationships between incoming 9th graders and upper classmen students who are involved in leadership, academic clubs and athletics. It also introduces students and parents to their counselors, creates a welcoming environment and provides parents with information to help their students better succeed. Freshman Orientation was a great collaborative effort between Leadership students, Parent Advisory Council, our Guidance Department and Administration.

The Science and Agriculture departments have received A-G approval for all courses except Intro to Agriculture Science, which is slated to be submitted to UC in the 2010-2011 school year. The new Earth Science class provides a scaffold to ensure the development of skills needed for success in higher level science courses.

Since Personal Learning Plans (PLPs) have been implemented at all grade levels, there is now a framework for making sure that all students do have access to and can complete all the requirements for college prep. Students have access to comprehensive counseling services (academic, social, and emotional) provided to through the PLP program and individual meetings. Counselors maintain an open door policy. The HMBHS counselors also provide specific outreach to Spanish speaking families (two of our four counselors are bilingual in Spanish) in collaboration with the English Learner Advisory Council (ELAC) parent group in the areas of promoting academic success, applying to college, and financial aid resources.

As part of a PLC-style pyramid of interventions, counselors meet with each student receiving two D or F grades at the progress period and follow up that meeting with communication to families regarding their progress, resources available to them, and advising to parents and students on ways to promote their success.

During the 2009-10 school year, we have created, based on teacher-identified need, our WASC goals and a commitment to intervention and support for all populations, two Strategic Academic Support(SAS) classes. These courses will combine credit

recovery using Aventa, organizational skills, and support for core classes. Enrollment will be based on teachers and counselors identifying struggling students with multiple Ds and Fs who can benefit from additional support, and attendance will be mandated before and after school by way of contract signed with parents and students. Our CAHSEE class has also been made mandatory for those students who have not passed the exit exam.

HMBHS also uses the Portable Assisted Study Sequence (PASS) Program to support our Migrant population. This is a UC approved high school program for migrant students in grades 9-12. It is designed to provide curriculum aligned with the California Content Standards via portable units of study whereby migrant high school students throughout the state of California can receive credits toward graduation requirements.

Our Parent Advisory Council has voted to support after school tutoring led by our credentialed faculty. Many of our teachers have also committed to lunch, before school and after school office hours and post this in their classrooms.

Other Key Issues

Key Issue A3: "Articulate and promote the school vision among staff, students, and school community"

Realizing and articulating the school vision has been an ongoing learning process among staff, teacher leaders, parent groups and administration. A large part of our vision encompasses shared, tiered governance and opportunities for shared leadership and collaborative input from all stakeholders. Achieving our goals, both academic and co-curricular, takes input and ownership from classified and credentialed staff alike, along with students, parents and community partnerships. Our vision is to be a true professional learning community embedded in the Half Moon Bay community as a true community partnership. Leadership evaluated its core beliefs and established focus areas for the school for 2009-2010. Those areas are a focus on results and learning, a focus on collaborative teaming, a focus on student intervention systems and a focus on student and staff recognition.

This focus has been in the framework of professional learning communities during faculty meetings and PD workshops. And most recently, leadership presented the faculty with a PowerPoint presentation visually representing the cycle of inquiry around results, collaboration and intervention.

The multi-tiered shared decision making structure has the following components:

- District management professional learning community
- District literacy and math task forces (K-12 teacher articulation)
- District English Learner Advisory Council (K-12 teachers and parents)
- Site Leadership Team (elected high school teacher leaders)
- Academic Council (department chair council)
- School Site Council (elected parents, community members and students and teachers)

- English Learner Advisory Council
  (bilingual resource team and English Learner parents)
- Associated Student Body Council (student senators and executive board)
- Classified Team (all classified members)
- School Improvement Teams/*Pods* (interdisciplinary teacher and classified groups led by Leadership members)
- Administrative Team
- Career Technical Education Steering Committee
  (business community, parents, teachers)
- Parent groups – Parent Advisory Council (teachers, parents and students), Athletic Boosters, Friends of Cougars in Concert, AG Boosters

Key Issue A4: "Develop benchmarks and rubrics to assess Expected Schoolwide Learning Results"

Rubrics/checklists have been developed to address ESLRs from within the departments. Departments collect evidence of student work aligned to the ESLRs in their student work binders. Department chairs oversee this process and communicate with the WASC coordinator as to their progress, evaluation and completion of this task.

Following the WASC visitation team's recommendations, a 2009-10 WASC focus group took a look at our Expected School wide Learning Results. The group examined the ESLRs to determine how to improve:

- The size and legibility of our ESLR posters (posted in classrooms in both English and Spanish).
- The alignment of site and department benchmarks and assessments to the ESLRs
- The means to measure student progress toward the ESLRS, involving the creation of formal rubrics or formal assessments

The ESLR Focus Group identified the following additional improvements, which have not yet been implemented:

- Re-drafting wording to combine World of Work and Community ESLR so that we can reduce amount of text, and therefore increase font size
- Adding ESLRs to the HMBHS website
- HMBHS's new attendance policy, which supports student accountability
- The Community Service graduation requirement of 35 hours is in itself a benchmark, and is an avenue for students to develop in the areas of "World of Work" and "Community Member"
- Include ESLR language in the collaborative development of common assessments in departments, similar to how state standards language is included
- Put more assessment results, such as PLP portfolio items, on line for parental, student, and teacher access
- Personal Learning Plans include the creation of informal assessment portfolios for each student to measure their academic progress

Key Issue B3: "Continue a consistent articulation with feeder school"

HMBHS has consistently articulated biennially with Cunha Intermediate School in order to articulate curriculum and consistent teaching strategies. The District has also implemented an articulation plan engaged in by all schools that also allows alignment K-12. Articulation extends into post-secondary education, as the Counseling Department, in conjunction with the Academic Council (Department Chairs), published a community college equivalency chart. There has been intensive K-12 articulation in the areas of English Language Arts and Math. The district organized a K-12 Math Task Force in 2008-2009 and an English Language Arts Task Force in 2009-2010 to evaluate data, adopt curriculum and make recommendations to the board with respect to math and Language Arts instruction.

Key Issue D3: "Students and parents need to be given greater responsibility in using assessment data to set learning objectives and goals."

Parents now have access to School Loop data about their students' performance, which has been a key improvement in our communication with parents. It allows parents to monitor their students in sufficient time to plan corrections, assistance and interventions that keep students following a path that encourages them to reach their goals. Our Bilingual Resource Team ensures that parents who do not have access are informed via phone, conference or mail. Our liaison also makes home visits.

The Personal Learning Plans have been expanded to all four grades and focus on long-range planning, goal setting and progress checks with both parents and students. The counseling staff at HMBHS continuously communicates with parents/guardians regarding student concerns – transcripts for juniors/seniors are audited and sent home with notes, phone calls and meetings with families, and letters informing parents/guardians of student progress toward graduation.

Counselors regularly attend local conferences and meetings to maintain and strengthen their connections to the community. In these venues they present data, inform parents of opportunities for their students and get useful feedback from the community. These include ELAC meetings and dinners, Coastside Collaborative seminars, local therapists' conferences and at Moonridge, a low-income housing development heavily populated with migrant families.

Key Issue D4: "Examine ways of providing teachers, students and parents with online daily attendance data as well as expanded access to grade information."

During the last WASC visitation, the team noted that HMBHS had begun using School Loop as a potential replacement grading program and parent portal. HMBHS now uses School Loop as our only grading program; it has replaced our previous grading program InteGrade Pro. The staff has agreed to a regular schedule of at least 8 times a year to post grade updates to which parents have access. The high school encourages parents to use School Loop, and 9th grade students are required to sign up and to have their parents sign up if possible.

In the next year, HMBHS will be adopting a new attendance program with a parent portal, Infinite Campus, which will provide real time parent access to attendance data online. Currently, attendance data is available to parents through our autodialer system, which calls home when students are absent from a class without an excuse.

Process of preparation of Current Three-Year Term Progress Report

The WASC report team, lead by the WASC Coordinator, used devoted teacher collaboration days to begin the process of reviewing the Key Issues and Critical Areas identified by the 2007 WASC Visiting Team beginning in fall 2008. The WASC coordinator aggregated each the five Critical Areas for Follow up into topics which were taken up by five school improvement groups composed of teachers and staff and distributed by topic of interest.

In September of 2009, the groups were redistributed by subject area/department and assigned Key Issues and Critical Areas. The WASC Coordinator reviewed the reports and returned with follow-up questions for the groups in October, as well as reviews of progress made on the School Wide Action Plan (Single Plan for Student Achievement). Their responses became the core of this report's address of the above issues. In November, the staff met by department to go over the Critical Areas by academic subject, and in December the staff met in School Improvement Committees and *Pods* to edit section drafts. In January, the staff met to review the completed document.

Parent and student groups formed to participate in the self study process.

Existing parent groups recruited to participate in the WASC report process were School Site Council, English Language Advisory Council (ELAC) and Parents Advisory Council (PAC). Parents were also recruited from School Loop communication and the HMBHS parent newsletter. The students were recruited from Site Council, Leadership, and Puente Club. Each group met to review drafts the report and discuss the high school's accomplishments and areas for growth from their perspectives.

Section D: Accomplishment of each Schoolwide Action Plan

The Perfect Escape **by Maribel Velasquez (HMBHS Art II student)**

SCHOOL GOAL # 1: HMBHS will increase annually by 10% the number of HMBHS graduates who are college (UC/CSU) ready (meet the minimum eligibility requirements set by UC/CSU)

Addresses Critical Area 5 and Key Issues B2, C1 and E2

Evidence of impact: (Statistical results) The percentage of graduating seniors who meet the eligibility requirements for UC/CSU has decreased from 103 of 191graduates in 2008 (54%) to 99 of 198 (50%), a decline of 4%. HMBHS did NOT meet this goal.

Actions Taken to Reach This Goal:

- Implement the English Learner Pathway towards College Readiness (a 4 year course of study designed to make English Learners CSU eligible upon graduation).
- Pathway design also includes:
  - Fund additional curriculum and teacher training for these materials for ELD support sections
  - Strategic Academic Support (SAS) for EL's in the mainstream content areas – zero period
  - Additional English Language Development support section for ELD level 2 and 3
  - Add the course Spanish for Spanish Speakers level one this year and phase in level two in 2010/2011 –gain UC A-G approval
  - Add UC/CSU A-G approved Earth science course for incoming 9th graders who don't meet the pre-reqs for Biology
  - Gain UC/CSU A-G approval for highest level of ELD pathway – ELD 3
  - Add and Gain UC/CSU A-G approval for Marine Ecology (formally Marine Bio)
  - Add and gain UC/A-G approval for Ag Chemistry and Ag Government
  - Counseling & parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship Night and Spanish Speaking Parents Back to School Night

The English Language Learner Pathways were adopted in the 2009-2010 school year **(See Appendix: English Learner Pathways)**.

Addressing Key Issue C1: **"Hispanic, EL, Special Ed and SED students are not enrolled in college preparatory courses in proportion to their counterparts,"**

HMBHS has made it a site priority to make all courses, if at all possible, UC A-G approved in order to avoid a "non college prep" pathway for EL, Special Education and SED students. Our English Learner Pathway ensures English Learners receive the college prep courses necessary to be UC/CSU eligible upon graduation. All SDAIE (Sheltered) courses and our highest level ELD course will be A-G approved and therefore count toward UC/CSU admissions. In an effort to align with this goal, the Science Department has dropped Life Science in favor of Biology for all students, and has replaced Physical Science with Earth Science, an introductory A-G approved course. Our Agriculture department has also followed suit in pursuit of this goal and has exchanged their non college prep courses with UC/CSU A-G approved courses.

SCHOOL GOAL # 2: HMBHS will show an increase of 12.4% in student proficiency for the Socio-Economically Disadvantaged subgroup on the California High School Exit Exam in English Language Arts.

Addresses Key Issue C2 and D1

Evidence of impact: (Statistical results) The percent of students in the SED subgroup who score proficient or advanced in the area of English Language Arts has risen from 25.6% in 2008 to 50.5% in 2009. Using the SMART goal formula, HMBHS needs to make an annual improvement of 12.4% to make the NCLB target of 100% proficiency in 2014. We improved by 25.09% in this last year. HMBHS has met and exceeded this goal.

Actions Taken to Reach This Goal:

- Professional Development for closing the achievement gap, specifically in the areas of differentiated instruction and teaching academic literacy for success in the content areas
- Identify focal students for strategic intervention
- English teachers will analyze K-12 Literacy Committee recommendations and identify areas that can be implemented in the 2010/2011 school year (ELA/ELL textbook adoption year is 2009-2010)
- Content teachers will identify ELA standards to support in 2010-2011

The English Department has used subject area collaboration time to write the high school's portion of the Cabrillo Unified District Literacy Task Force report. In this document we have described our program, given qualitative and quantitative data about student performance action, quality control measures, program revisions, and textbook and materials recommendations. This document will be presented to the School Board February. After the School Board and the community gives its recommendations, we will consider them and develop ways to implement what our department, site administration, and District Office representatives see as improvements for improving the literacy of our students.

The 2007 visiting team identified Key Issue C2**: "Inconsistent use of instructional strategies in classrooms that would support all students (i.e. EL, SED, Hispanic and Special Ed)."**

Every teacher has been provided by the counseling staff with a list that includes the classifications of their students, and all teachers have been provided with training on the use of Cruncher. Differentiated instruction and SDAIE strategies have been subjects of repeated trainings among teacher teams, including:

- CALLA training: implementing the Cognitive Academic Language Learning Approach.
- SDAIE instructional training with reference manuals for visual aids to learning
- Building Academic Vocabulary from the Association for Supervision and Curriculum development
- EAP (Early Assessment Program) professional development at County Office of Education
- Secondary Academic Language Tools (SALT)
- RTI – Response to Intervention strategies

Staff has also been trained in academic vocabulary development techniques in both professional development workshops outside the school and in-house trainings in kinesthetic vocabulary development strategies as well as visual techniques.

In-house training/staff development has been provided by teacher-leaders and planned by the site Leadership Team, based on data collected by department benchmarks which identified areas of need. For the 2009-10 school year, the areas of focus for staff development are:

1. Closing the achievement gap for Hispanic, EL, and SED subpopulations
2. Understanding the principles and procedures of the Professional Learning Community
3. Teacher-led instructional strategies to help reach and actively engage all students and address all learning styles.

Also recommended, the **"Site should consider analysis of assessment data correlated to standards to determine key standards to emphasize in curriculum and instruction to maximize student performance." (Key Issue D1)** Half Moon Bay High School's Leadership Team is working on the process of adopting the Professional Learning Community model as a framework for improving student learning results. Our departments are engaged in preparing curriculum maps and pacing guides in order to deprivatize our planning and align instruction to standards and department, site and district goals. We continuously develop and rework instructional practice based on a feedback cycle of data from common assessments. In departments and as part of the district-approved site staff-development schedule, we formally compare and analyze the data from each quarter's common assessments.

For example, during the staff development of November 17, which was set aside for benchmark test analysis, each department analyzed its common assessment test results and then engaged in program and curriculum revision. The Science Department analyzed their students' tests by looking at percentage correct per standard, then discussed successful learning outcomes and how they could improve. The English department used Cruncher to compare results from the previous year's CST for each class. Teachers then ranked the department's performance according to each standard strand in order to create a priority list that reflects the department's optimal revision.

Math used their benchmark exams for Algebra 1, Algebra 2 and Geometry to analyze the standards and strands from the CSTs and examined their strengths and weaknesses. Social Studies established a department Academic Skills list for each grade level and cumulatively. These have been based on the Social Studies Analysis Skills and the Skills Attainment Curriculum Strand from the CA History-Social Science Framework as well as department-established priorities.

SCHOOL GOAL # 3 : HMBHS will show an increase of 11.6% in student proficiency for the Socio-Economically Disadvantaged subgroup on the California High School Exit Exam in Math.

Evidence of impact: (Statistical results) The percent of students in the SED subgroup who score proficient or advanced in the area of Math has risen from 30.2% in 2008 to 56.4% in 2009. Using the SMART goal formula, HMBHS needs to make an annual improvement of 11% to make the NCLB target of 100% proficiency in 2014. We improved by 29.61% this last year, or 18.61% over goal. HMBHS has met and exceeded this goal.

Actions Taken to Reach This Goal:

- K-12 Math Committee formed to improve vertical articulation and alignment of curriculum
- After school Math Department tutoring
- Algebra 1 SDAIE with primary language support
- Algebra Readiness sections team taught (Special Ed. Dept. "push in")
- Veteran teachers rotating through Algebra 1 sections
- Identify focal students using CST math scores
- Math Department will analyze the K-12 Math Committee recommendations and identify areas that can be implemented in the 2009/2010 school year
- Science Department will identify essential math standards they can support

The K-12 Math Committee met and composed a report with the help of and input from all four of the Cabrillo Unified School District's elementary schools, Cunha Intermediate and Half Moon Bay High School. The committee met monthly during the 2008-9 school year to discuss different math programs that were piloted in the previous year. After research and feedback from teachers and students, the committee presented an adoption plan to the board. The Math Committee report outlined the program that has been in place and identifies the recommendations for change in order to reach district-wide goals. The recommendations for program revisions for K-12 math include the following:

Professional development

- Training in subject matter knowledge (conceptual, procedural, and attitudes)—it is necessary to emphasize and make explicit connections among concepts and procedures that students are learning, to present a "unified body of knowledge." (Ma, 1199, p.122)
- Training with manipulative materials and group strategies
- Training in alternative methods of assessment
- Creation of new pacing guides and assessment tools
- Grading calibration
- Deepening of teaching culture by teachers interacting collegially among themselves (articulation)

The Math department teachers tutor students who need help in Algebra 1 through Pre-calculus. Hours are Monday and Wednesday from 3:00pm - 4:00pm. In addition to teacher support, students assist each other collaboratively during tutoring hours.

Offered this year is the new course Algebra I SDAIE, which supports English Language Learners as they develop their skills in Algebra. The experience gained from this initiative has led to discussions in the Math department about looking at options in the next year for a Spanish language Algebra support class. This would reinforce algebra lessons taught in regular classes.

The Science Department uses math applications in various degrees across the curriculum. Many of the standards in Algebra I are foundational for all types and levels of science. These include, but are not limited to, the use of numbers to validate assertions, the ability to solve simple equations, the calculation of slope and rate, and the use of fractions and exponents. Also foundational for all Science courses is the ability to solve multi-step problems using logic and reasoning.

The Science Department has created a chart that outlines the Algebra I, Geometry and Algebra II standards which are taught or used in the corresponding Science courses.

SCHOOL GOAL # 4: HMBHS will show a 12 point increase on the Annual Performance Index (API – from 570-582) in the English Learner subgroup.

Evidence of impact: (Statistical results) The target growth was determined by taking 5% of the difference between the 2008 score of 570 and the state target of 800. For 2009 or API was 555, a decrease of 15 points. HMBHS did NOT meet this goal.

Actions Taken to Reach This Goal:

- Continue to fund site Bilingual Liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Learner Pathway toward College Readiness, college entrance information and financial aid.
- Create .5 FTE Bilingual Resource/English Learner Coordinator position to support EL pathway, ELD department, monitor student progress and advise parents through the English Learner Advisory Council
- English Language Development specialist will be employed to work with ELD Department and teacher leaders to build capacity to support English Learners.
- Align ELD standards to ELA standards 9-12 within ELD curricular maps – create quarterly benchmark exams for each level.

The most fundamental task Half Moon Bay High School continues to be addressing the critical needs of our English Learner population and incorporating into our plans a systematic way to close the vast achievement gap. Our Leadership Team, Academic Council, ELAC and our School Site Council together agreed that significant resources needed to be directed toward initiating significant structural changes in our English Learner program. The School Site Council voted to fund a consultant, Dr. Ray Garcia, to help us build the capacity to positively impact English Learners on our campus. With Dr. Garcia, we designed a multi-phased plan to accelerate English Learner achievement. Several components in this plan involved structural changes in our English Learner program that ultimately expanded the comprehensiveness of the plan. The components HMBHS have adopted are as follows:

- An English Learner pathway that guides English Learners of all levels towards college prep and UC/CSU eligibility
- Expanded ELD support sections at the early levels and a Strategic Academic Support section to support EL's in the content areas, as well as the use of professional development time to design the support course and realign curriculum at all levels
- A three-stage English Learner program improvement plan with phases incorporated into the professional development plan. **(See Appendix: 3-stage plan)** The EL 3-stage strategy spans three years. It begins with having the English Language Arts program be the driver, then constructing ELD pacing guides and benchmarks to mirror the ELA program and expectations. This approach ensures English Learners have equal access to grade level curriculum and ultimately increases rigor and expectations overall.
- An English Language Development specialist (Ray Garcia) who works closely with the English department in the first phase of the 3-stage plan. In the second and third phases, he will work with the ELD department and core content areas in succession.

- Two new assessment programs adopted in the fall of 2009 to assist the ELD department with tracking and monitoring student performance data. Curriculum Associates offers assessments modeled after the CELDT exam. We will use these diagnostically for initial placement and initial skill level. Intel Assess offers a wide bank of standards' based questions aligned with the CST in grades K-11. We will use Intel Assess to develop leveled quarterly benchmarks in ELD levels 1-3. The first drafts are underway.
- Whole faculty staff development sessions in the following critical areas:
  - Understanding EL classifications and reclassification criteria
  - Identifying EL performance gaps from CST and CAHSEE 3-year trend data
  - Identifying the difference between a focus on teaching vs. a focus on learning and what that shift looks like in the classroom
  - Understanding cultural issues that can negatively impact success in the classroom
  - Working with Latino and at-risk students

- A Bilingual Resource Team whose goal is to expand parent outreach, parent education and student recognition in the English Learner and Latino population. The Bilingual Resource Team is composed of a new Bilingual Resource/English Learner Coordinator (Liana Harp), a new Bilingual Liaison (Silvia Valle) and a new bilingual Assistant Principal of Curriculum and Instruction, Allison Silvestri. The parent outreach has been successful. More English Learner parents are attending PLP meetings, attendance meetings, IEP's, Back-to-School Night. ELAC meeting attendance has also increased to an average 80 per meeting.