

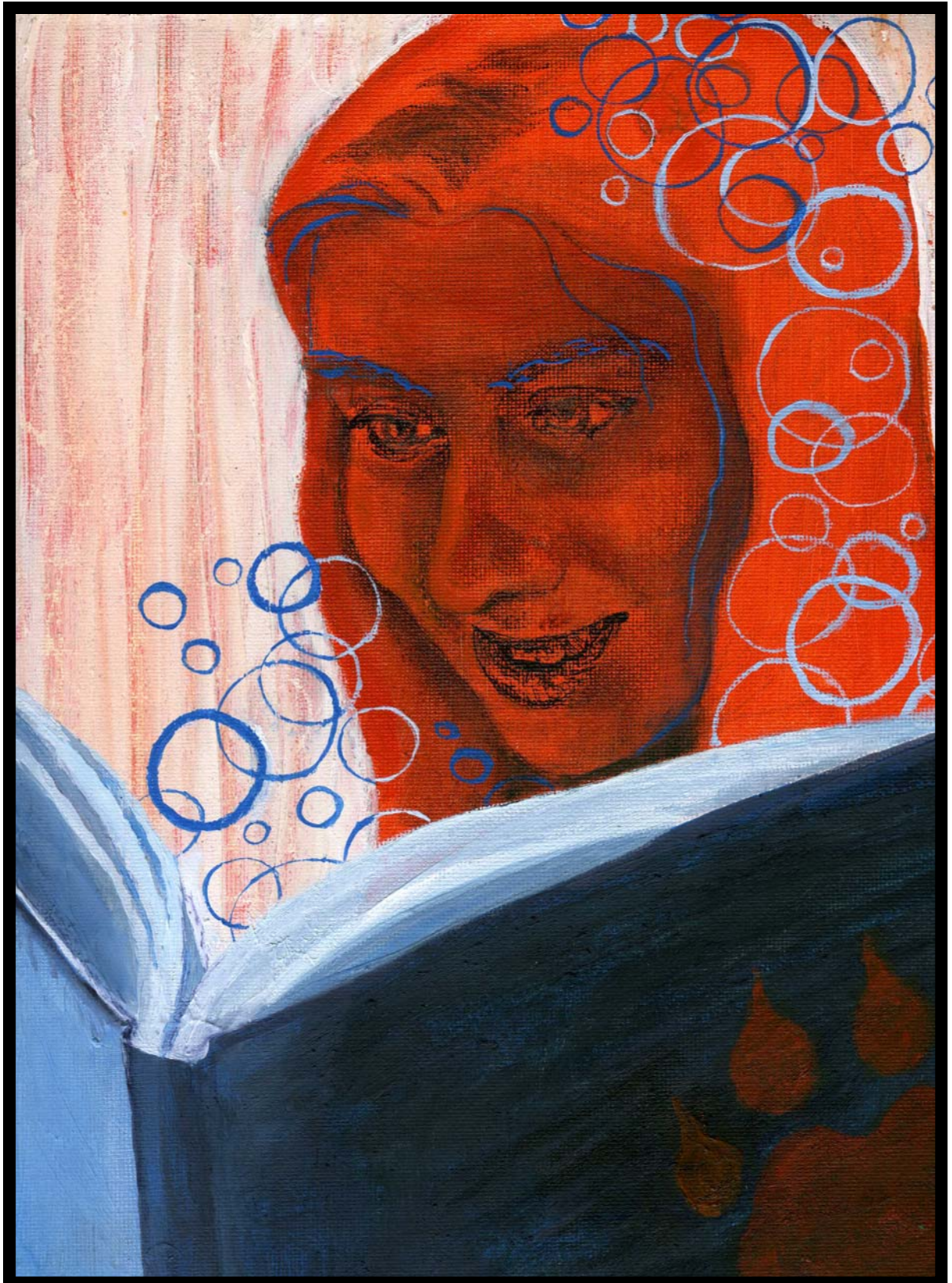
# Half Moon Bay High School Self-Study Report

WASC/CDE  
Focus on Learning

1 Lewis Foster Drive  
Half Moon Bay, CA 94019

Cabrillo Unified School District

2012-2013



*Artwork Courtesy of: Danielle Burnside-Von Hooten, 11<sup>th</sup> Grade*

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**Cabrillo Unified School District**  
498 Kelly Ave, Half Moon Bay, CA 94019

**Governing Board**

**Freya McCamant**, President  
**Rob Pappalardo**, Vice President  
**Kate Livingston**, Clerk  
**Kirk Riemer**, Member  
**Michael Ahern**, Member

**District Administration**

**Tony Roehrick**, Superintendent  
**Elizabeth Schuck**, Assistant Superintendent  
**John Corry**, Asst. Supt. Personnel/Pupil Services  
**Wael Saleh**, Chief Business Official

**School Administration**

**Allison Silvestri**, Principal  
**Jarrett Dooley**, Assistant Principal  
**Ellen Reller**, Assistant Principal



## **Leadership Team 2012-13**

|                            |                              |                                                                        |
|----------------------------|------------------------------|------------------------------------------------------------------------|
| <b>Site Coordinators</b>   | Patty Clavijo<br>Mike Putnam |                                                                        |
| <b>Self-Study Editors</b>  | Janet Vrba<br>Barbara Lohman |                                                                        |
| <b>Principal</b>           | Allison Silvestri            |                                                                        |
| <b>Focus Group Leaders</b> | James Barnes                 | Vision and Purpose, Governance,<br>Leadership and Staff, and Resources |
|                            | Andy Boysen                  | Standards-based Student Learning:<br>Curriculum                        |
|                            | Bryce Hadley                 | Standards-based Student Learning:<br>Instruction                       |
|                            | Deanna Tower                 | Standards-based Student Learning:<br>Assessment and Accountability     |
|                            | Patty Clavijo                | School Culture and Support for Student<br>Personal and Academic Growth |
| <b>Classified Rep.</b>     | Janet Vrba                   | Administrative Assistant III                                           |
| <b>Student Rep.</b>        | Kathryn Nassar               | Student Board Representative                                           |
|                            | Courtney Andreini            | Associated Student Body President                                      |
| <b>Parent Rep.</b>         | Allison Dobbrow              | Parent Advisory Council President                                      |

## Focus Groups 2012-13

### **Vision and Purpose, Governance, Leadership and Staff, and Resources**

#### **James Barnes (FG Leader)**

Larkin Evans  
John Carey  
Haley Fauth  
Jennifer Walton  
Brian Anderson  
Barbara Lohman  
Anne Ryckebusch  
Tom Owens  
Kira Gangsei  
Maria Ontiveros  
Leadership Students

### **Standards-Based Student Learning: Curriculum**

#### **Andy Boysen (FG Leader)**

Allison Silvestri  
John Evans  
Claudia Lunstroth  
Janice Burke  
Javier Gutierrez  
Andy Hoskins  
Nancy Moore  
Rafael Dubon  
Mike Putnam  
Kimberly Hines  
Leadership Students

### **Standards-Based Student Learning: Instruction**

#### **Bryce Hadley (FG Leader)**

Andrew Brown  
Jarrett Dooley  
Keith Holden  
Ellen Reller  
Sean Riordan  
Rob Lawrence  
Justin Ferdinand  
Deborah Briscoe  
Leadership Students

### **Standards-Based Student Learning: Assessment and Accountability**

#### **Deanna Tower (FG Leader)**

Anthony Agundes  
Rosabelle Lynes  
David Jones  
Christina Yeakley  
Ryan Stagg  
Patrick Games  
Robin Olmstead  
Robin Myren  
April Chen

### **School Culture and Support for Student Personal and Academic Growth**

#### **Patty Clavijo (FG Leader)**

Alyssa Neilson  
Amy Treanor  
Barbara Hedrick  
Susan Steach  
Pat Olson  
Diane Chau  
Jill Lusear  
Crystal Rigley  
Sayuri Buritica  
Diane Paoli  
Jill Jacobson  
Leadership Students

## Self-Study Process Calendar

| <b>Date</b>      | <b>Group</b>                                       | <b>Activity</b>                                                                                                                                                                                                  |
|------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9/1/11 – 4/17/12 | FOL Leadership Team                                | Chapter 1 Data collection<br>Chapter 1 Corresponding narratives                                                                                                                                                  |
| 10/13/11         | Site Coordinator                                   | Meet with Assistant Principal to review timeline for Self-Study process                                                                                                                                          |
| 11/13/11         | Assistant Principal & District Technology Director | Data Review from CDE and DataQuest<br>Identified missing data                                                                                                                                                    |
| 11/29/11         | Site Coordinator                                   | WASC presentation to faculty during Faculty Meeting<br>Focus Group sign ups                                                                                                                                      |
| 12/6/11          | Site Coordinator                                   | Meeting with all Focus Group Leaders<br>Meeting with Assistant Principal and District Technology Director to review data needs and concerns                                                                      |
| 1/10/12          | Focus Groups                                       | Focus group leaders discuss Spring "tasks" with their groups and assign member tasks/duties<br>Review and vote on ESLRs<br>Review WASC calendar<br>Review Category Summary sheets<br>Reminders about Home Groups |
| 1/11/12          | Academic Council                                   | Discuss the departmental Home Groups and provide overview of roles and responsibilities                                                                                                                          |
| 1/17/12          | Home Groups                                        | Begin WASC preparation activities<br>Familiarize home groups with student work rubric                                                                                                                            |
| 1/24/12          | Focus Groups                                       | Report on Findings and Supporting Evidence<br>Begin assigning and completing portions of the Category Summary sheets, either as a group or individually                                                          |
| 1/27/12          | Assistant Principal & District Technology Director | Review data and identify additional areas of need<br>Review accuracy of reports not accessible from CDE & DataQuest websites                                                                                     |
| 1/31/12          | Home Groups                                        | Continue WASC preparation activities<br>Examine student work                                                                                                                                                     |
| 1/31/12          | Focus Groups                                       | Meeting                                                                                                                                                                                                          |
| 2/7/12           | Home Groups                                        | Discuss analysis of student work during subject matter collaboration                                                                                                                                             |
| 2/14/12          | Home Groups                                        | Continue analysis of student work                                                                                                                                                                                |
| 3/6/12           | Focus Groups                                       | Review and analyze feedback from Home Groups                                                                                                                                                                     |
| 3/13/12          | Home Groups                                        | Continue review and analysis of student work                                                                                                                                                                     |
| 3/14/12          | FOL Leadership Team                                | Review WASC calendar and timeline to insure accuracy and ability to meet deadlines                                                                                                                               |
| 3/15/12          | Focus Group Leaders                                | Site Director meets with Focus Group Leaders to review expectations for 3/20/12 data review and analysis                                                                                                         |
| 3/20/12          | Focus Groups                                       | Data analysis                                                                                                                                                                                                    |
| 3/26/12          | FOL Leadership Team                                | Attend WASC Part II training at SMCOE                                                                                                                                                                            |

|          |                     |                                                                                                                                            |
|----------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 3/27/12  | FOL Leadership Team | Meet as a team to discuss and finalize WASC timeline and Professional Development plan for 2012-13                                         |
| 3/27/12  | Home Groups         | Continue review and analysis of student work                                                                                               |
| 4/10/12  | Focus Groups        | Review of Chapter 1 draft<br>By 4/17/12, provide narrative updates to Chapter 1 and create list of strengths and areas of growth to review |
| 4/10/12  | Staff               | Staff survey administered                                                                                                                  |
| 4/17/12  | Focus Groups        | Provide Chapter 1 feedback<br>Drafts of Categories due                                                                                     |
| 5/1/12   | Home Groups         | Review and analyze Category drafts<br>Revisions due to Site Director                                                                       |
| 5/15/12  | Home Groups         | Final Meeting                                                                                                                              |
| 5/29/12  | Focus Groups        | Review Chapter 4                                                                                                                           |
| 6/1/12   | FOL Leadership Team | Parent survey administered, publicized on website, FaceBook, printed for Registration.                                                     |
| 8/14/12  | FOL Leadership Team | Review status of Chapter 1 and 4 drafts                                                                                                    |
| 9/4/12   | FOL Leadership Team | Plan next session to reinvigorate Focus Groups to complete Chapter 4                                                                       |
| 9/11/12  | Focus Groups        | Action Plan discussion and creation of draft                                                                                               |
| 9/18/12  | FOL Leadership Team | Meeting to discuss Section A of Chapter 4<br>Plan of action required to complete substantial missing sections                              |
| 10/9/12  | Focus Groups        | WASC action plan review – staff goals and common strategy implementation                                                                   |
| 10/11/12 | FOL Leadership Team | Status update on Chapters 2, 3, 4                                                                                                          |
| 10/25/12 | FOL Leadership Team | Review data from Chapter 1 in effort to remove that which does not belong                                                                  |
| 11/19/12 | FOL Leadership Team | Meeting with district Technology Director to clarify data anomalies                                                                        |
| 11/27/12 | Focus Groups        | Action Plan draft                                                                                                                          |
| 12/18/12 | FOL Leadership Team | Meeting to review first draft of all Chapters                                                                                              |
| 1/8/13   | Staff               | Continue developing Student Work portfolios                                                                                                |
| 1/22/13  | Staff               | Review second draft of Self-Study for changes/additions<br>Review final plans of visitation and schedule                                   |
| 2/12/13  | Staff               | Final preparations for visitation<br>Print and bind final version of Self-Study                                                            |



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

## DEMOGRAPHIC DATA

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### **Community**

The San Mateo County Coast, 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 Silicon Valley and San Francisco choose to establish the coastsides as their home. 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 migrant workers. The current economic crisis has reduced the number of migrant workers, which in turn, has impacted our programs for English language learners.

### **School**

Half Moon Bay High School (HMBHS) is the sole high school in Cabrillo Unified School District. Feeder schools include Cunha Intermediate – the only CUSD middle school – as well as Seacrest and Wilkinson schools – both private institutions.

### **Parent & Community Organizations**

Half Moon Bay High School has an extremely supportive community that includes the following active organizations: Parent Advisory Council (PAC), Booster Athletic Corporation (BAC), English Learner Advisory Council (ELAC), Cabrillo Education Foundation (CEF), Cougar Scholastic Excellence Fund (CSEF), and Friends of Cougars in Concert (FOCIC). HMBHS is also greatly supported by community organizations including:

- |                           |                        |                          |
|---------------------------|------------------------|--------------------------|
| • Bay City Flower         | • Giusti Farms         | • Rotary Club of Half    |
| • Bob Marsh Produce       | • Health, Environment, | Moon Bay                 |
| • Boys & Girls Club       | Agriculture, Learning  | • San Mateo County Fair  |
| • Campus Beautification   | (HEAL)                 | • San Mateo County Farm  |
| Committee                 | • HMB Chamber of       | Bureau                   |
| • Cozzolino Farms         | Commerce               | • Square Peg Horse Ranch |
| • Ducks Unlimited         | • Leftcoast Beef       | • Taylor Guitars         |
| • Elkus Educational Ranch | • Lions Club           | • TomKat Ranch           |
| • Ember Ridge Ranch       | • Pomponio Ranch       |                          |
| • HMB Feed & Fuel         | • Rice Soil            |                          |

## **WASC History**

Since *Focus on Learning* visitation in 2007, Half Moon Bay High School received a six-year with a three-year review. In 2010, Half Moon Bay High School completed the three year review. The visiting committee suggested additions to our critical areas of need.

## **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.

## **Vision Statement**

Half Moon Bay High School's vision is to provide a strong, comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education.

## **Expected School-wide Learning Results**

Upon Graduation from Half Moon Bay High School students will demonstrate:

### **Academic Achievement**

- College and career readiness
- Self-directed learning
- Standards-based focus

### **Citizenship**

- Personal responsibility
- Respect for diversity
- Community service

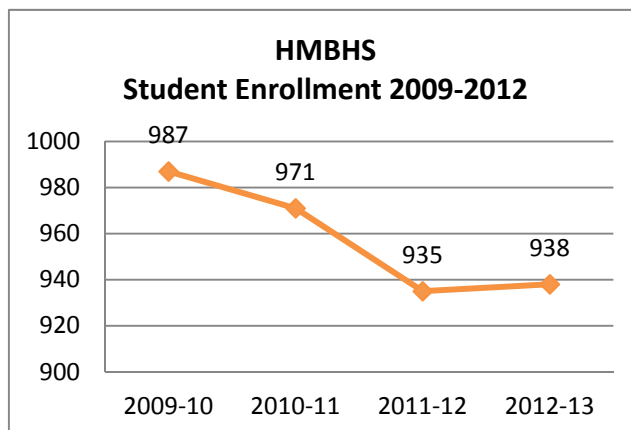
### **Excellence in Communication**

- Listening, Speaking, Writing
- Visual
- Technological

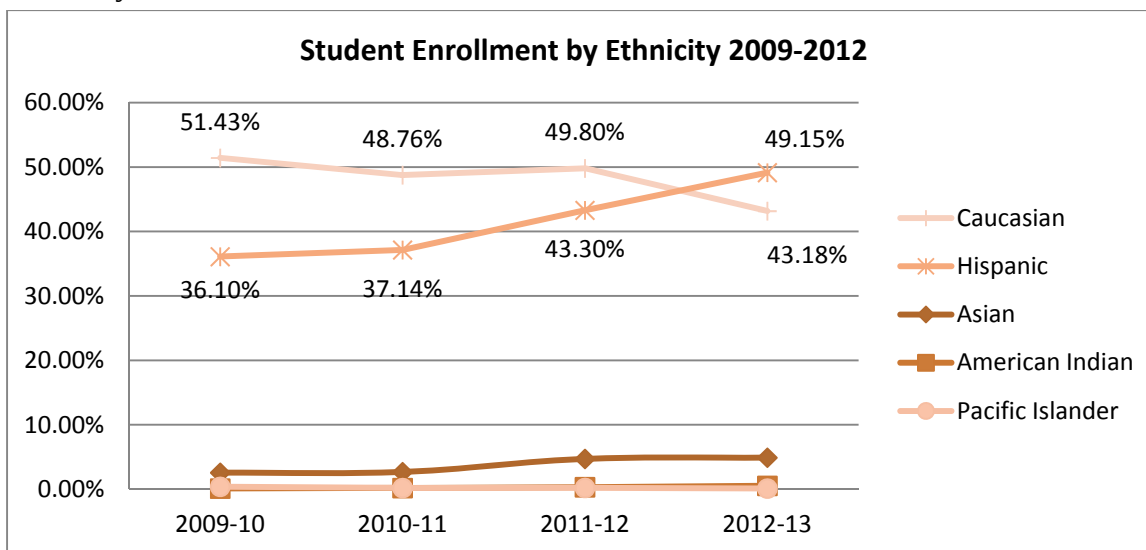
See Appendix for ESLR posters that were designed in English and Spanish. The posters are displayed in all classrooms, including the gymnasium.

## Student Enrollment

Enrollment has been on the decline over the past three years until 2012-13. Enrollment has been on a 10% decline until experiencing a slight increase this year. Each grade level has experienced this decline over the four years. Part of the decline could be attributed to grade 12 students taking the California High School Proficiency Exam (CHSPE) and opting out of compulsory education. Another possible explanation for the declining enrollment numbers could be students that become credit deficient and transfer to Pilarcitos High School, the district continuation high school, so they can regain track for graduation.



Half Moon Bay is an agricultural area, as is most of the coastside, so it is valuable to point out that as the economy weakened, a significant number of migrant workers relocated to other areas, even returning to Mexico. A bright note for enrollment is the positive gain this school year. HMBHS works diligently to extend enrollment opportunities to those students traditionally heading to private education. We have been successful in regaining these private sector students who have opted to return to their school of residence. Recruiting efforts have been implemented, such as outreach by our newly appointed Director of Admissions, to private junior high schools, redesigning open house, improving our Student Shadow Program, increasing the number of student and parent informational sessions, and publicly communicating the high academic expectations at our college preparatory high school. These efforts have resulted in many students enrolling and attending HMBHS that normally would not, even transferring to HMBHS during their Junior year.



The graph on the previous page clearly identifies Half Moon Bay High School's two main ethnic enrollment groups, Hispanic/Latino and Caucasian. Over the past four years, student ethnic enrollment has shifted significantly. The percentage of Caucasian students has dropped 8% while Hispanic/Latino enrollment has increased 13%. Over the same period, the other ethnic groups have remained relatively unchanged and small.

## Program Enrollment

### Advanced Placement Course Enrollment

Advanced Placement (AP) student enrollment has steadily risen over the previous four years, resulting in an 11.3% increase of total enrollment. This is important to note as Half

|                              | 2010-11 | 2011-12 | 2012-13 |
|------------------------------|---------|---------|---------|
| <b>School Total</b>          | 399     | 485     | 584     |
| <b>% of Total Enrollment</b> | 41.1%   | 51.9%   | 62.3%   |
| <b>Avg. Class Size</b>       | 27.3    | 25.1    | 23.9    |

Moon Bay High School has increased its effort to offer more students access to the AP courses. This substantial increase demonstrates the success of these efforts. Additionally, the increase of AP sections lowered the average AP class sizes from 27.5 to 25.1, a difference of 2.4 less students per section.

### Advanced Placement Course Sections

AP course numbers previously stayed primarily equal until 2011-12. During this year, Half

|              | 2010-11 | 2011-12 | 2012-13 |
|--------------|---------|---------|---------|
| <b>Total</b> | 19      | 22      | 25      |

Moon Bay High School added two AP English sections and two additional AP Social Science sections. These four additional sections helped to enroll more students and lower the average class size across all sections. These sections were opened due to the increase of student demand for AP courses as HMBHS changed to an open enrollment process.

|                                | 2009-10 | 2010-11 | 2011-12 |
|--------------------------------|---------|---------|---------|
| <b>9<sup>th</sup> Graders</b>  | 24      | 35      | 18      |
| <b>10<sup>th</sup> Graders</b> | 22      | 26      | 26      |
| <b>11<sup>th</sup> Graders</b> | 26      | 25      | 27      |
| <b>12<sup>th</sup> Graders</b> | 19      | 22      | 25      |
| <b>Total</b>                   | 91      | 108     | 96      |
| <b>% of Total</b>              | 9.22%   | 11.12%  | 10.25%  |

### Special Education Enrollment

The population of Special Education students has remained constant over the course of the past three years, with roughly 10% representation of the total student body. It is apparent that fluctuations of grade-level enrollment do not result in drastic differences for the total

enrollment of Special Education students.

### Migrant Education

The migrant education enrollment has steadily and quite rapidly declined from 2009 to 2012. The loss of 17 students has resulted in a 1.5% decline. If

|                   | 2009-10 | 2010-11 | 2011-12 |
|-------------------|---------|---------|---------|
| <b>Enrollment</b> | 58      | 39      | 41      |
| <b>% of Total</b> | 5.9%    | 4.0%    | 4.4%    |

2008 numbers are examined, enrollment is down by more than 7%. Local nurseries have closed and laid-off employees causing families to leave the area for other locations with similar jobs.

| <b>Athletic Participation</b> | <b>2010-11</b> | <b>2011-12</b> |
|-------------------------------|----------------|----------------|
| <b>Total</b>                  | 685            | 590            |

#### **Ethnicity**

|                                       |       |       |
|---------------------------------------|-------|-------|
| <b>American Indian</b>                | 0     | 2     |
| <b>Asian</b>                          | 38    | 37    |
| <b>Pacific Islander</b>               | 2     | 4     |
| <b>Hispanic/Latino<br/>% of total</b> | 29.1% | 25.3% |
| <b>African American</b>               | 4     | 2     |
| <b>Caucasian<br/>% of total</b>       | 63.5% | 65.6% |
| <b>Multiple/No Response</b>           | 7     | 9     |

#### **Gender**

|               |     |     |
|---------------|-----|-----|
| <b>Female</b> | 315 | 257 |
| <b>Male</b>   | 371 | 334 |

Sixty-three percent of Half Moon Bay High School students participated in the 21 offered sports in 2011-12. While this represents a significant percentage of the total student population (590/937), it is a 7% decrease in participation from the year before. Girls comprised 43% of student athletes in 2011-12, a 2% decrease from the prior year, while boys gained 2% participation from the 2010-11 school year. The percentage of Hispanic/Latino athletes compared to Caucasian athletes is significantly lower and neither number is representative of enrollment percentages. The decrease is relatively consistent with the overall decrease in athletic participation.

| <b>Club Participation</b> | <b>2010-11</b> | <b>2011-12</b> |
|---------------------------|----------------|----------------|
| <b>Total</b>              | 334            | 283            |

#### **Ethnicity**

|                                       |       |       |
|---------------------------------------|-------|-------|
| <b>Hispanic/Latino<br/>% of total</b> | 18.6% | 21.2% |
| <b>Caucasian<br/>% of total</b>       | 76.0% | 71.7% |

#### **Gender**

|               |     |     |
|---------------|-----|-----|
| <b>Female</b> | 201 | 160 |
| <b>Male</b>   | 133 | 83  |

HMBHS students participate in thirty-four different clubs that meet regularly throughout the school year. At the beginning of each academic year, students are exposed to a “Club Jam” where clubs have tables with information and signups in the quad during lunch. Students are also encouraged to work with staff members in creating new clubs at HMBHS. The Associated Student Body (ASB) holds elections during which candidates campaign

and speak to their constituents – other students. These student-elected ASB Officials hold numerous meetings throughout the school year to discuss important issues and special events. Dances are held throughout the year, which include the Welcome Back, Homecoming, and Black Light Dances, as well as Prom.

HMBHS has deep traditions in the music program – a 0 Period Jazz Band section gives students the opportunity to participate in the traditional six period college preparatory plan – while staying committed to music. In addition, the Drama Club puts on the annual Spring Musical with typically 50-75 students involved (*Les Miserables* in 2012, *Curtains* in 2013). In addition to all of the above listed activities, HMBHS seniors have special activities of their own. At the completion of the school year, HMBHS holds the Senior Picnic, Senior Breakfast, and Graduation with a safe and sober Graduation Night sponsored by the Grad Night Committee.

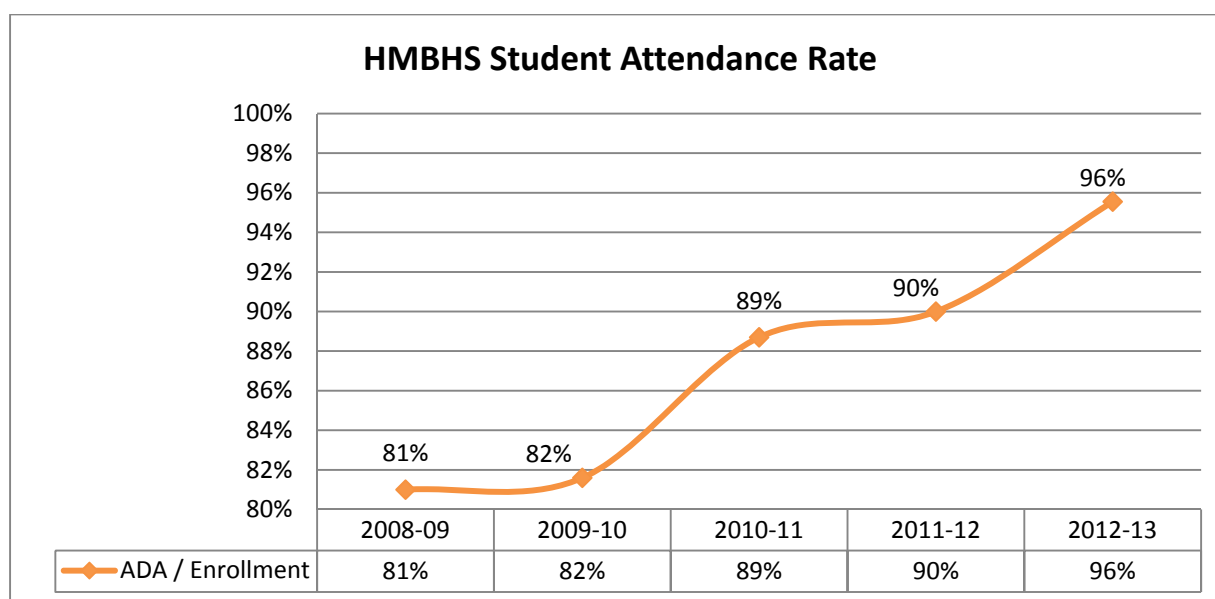
A listing of clubs, with descriptions and Advisors, is posted on the school website for students that wish to join during the year. All clubs have the ability to create their own club page on the school's website under Activities.

| <b>CLUB</b>                           | <b>Description</b>                                                                                                                                                                                                                                                                                      | <b>Advisor</b>                   |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Adventure Club</b>                 | This club is all about embracing your inner adventurer. Come experience our tight rope and other fun activities. Adventure club meets in K-14 every Tuesday to discuss and plan adventurous activities.                                                                                                 | Mr. Riordan                      |
| <b>Anime Club</b>                     | The Anime Club focuses on the art of Anime. Come by to read and create anime.                                                                                                                                                                                                                           | Mr. Stagg                        |
| <b>Art Club</b>                       | Members organize fundraisers for student scholarships. Also includes The National Art Honor Society (membership for any art student who attains a semester grade of B or higher and who is interested in art related community service).                                                                | Ms. Evans                        |
| <b>Band/BBQ Club</b>                  | All music students are automatically members of the Band Club. This club is responsible for approving expenses for all the music groups' activities such as festivals, reviews, trips, bus costs etc. Meetings are called when needed.                                                                  | Mr. Evans                        |
| <b>Basketball (Girls) Club</b>        | The Girls Basketball Club meets regularly during their season to discuss team functions, events, games, etc.                                                                                                                                                                                            | Mr. Veloso                       |
| <b>Big Sister Little Sister Club</b>  | A club dedicated to uniting the Senior and Freshman girls. Activities include fundraisers, food drives, bowl-a-thons, camping trips, pizza parties and many other fun events.                                                                                                                           | Mrs. Clavijo                     |
| <b>Calculus Club</b>                  | We meet to give support to each other and participate in field trips that are applicable to seeing math in action.                                                                                                                                                                                      | Ms. Treanor                      |
| <b>Chess Club</b>                     | Come to Chess Club to learn the basics and advanced techniques of Chess and to participate in chess tournaments.                                                                                                                                                                                        | Mr. Jones                        |
| <b>Cross Country &amp; Track Club</b> | The Cross Country & Track Club meets regularly during respective seasons to discuss team functions, events, meets, etc.                                                                                                                                                                                 | Mr. Farnsworth                   |
| <b>CSF Club</b>                       | The California Scholarship Federation (CSF) emphasizes high standards of scholarship and community service for California high school students.                                                                                                                                                         | Ms. Walton                       |
| <b>Dodgeball Club</b>                 | We meet twice a week in the gym during lunch to play dodgeball. Come to the gym at lunch to participate in fun and exhilarating dodge ball matches. Everyone is welcome!                                                                                                                                | Mr. Riordan                      |
| <b>Drama Club</b>                     | Support for the Spring Musical.                                                                                                                                                                                                                                                                         | Mr. Ward                         |
| <b>FFA</b>                            | Agriculture students gain experience through hands-on projects including plants, animals, the environment, science projects, and/or job placement. Students gain leadership skills by attending conferences and competitions, organizing club and community activities, and practicing public speaking. | Mr. Gutierrez                    |
| <b>Ghost Club</b>                     | Club members research and investigate paranormal activity in the Bay Area. We meet in G-2B on Thursdays at lunch.                                                                                                                                                                                       | Ms. Jones, Mr. Owen, & Ms. Moore |
| <b>Golf Club</b>                      | The Golf Club meets regularly during their season to discuss team functions, events, matches, etc.                                                                                                                                                                                                      | Mr. Denault                      |
| <b>Gymnastics Club</b>                | Develops leadership and promotes gymnastics related activities.                                                                                                                                                                                                                                         | Ms. Evans                        |
| <b>Industrial Arts Club</b>           | This club works to support the Industrial Arts Program by holding fundraisers and events to promote class interest and to earn funds to meet the high supply demands of this specialized program.                                                                                                       | Mr. Agundes                      |
| <b>Interact Club</b>                  | Interact serves the community and does fund-raising for groups in the Bay area and abroad.                                                                                                                                                                                                              | Ms. Treanor                      |
| <b>Japanese Club</b>                  | The Japanese Club teaches students Japanese culture, medias, and ways of life.                                                                                                                                                                                                                          | Mr. Stagg                        |

| <b>CLUB</b>                              | <b>Description</b>                                                                                                                                                                                                                                                                                                                                      | <b>Advisor</b>           |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Journalism Club</b>                   | This club writes and edits articles for the online newspaper, <i>The Paw Print</i> . They sell advertising to help offset the costs of publishing the paper version of the newspaper.                                                                                                                                                                   | Ms. Neilson              |
| <b>Junior Statesmen of America (JSA)</b> | The purpose of the JSA is to help high school students acquire leadership skills and the knowledge necessary to be effective debaters and political members. The JSA is sponsored by the Junior Statesmen Foundation Inc.                                                                                                                               | Mr. Dubon                |
| <b>Model United Nations Club</b>         | Club to prepare for, and attend Model United Nations Conferences and to work on a UN-related service project.                                                                                                                                                                                                                                           | Mr. Hoskins              |
| <b>The Muse</b>                          | The Literary Journal of HMB High School                                                                                                                                                                                                                                                                                                                 | Ms. Lunistroth           |
| <b>Prom Club</b>                         | Help plan this year's prom. We choose the venue, theme, food, make the tickets etc.                                                                                                                                                                                                                                                                     | Mr. Jones                |
| <b>Puente Club</b>                       | Puente Club celebrates and expands awareness of Latino culture on campus. We also attend fun cultural events with money that we fund-raise.                                                                                                                                                                                                             | Ms. Lusear & Ms. Gangsei |
| <b>Seed Club</b>                         | "Book Drive Club" - the Seed Club focuses on fundraisers and book drives to help needy schools build their libraries and improve their learning environment. Come and help plant some seeds of opportunity and love of literature!                                                                                                                      | Ms. Ormonde              |
| <b>Ski Club</b>                          | Organized two or three ski trips during the school year.                                                                                                                                                                                                                                                                                                | Mr. Lawrence             |
| <b>Snack Club</b>                        | Snack Club is the discussion and promotion of intellectual and informed snacking habits and goals.                                                                                                                                                                                                                                                      | Ms. Burke                |
| <b>Softball Club</b>                     | The Softball Club meets regularly during their season to discuss team functions, events, games, etc.                                                                                                                                                                                                                                                    | Ms. Rocha                |
| <b>Surf Club</b>                         | Competitive surf team <a href="http://hmbsurfclub.com/">http://hmbsurfclub.com/</a>                                                                                                                                                                                                                                                                     | Mr. Lawrence             |
| <b>Swim Club</b>                         | The Swim Club meets regularly during their season to discuss team functions, events, meets, etc.                                                                                                                                                                                                                                                        | Mr. Stretch              |
| <b>Volleyball Club</b>                   | The Girls Volleyball Club meets regularly during their season to discuss team functions, events, games, etc.                                                                                                                                                                                                                                            | Ms. Bretz & Ms. Morasci  |
| <b>Yearbook</b>                          | This course and club is devoted to the production of our school's yearbook. We would like a full representation of student life at HMBHS, so please feel welcome to submit all photos and ideas for stories to the yearbook staff in G-10. If you would like us to take pictures of your club or activities, make sure to let us know. We work for you! | Ms. Lunistroth           |

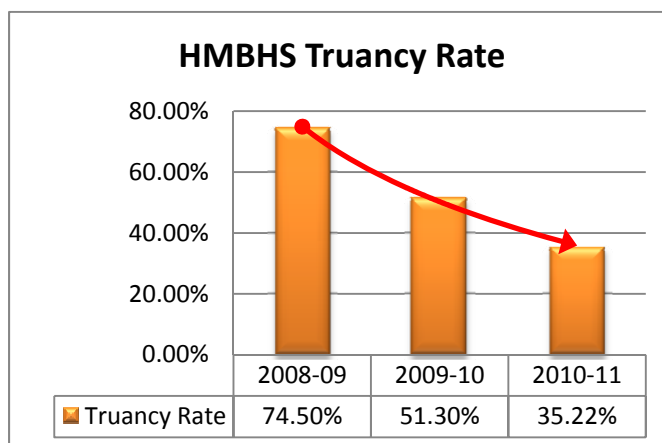
## Attendance

The average daily attendance rate, as calculated by ADA/ Enrollment, has increased significantly since 2008-09. In 2010-11, an increase of over 8% was recorded. An additional increase of 1.3% occurred during the 2011-12 year and a 4% addition during the current school year. This has resulted in a staggering 15% increase in student attendance rate over four and a half years. For the 2012-13 school year, HMBHS is proposing a significant change to Senior attendance requirements to further boost overall school attendance rates. A proposal will be submitted to the CUSD Board requesting the modification of an Administrative Regulation to place increased expectations on senior students. The request will be to increase the current 85% attendance requirement to 90%. *Note: 2012-13 Attendance Rate as of January 26, 2013.*



## Truancy

The truancy rate has sharply declined as have the number of tardies being issued since implementation of a “lockout” system (detentions being assigned, enforced, and served). The lockout system began in 2009-10 and has greatly impacted the truancy rate as demonstrated by the trend line in the graph. In addition, numerous interventions have been creatively implemented as consequences for truant students. These include, in order



of application, detention, campus beautification, Saturday School, In-House Suspension, and

Student Attendance Review Board (SARB) hearings.

In addition, HMBHS is currently collaborating with El Centro (outpatient program supporting recovery and counseling for coastal communities). The collaboration has resulted in the implementation of a two-hour educational class that is held during the end of an In-House Suspension day for students with truant/behavior incidents. The class targets drug and alcohol use, as well as addressing communication and exercising good decision making. This class will be used as an additional intervention prior to SARB hearings.

In addition to the interventions above, the following process has been implemented to more closely monitor truancy and to increase student attendance rates:

1. Truancy letters are mailed home to students with three or more days of unexcused absences and meetings are held with chronic truants.
2. Students are placed on HMBHS Behavior/Attendance contracts.
3. If necessary, a Student Attendance Review Board (SARB) is convened at the District Office with the San Mateo County Sheriff's Department, where truancy and the law are explained to the student and parents/guardian.
4. If necessary, students are recommended to an alternative setting.

## **Discipline**

Each year, HMBHS administration reviews the Student Handbook for updates to the discipline policy. These changes, as well as all other rules and regulations, are reviewed with all students during classroom visitations. These are conducted the first week of school by both Assistant Principals in their respective grade-level classrooms.

Suspension data shows that overall, the total number has decreased slightly since 2009-10 (-3.9%). As mentioned in Truancy section above, HMBHS is committed to continued pursuit of alternatives to suspension. HMBHS hopes with the implementation of additional interventions as discussed, and in collaboration with San Mateo Union High School District administrators, we will be able to decrease suspension rates substantially over the course of the next few school years. An important area to bring attention to is the consistency of the violence/drug suspension rate. Over the past three years, HMBHS administration has become increasingly consistent with these suspensions, with first-time offenses resulting in five-day suspensions. This, along with a Drug Impairment Training for all administrators, has assisted in keeping this rate from elevating.

### Expulsions & Suspensions by CA Education Code 48900 & 48915

| Education Code                               | Education Code Text                                                                                                                          | 2009-10 |      | 2010-11 |      | 2011-12 |      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------|------|---------|------|---------|------|
|                                              |                                                                                                                                              | Exp     | Susp | Exp     | Susp | Exp     | Susp |
| 48900(a)(1)                                  | Related to physical injury to another person                                                                                                 | -       | 20   | -       | 42   | 1       | 43   |
| 48900(b)                                     | Related to firearms, knives, explosive devices, etc.                                                                                         | -       | -    | -       | 1    | 1       | -    |
| 48900(c)                                     | Related to possession or sale of controlled substances, alcohol, or intoxicants.                                                             | -       | 32   | 2       | 32   | -       | 27   |
| 48900(f)                                     | Caused or attempted to cause damage to school property or private property                                                                   | -       | -    | -       | 8    | 1       | 4    |
| 48900(g)                                     | Stole or attempted to steal school property or private property                                                                              | -       | 8    | -       | 5    | 1       | 10   |
| 48900(i)                                     | Committed an obscene act or engaged in habitual profanity or vulgarity                                                                       | -       | -    | -       | 2    | -       | 14   |
| 48900(j)                                     | Related to possession or sale of drug paraphernalia                                                                                          | -       | -    | 1       | -    | -       | -    |
| 48900(k)                                     | Related to disruption of school activities or willful defiance                                                                               | -       | 109  | 2       | 66   | 2       | 66   |
| 48900(p)                                     | Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma                                                 | -       | -    | -       | -    | -       | -    |
| 48900(r)                                     | Related to bullying and bullying through electronic means                                                                                    | -       | -    | -       | 8    | -       | -    |
| 48900(.2)                                    | Committed sexual harassment (Grades 4-12)                                                                                                    | -       | -    | -       | 2    | -       | 4    |
| 48900(.4)                                    | Created an intimidating hostile or educational environment                                                                                   | -       | -    | -       | 1    | 1       | 3    |
| 48915(a)(2)                                  | Possession of any knife or other dangerous object of no reasonable use to the pupil                                                          | 1       | 1    | -       | 1    | 1       | 1    |
| 48915(a)(3)                                  | Related to unlawful possession of controlled substances                                                                                      | 1       | 2    | -       | -    | -       | -    |
| 48915(c)(3)                                  | PDS-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Co | -       | 1    | -       | 2    | 1       | 1    |
| <b>Overall Total</b>                         |                                                                                                                                              | 2       | 180  | 5       | 170  | 7       | 173  |
| <b>Violence/Drug Total</b>                   |                                                                                                                                              | 2       | 59   | 3       | 76   | 3       | 61   |
| <b>Violence/Drug Rate (Total/Enrollment)</b> |                                                                                                                                              | 0.2%    | 6%   | 0.3%    | 7.8% | 0.3%    | 6.5% |

Suspensions for physical injury (fighting) have increased since 2009-10 from 20 to 43. The administration has taken a consistent and strong stance against any acts of violence on campus or during the time in which we have jurisdiction. This same consistent and strong stance by administration continues on the controlled substance front, but suspensions have declined over the same period, from 32 to 27. A staggering 39% decrease in suspensions over the past three years has been under Section K for disruption/defiance. California Education Code violations that have been on the rise include “obscene acts and habitual profanity” and “steal school property or private property.” Acts of this nature are being accurately catalogued and investigated fully. Suspensions due to “caused damage to school property or private property” and “bullying” have also declined as alternatives to suspension such as campus beautification, Saturday School, and in-house suspension, have seem to improve student value of their campus and its’ appearance. Counselors have been called upon to complete conflict resolutions between students in instances of bullying or physical altercations. Additionally, students exhibiting chronically

negative or habitual behaviors have been referred to SOY for individual counseling or to participate in support groups.

### Suspensions by Subgroups

|                        | 2009-10 | 2010-11 | 2011-12 |
|------------------------|---------|---------|---------|
| <b>Total</b>           | 180     | 170     | 173     |
| <b>Male</b>            | 135     | 131     | 137     |
| <b>% of Total</b>      | 75%     | 77%     | 82%     |
| <b>Female</b>          | 45      | 39      | 31      |
| <b>% of Total</b>      | 25%     | 23%     | 18%     |
| <b>Caucasian</b>       | 92      | 68      | 42      |
| <b>% of Total</b>      | 50%     | 40%     | 24%     |
| <b>Hispanic/Latino</b> | 80      | 98      | 118     |
| <b>% of Total</b>      | 47%     | 58%     | 68%     |

When examining suspension data disaggregated by subgroups, percentages for Male and Hispanic/Latino subgroups have been on the rise, 7% and 21% respectively. There is clearly a gap of suspension based on ethnicity and Hispanic/Latino males are the most likely to be at risk. In examining this data in preparation for the Self-Study visitation, it was clear there was a need for additional interventions, prior to suspension. In

collaborating with El Centro as previously mentioned, the first of these two-hour intervention classes was held on December 11, 2012. Three of the seven students in attendance were Hispanic/Latino males. It is the goal of this program to further educate all students on the effects of drugs and alcohol, as well as communication skills and good decision making. In addition, a large focus of the program is to reach as many Hispanic/Latino males as possible, in order to limit the at-risk behavior that leads to suspension.

### School Safety

The key elements in the School Safety plan include emergency procedures for a wide variety of events, phone numbers, and roles and responsibilities of staff. A Safety Committee exists, which includes the Principal, Assistant Principal, Secretary, Maintenance Custodian, teachers, and parents. This committee meets regularly with sign-in sheets, agendas, and minutes. The committee goals are to annually review the Emergency Safety Plan, make significant changes to update the Plan, continue examining areas of need and overall student and facility safety. Staff members with special roles and responsibilities are annually contacted and retrained. Throughout the school year, two fire, earthquake, and lock down drills are scheduled and executed to prepare students and staff for an emergency. A phone tree has been developed and is updated annually to create an efficient way to notify teachers of an emergency that occurs outside of the school day. Campus Security staff provide supervision during the school day. The Administration is very visible during break and lunch and actively supervises the students during the entire school day.

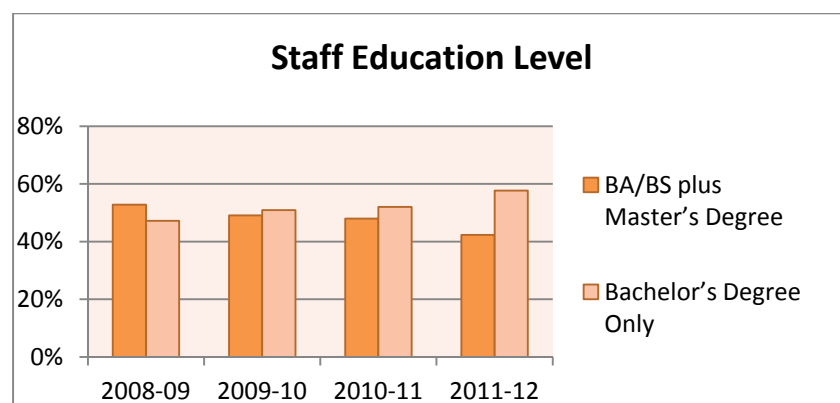
## Staff

Half Moon Bay High School has a very dedicated staff of 47 for the 2012-13 school year. This number is slightly lower than it has been over the past few years, most likely due to lower student enrollment and the fiscal situation of public education funding in California. The certificated staff is comprised of three administrators, three counselors, and 41 teachers. All certificated staff members are fully credentialed and NCLB highly qualified for their subject areas. As the table below demonstrates, our teaching staff has an average of 11.2 years in the teaching field (unavailable for 2012-13). Each year, HMBHS continues to hire at least 2-3 first year teachers.

| <b>Certificated Staff Service</b>           | <b>2009-10</b> | <b>2010-11</b> | <b>2011-12</b> | <b>2012-13</b> |
|---------------------------------------------|----------------|----------------|----------------|----------------|
| <b>Total Certificated Staff</b>             | 53             | 50             | 52             | 47             |
| <b>Average Years of Educational Service</b> | 12.8           | 12.9           | 11.2           | *              |
| <b>Average Years in CUSD</b>                | 10.0           | 10.4           | 9.2            | *              |
| <b>Number of First Year Teachers</b>        | 2              | 5              | 4              | 3              |
| <b>% of total</b>                           | 4.3%           | 11.4%          | 7.7%           | 6.4%           |
| <b>Number of Second Year Teachers</b>       | 2              | 2              | 7              | 3              |
| <b>% of total</b>                           | 4.3%           | 4.5%           | 13.5%          | 6.4%           |

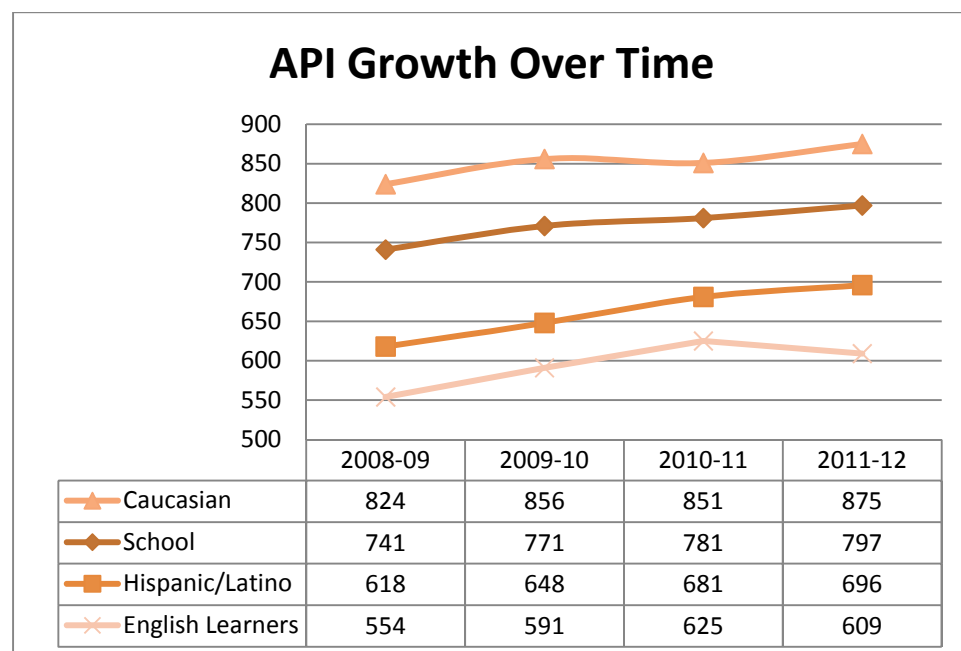
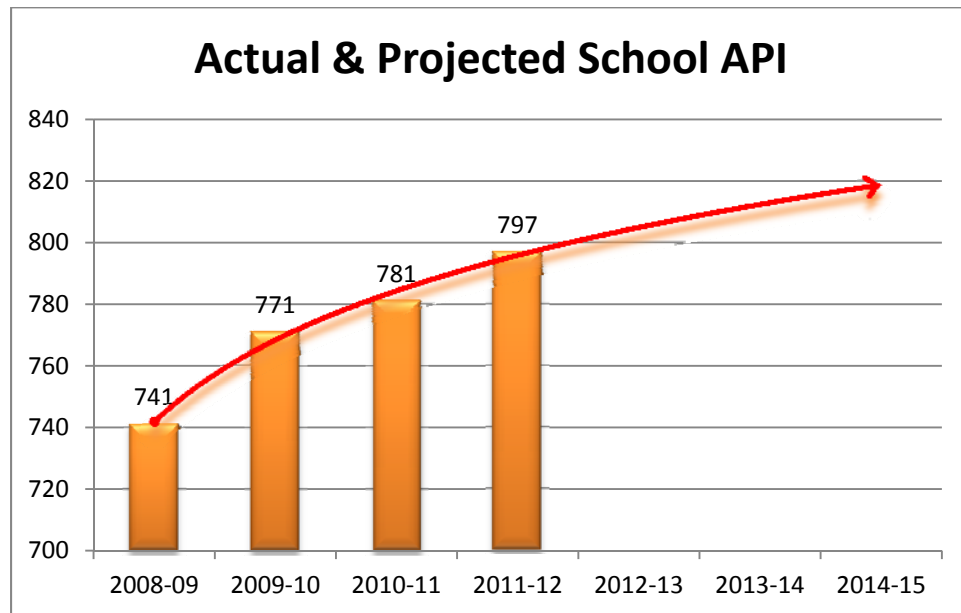
Since 2008-09, the number of certificated staff members with only Bachelor's Degrees has shifted and now outnumbers staff members with Master's Degrees by 16% (as opposed to -6%). This is largely due to the number of retirements and new teacher hires in 2011-12 and 2012-13 (7 first-year teachers).

There are 23 classified staff members on site, which includes five office support staff, three food services staff, three campus supervisors, one maintenance custodian, ten paraprofessionals, and a computer technician.



## Academic Performance Index (API)

Half Moon Bay High School has met and surpassed its' API growth targets in every category for two consecutive years from 2009 to 2011. In 2012, only one category of API growth was not met. The graph below plots the actual API with a trend line that estimates HMBHS's projected API for the next three school years. It is obvious that the graph shows tremendous gains in respect to the API and HMBHS takes great pride in acknowledging all of the positive changes that have led to this 56 point, 7% increase.



Disaggregating HMBHS's API growth shows positive gains by all significant subgroups. Hispanic/Latino students show a gain of 78; Caucasian students demonstrate a four-year gain of 51; and English Language Learners have an increase of 55 over the same period. The above graph reveals all subgroups increased API scores over the previous four years with one exception – English Language Learners from 2011-12 (loss of 16). This data for English Language Learners may be slightly skewed as there was an issue with the pre-ID sheets for the 10<sup>th</sup> Grade CAHSEE exam during the 2011-12 school year. Data showed only one 10<sup>th</sup> Grade ELL student which is not accurate. Corrected data has been resent to California Department of Education in October of 2012 and we are currently awaiting the updated assessment/achievement information.

### **Similar Schools Ranking**

The API Statewide Rank ranges from 1 to

10. A rank of 10, for example, means that the school's API fell into the top 10% of all

|                             | 2009-10 | 2010-11 | 2011-12 |
|-----------------------------|---------|---------|---------|
| <b>Statewide Rank</b>       | 6       | 7       | 7       |
| <b>Similar Schools Rank</b> | 2       | 4       | 6       |

schools in the state with a comparable grade range. HMBHS's Statewide rank has remained consistent over the past three years, improving to 7. To create the Similar Schools Rank, the California Department of Education compares test scores to 100 schools across the state with similar demographic profiles. California uses parent education level, poverty level, student mobility, student ethnicity and other data to identify similar schools. Based on this information, HMBHS has dramatically improved over the last three years, increasing the rank from 2 to 6.

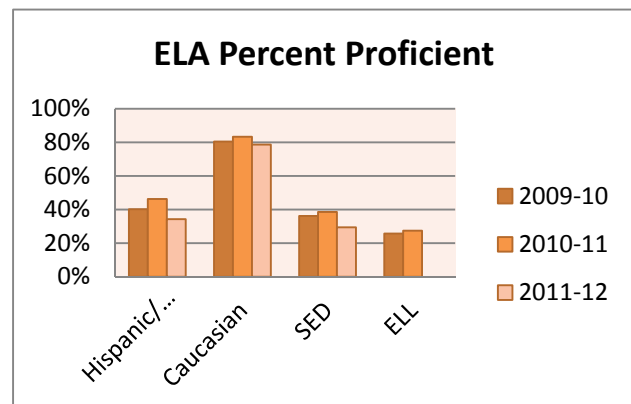
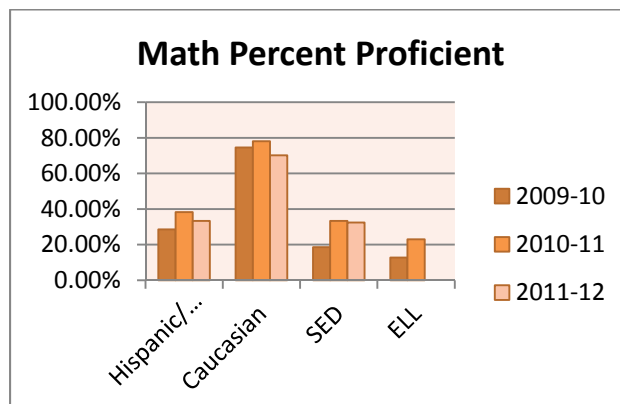
### **Adequate Yearly Progress (AYP)**

HMBHS has not met its' AYP in the last three years. However, in 2010-11, 21 out of 22 criteria were met, with gains being made by our Hispanic/Latino and SED groups in both ELA and Math, and English Language Learners in Math. Again, it is imperative to note the discrepancy in reporting of data as it appears that 2011-12 data included only one ELL 10<sup>th</sup> grader. The results for this data table in 2011-12 are derived directly from the CAHSEE.

| School-wide                          | 2009-10       |              | 2010-11       |              | 2011-12       |             |
|--------------------------------------|---------------|--------------|---------------|--------------|---------------|-------------|
| Made AYP                             | No (16 of 22) |              | No (21 of 22) |              | No (10 of 18) |             |
|                                      | ELA           | Math         | ELA           | Math         | ELA           | Math        |
| Participation Rate Met Target        | 98%<br>Yes    | 98%<br>Yes   | 100%<br>Yes   | 100%<br>Yes  | 100%<br>Yes   | 100%<br>Yes |
| Percent $\geq$ Proficient Met Target | 61.6%<br>Yes  | 54.4%<br>Yes | 68.4%<br>Yes  | 63.1%<br>Yes | 56.8%<br>No   | 52.7%<br>No |

#### Subgroups

|                            |              |              |              |              |              |             |
|----------------------------|--------------|--------------|--------------|--------------|--------------|-------------|
| Percent $\geq$ Proficient  | ELA          | Math         | ELA          | Math         | ELA          | Math        |
| Hispanic/Latino Met Target | 40.2%<br>No  | 28.6%<br>No  | 46.3%<br>Yes | 38.3%<br>Yes | 34.3%<br>No  | 33.3%<br>No |
| Caucasian Met Target       | 80.5%<br>Yes | 74.6%<br>Yes | 83.3%<br>Yes | 78.1%<br>Yes | 78.7%<br>Yes | 70.2%<br>No |
| SED Met Target             | 36.2%<br>No  | 18.6%<br>No  | 38.6%<br>Yes | 33.3%<br>Yes | 29.4%<br>No  | 32.4%<br>No |
| ELL Met Target             | 25.7%<br>Yes | 12.7%<br>No  | 27.44%<br>No | 23.0%<br>Yes | *<br>*       | *<br>*      |



As the above graphs demonstrate, the 2011-12 AYP results show minor declines across all subgroup scores. However, most 2011-12 subgroup scores are still higher than 2009-10 in Math, and very close to 2009-10 scores in ELA. Based on the previously mentioned data anomaly, scores were not available for English Language Learners due to the reporting of only one 10<sup>th</sup> Grade ELL student (resulting in non-significant group).

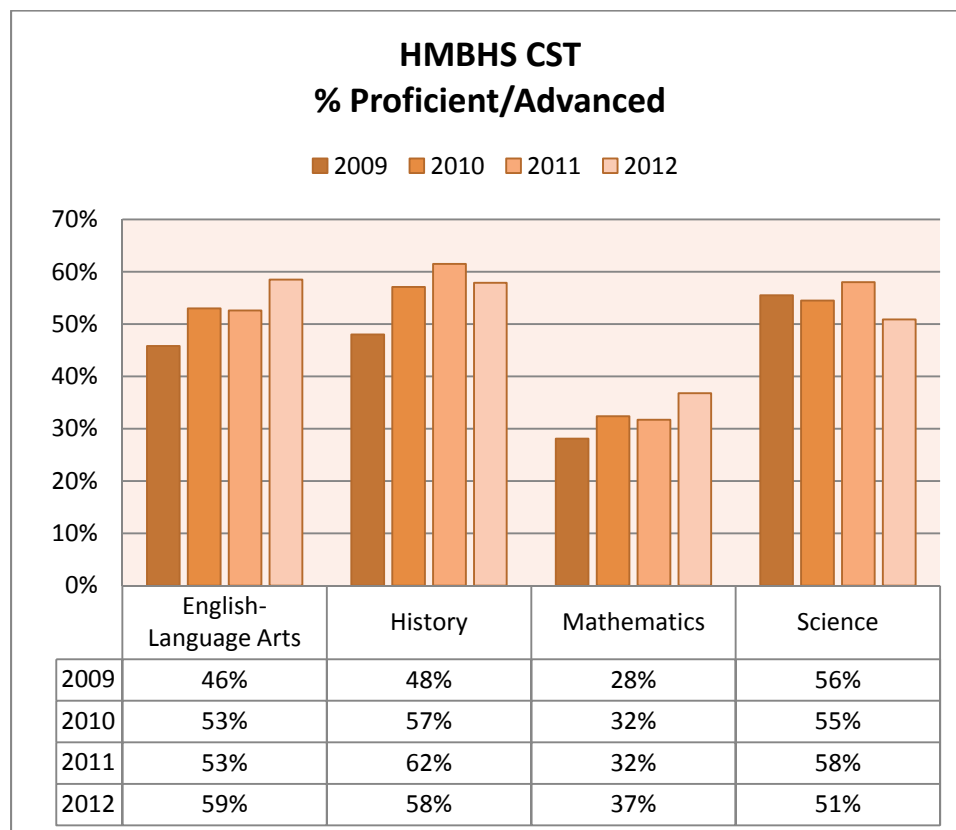
## STUDENT PERFORMANCE DATA

### English Language Development Test (CELDT)

|                                          | 2009-10 | 2010-11 | 2011-12 |
|------------------------------------------|---------|---------|---------|
| <b>Percent Proficient</b>                | 55%     | 64%     | 64%     |
| <b>Advanced<br/>% of total</b>           | 18%     | 23%     | 21%     |
| <b>Early Advanced<br/>% of total</b>     | 37%     | 41%     | 43%     |
| <b>Intermediate<br/>% of total</b>       | 28%     | 23%     | 25%     |
| <b>Early Intermediate<br/>% of total</b> | 14%     | 10%     | 8%      |
| <b>Beginning<br/>% of total</b>          | 3%      | 4%      | 3%      |

Results show that scores have remained flat, with some variations, over the past 3 years. Inconsistency in maintaining ELL teachers from year-to-year may be a factor. There has been a new instructor each year for the past 7 years. In addition, since 2009 we have reduced the number of ELD English classes from 5 sections to 1 due to declining enrollment. We are offering more SDAIE and co-taught classes; however, direct ELD instructional minutes have decreased.

### California Standards Test (CST)



HMBHS's overall proficient/advanced percentages have steadily risen over four years, with the only exception being in Science (-4.6%). ELA, History, and Math percentages have increased 6.7%, 9.1%, and 8.7% respectively.

## CST – English Language Arts

The HMBHS CST English Language Arts data demonstrates tremendous gains made towards limiting the decline of student proficiency rates. The very first point to make regarding the data are the significant improvements made at all grade levels over the previous four years. Gains are seen at Grade 9 for all students (+7%), Hispanic/Latino (+7%), Caucasian (+2%), and SED (+9%), Grade 10 for all students (+9%), Hispanic/Latino (+15%), Caucasian (+15%), and SED (+15%), and Grade 11 for all students (+24%), Hispanic/Latino (+19%), Caucasian (+30%), and SED (+15%).

Although great gains have been seen, a significant achievement gap exists among the two dominant ethnic groups at HMBHS. The Hispanic/Latino population, on average, is recording proficiency rates much lower than Caucasian students (39-50%). Although the results for 2012 demonstrate movement towards closing the gap, the disparity continues to be substantial.

Our English Language Learners struggle tremendously on the ELA portion of the CST exam. Despite an increase in the percent of our ELL ninth graders in 2010 scoring Advanced or Proficient, the gap between ELL and non-ELL students remained high that year. Surveying across the table, it is clear that the difficulty to succeed exists regardless of grade level.

### Grade 9

|                        | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|------|
| <b>All Students</b>    | 52%  | 55%  | 55%  | 59%  |
| <b>Hispanic/Latino</b> | 30%  | 36%  | 30%  | 37%  |
| <b>Caucasian</b>       | 75%  | 83%  | 73%  | 77%  |
| <b>ELL</b>             | 4%   | 10%  | 7%   | *    |
| <b>SED</b>             | 23%  | 28%  | 29%  | 32%  |

### Grade 10

|                        | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|------|
| <b>All Students</b>    | 45%  | 42%  | 52%  | 54%  |
| <b>Hispanic/Latino</b> | 13%  | 30%  | 25%  | 28%  |
| <b>Caucasian</b>       | 63%  | 69%  | 73%  | 78%  |
| <b>ELL</b>             | 0%   | 2%   | 0%   | *    |
| <b>SED</b>             | 13%  | 21%  | 16%  | 28%  |

### Grade 11

|                        | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|------|
| <b>All Students</b>    | 40%  | 47%  | 51%  | 64%  |
| <b>Hispanic/Latino</b> | 22%  | 19%  | 31%  | 41%  |
| <b>Caucasian</b>       | 50%  | 65%  | 64%  | 80%  |
| <b>ELL</b>             | 2%   | 2%   | 3%   | *    |
| <b>SED</b>             | 18%  | 6%   | 28%  | 33%  |

### Summative Math

|                 | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 79%  | 77%  | 71%  | 72%  |
| Hispanic/Latino | *    | *    | 45%  | *    |
| Caucasian       | 81%  | 74%  | 73%  | 74%  |
| ELL             | *    | *    | *    | *    |
| SED             | *    | *    | *    | *    |

### General Math

|                 | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 2%   | 4%   | 2%   | 2%   |
| Hispanic/Latino | 0%   | 5%   | 3%   | 0%   |
| Caucasian       | *    | *    | 0%   | 8%   |
| ELL             | 0%   | 6%   | 4%   | 0%   |
| SED             | 0%   | 6%   | 3%   | 0%   |

### Algebra I

|                 | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 27%  | 27%  | 21%  | 28%  |
| Hispanic/Latino | 23%  | 20%  | 16%  | 26%  |
| Caucasian       | 34%  | 37%  | 29%  | 30%  |
| ELL             | 18%  | 9%   | 11%  | 8%   |
| SED             | 21%  | 21%  | 18%  | 24%  |

### Geometry

|                 | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 32%  | 29%  | 34%  | 39%  |
| Hispanic/Latino | 14%  | 9%   | 17%  | 16%  |
| Caucasian       | 41%  | 37%  | 46%  | 52%  |
| ELL             | 0%   | 0%   | 0%   | 4%   |
| SED             | 13%  | 3%   | 17%  | 17%  |

### Algebra II

|                 | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 15%  | 32%  | 34%  | 40%  |
| Hispanic/Latino | 10%  | 17%  | 17%  | 23%  |
| Caucasian       | 18%  | 37%  | 41%  | 49%  |
| ELL             | 0%   | 7%   | *    | *    |
| SED             | 3%   | 10%  | 21%  | 26%  |

then a decrease from Geometry to Algebra II.

### CST – Mathematics

Of the four core subject tests, HMBHS students consistently score the lowest on the Math portion. The 2012 scores demonstrate a bounce-back of scores in the positive direction for all five exams. Of the four college preparatory math subject level exams (which excludes the General Math exam), HMBHS sees the largest disparity of students scoring Advanced and Proficient versus those that score Below Basic and Far Below Basic in Algebra I. Most years, a small number of eighth grade students from Cunha enroll in our Geometry or Advanced Geometry courses. Therefore, in succession, a small number of ninth grade students enroll in Algebra II. This data is not reflected in our CST scores, but rather those of the middle school. In addition, this past year resulted in the combination of three Algebra Readiness sections into one co-taught section.

### CST – Mathematics Significant Subgroups

Over the past four years, the percent of Hispanic/Latino students scoring Proficient or Advanced in Algebra I decreased until 2012. All the while, this significant subgroup has shown score increases in Algebra II each year. Also, when longitudinally analyzing the percent of students scoring Proficient and Advanced over the three-year sequence of Algebra I, Geometry, and Algebra II, the Hispanic/Latino population experiences a respective decrease and then a slight increase. Conversely, the Caucasian population demonstrates a small increase in percent scoring Proficient or Advanced from Algebra 1 to Geometry and

### CST - Social Science

The results from HMBHS's World History CST show consistent progress throughout the past four years. The Hispanic/Latino subgroup dropped 18% and SED lost 12%, leading to a decrease of 8% for all students in 2012. This percentage is still 8% better than 2009.

| World History   | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 46%  | 58%  | 62%  | 54%  |
| Caucasian       | 66%  | 72%  | 74%  | 79%  |
| Hispanic/Latino | 21%  | 37%  | 47%  | 29%  |
| ELL             | 7%   | 14%  | 11%  | 11%  |
| SED             | 20%  | 27%  | 43%  | 31%  |

HMBHS's US History CST shows a 1% increase for all students but reveals a decline for all subgroups except Caucasian. Although Hispanic/Latino, ELL, and SED showed a significant decline in 2012, the percentage proficient is still significantly higher than in 2009 (+11%, +7%, +10% respectively). The Caucasian subgroup is +13% and all students are +12% over the same span of time.

| US History      | 2009 | 2010 | 2011 | 2012 |
|-----------------|------|------|------|------|
| All Students    | 50%  | 57%  | 61%  | 62%  |
| Caucasian       | 65%  | 78%  | 72%  | 78%  |
| Hispanic/Latino | 27%  | 28%  | 44%  | 38%  |
| ELL             | 2%   | 7%   | 16%  | 9%   |
| SED             | 24%  | 17%  | 41%  | 34%  |

## CST - Science

|                      |                        | 2009 | 2010 | 2011 | 2012 |
|----------------------|------------------------|------|------|------|------|
| <b>Life Science</b>  | <b>All Students</b>    | 55%  | 54%  | 58%  | 51%  |
|                      | <b>Caucasian</b>       | 74%  | 76%  | 74%  | 77%  |
|                      | <b>Hispanic/Latino</b> | 30%  | 27%  | 31%  | 24%  |
|                      | <b>ELL</b>             | 8%   | 0%   | 6%   | 3%   |
|                      | <b>SED</b>             | 28%  | 16%  | 27%  | 22%  |
| <b>Biology</b>       | <b>All Students</b>    | 70%  | 74%  | 81%  | 71%  |
|                      | <b>Caucasian</b>       | 76%  | 85%  | 91%  | 87%  |
|                      | <b>Hispanic/Latino</b> | 53%  | 46%  | 65%  | 45%  |
|                      | <b>ELL</b>             | 13%  | 16%  | 45%  | 20%  |
|                      | <b>SED</b>             | 51%  | 27%  | 63%  | 41%  |
| <b>Chemistry</b>     | <b>All Students</b>    | 45%  | 52%  | 50%  | 55%  |
|                      | <b>Caucasian</b>       | 48%  | 57%  | 56%  | 65%  |
|                      | <b>Hispanic/Latino</b> | 33%  | 28%  | 22%  | 33%  |
|                      | <b>ELL</b>             | *    | *    | *    | *    |
|                      | <b>SED</b>             | 25%  | *    | 13%  | 41%  |
| <b>Earth Science</b> | <b>All Students</b>    | N/A  | 45%  | 51%  | 58%  |
|                      | <b>Caucasian</b>       | N/A  | 66%  | 80%  | 82%  |
|                      | <b>Hispanic/Latino</b> | N/A  | 29%  | 37%  | 42%  |
|                      | <b>ELL</b>             | N/A  | 12%  | 17%  | 17%  |
|                      | <b>SED</b>             | N/A  | 28%  | 35%  | 42%  |
| <b>Physics</b>       | <b>All Students</b>    | 67%  | 80%  | 80%  | 86%  |
|                      | <b>Caucasian</b>       | 63%  | 81%  | 81%  | 94%  |
|                      | <b>Hispanic/Latino</b> | *    | *    | *    | *    |
|                      | <b>ELL</b>             | *    | *    | *    | *    |
|                      | <b>SED</b>             | *    | *    | *    | *    |

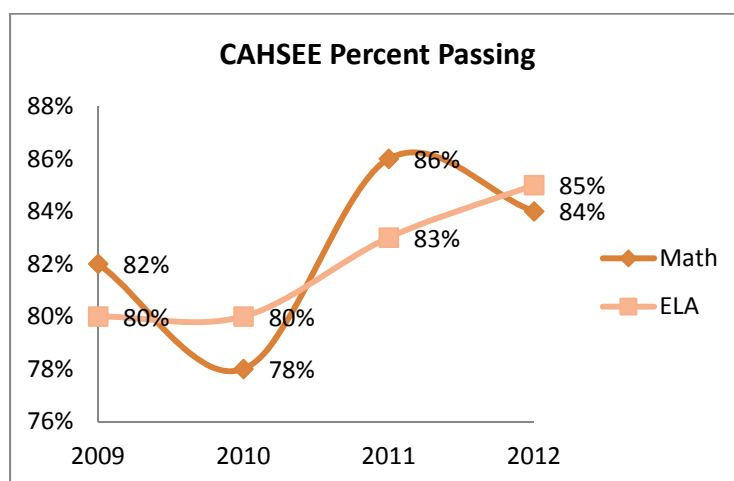
Biology and Physics both demonstrate a high level of success on the CST Science Tests. On these two tests, the majority of students scored Proficient or Advanced while only a fraction of the students scored Below Basic or Far Below Basic. Chemistry students have shown increases across each subgroup, significantly improving proficiency rates since 2009. HMBHS introduced the Earth Science course in the 2009-2010 school year and experienced varying results as we learn for whom this course is a best fit. The Life Science CST exhibits a similar relationship between those who scored Proficient or Advanced to those who scored Below Basic or Far Below Basic.

While our Caucasian population is performing very well in Life Science, Biology, and Physics, with students scoring Proficient or Advanced at an average rate of 77%, 87%, and 94%,

respectively, the scores for the Chemistry CST show an average success rate of 57% over the years 2009-2012. Caucasians have improved significantly in the fairly new course, Earth Science. The Hispanic/Latino population is seeing the most success in Biology, although with a lower success rate than the Caucasian students. The largest disparity is the insufficient data available for English Language Learners and Socio-Economically Disadvantaged in the Science courses as well as Hispanic/Latino students in Physics.

## California High School Exit Exam (CAHSEE)

HMBHS has seen a fairly substantial improvement across all scores in both the Math and English Language Arts sections of the CAHSEE over the past four years. The HMBHS Math section has seen fluctuating scores, resulting in a gross 2% increase. HMBHS ELA scores have been more consistent, resulting in a steady rise of 5%.



|                         | Math |      |      |      | ELA  |      |      |      |
|-------------------------|------|------|------|------|------|------|------|------|
|                         | 2009 | 2010 | 2011 | 2012 | 2009 | 2010 | 2011 | 2012 |
| <b>All 10th Graders</b> | 82%  | 78%  | 86%  | 84%  | 80%  | 80%  | 83%  | 85%  |
| <b>Female</b>           | 82%  | 81%  | 85%  | 85%  | 86%  | 90%  | 84%  | 88%  |
| <b>Male</b>             | 81%  | 75%  | 86%  | 82%  | 73%  | 69%  | 82%  | 83%  |
| <b>Hispanic/Latino</b>  | 66%  | 59%  | 70%  | 73%  | 57%  | 62%  | 68%  | 73%  |
| <b>Caucasian</b>        | 94%  | 93%  | 94%  | 92%  | 97%  | 93%  | 91%  | 96%  |
| <b>Special Ed</b>       | 22%  | 23%  | 32%  | 25%  | 35%  | 27%  | 26%  | 35%  |
| <b>ELL</b>              | 51%  | 38%  | 43%  | 41%  | 35%  | 37%  | 45%  | 54%  |
| <b>SED</b>              | 58%  | 50%  | 68%  | 69%  | 54%  | 59%  | 66%  | 66%  |

HMBHS significant subgroups have continued to perform well on the CAHSEE. Hispanic/Latino, Caucasian, Special Education, English Language Learners, and Socio-economically Disadvantaged groups have remained consistent, most improving slightly, over the last four years. For the respective subgroups, passing percentage differences over four years for Math are +6%, -2%, +3%, -10%, and +11%. Passing percentage differences for ELA are +16%, -1%, 0%, +19%, and +8%, respectively. Greatest gains have been seen by the Hispanic/Latino and SED subgroups.

## Advanced Placement (AP)

| Enrollment and Test-Taking     | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------------------|-----------|-----------|-----------|
| Total Enrollment in AP Courses | 355       | 399       | 485       |
| Total Number of AP Tests Taken | 295       | 328       | 441       |
| Total Number of AP Test Takers | 177       | 187       | 232       |
| Percentage Taking Test         | 50.0%     | 46.9%     | 47.8%     |

|                                                    |       |       |       |
|----------------------------------------------------|-------|-------|-------|
| Total Number of Tests Receiving Scores of 3+       | 200   | 216   | 271   |
| Percent of Tests Receiving Scores of 3+            | 67.1% | 65.8% | 61.5% |
| Total Number of Test Takers Receiving Scores of 3+ | 130   | 131   | 144   |
| Percent of Test Takers Receiving Scores of 3+      | 73.9% | 70.1% | 62.1% |

Enrollment in AP courses has drastically increased due to an open enrollment system. Students who do not meet course pre-requisites can sign a waiver to enter the class. While the percent of students taking AP tests has risen, it is still well below expectations. The data for 2012-13 will be important to analyze as several years ago, HMBHS went to a contract system that mandated AP students take the AP test for that class. Data also

shows that the percent of tests and test takers receiving scores of 3+ has declined over the past two years. This is most likely due the open enrollment system. As more students now have access to the AP coursework and subsequent exam, the drop in percentage is still acceptable as more student continue to receive passing scores of 3, and subsequent credit (+71 students over three years, but -11.8% of total enrollment). HMBHS will continue to monitor this data each year. We encourage all students to take one AP class during their four years at HMBHS and provide fee waivers to all students who qualify.

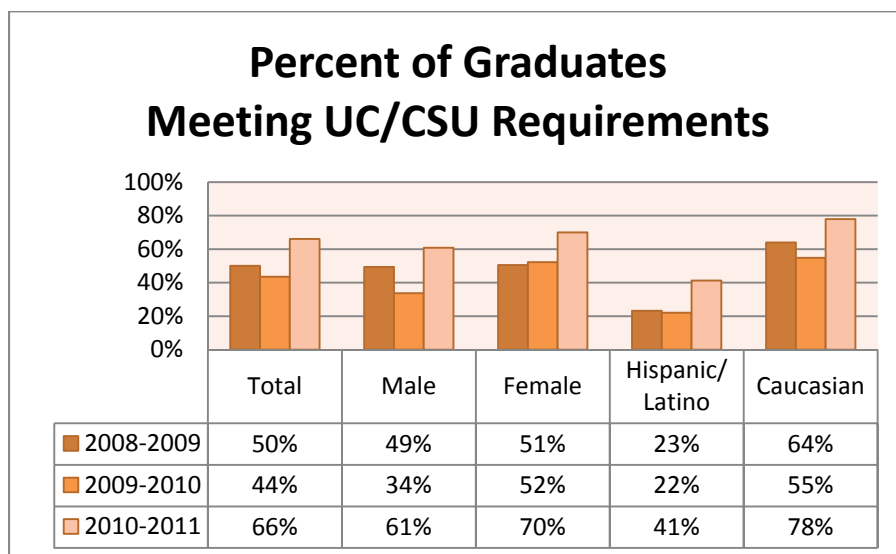
| Enrollment by Ethnicity        | 2010-2011 | 2011-2012 | 2012-2013 |
|--------------------------------|-----------|-----------|-----------|
| Total Enrollment in AP Courses | 399       | 485       | 584       |
| Hispanic/Latino                | 72        | 102       | 136       |
| % of Total                     | 18%       | 21%       | 23%       |
| Caucasian                      | 300       | 345       | 405       |
| % of Total                     | 75%       | 71%       | 69%       |

AP Enrollment, when disaggregated by ethnicity, demonstrates the trend of high expectations on academics and equal access. As the total enrollment for AP courses has increased, so has enrollment of Hispanic/Latino students. Over the

course of three years, 63 more Hispanic/Latino students (+5%) have been provided access to the AP curriculum. This increase has had an effect on Caucasian enrollment, losing 6% over the same period. It is important to note that enrollment figures contain a double count – one student may be enrolled in multiple AP courses.

## UC/CSU Requirements

The total percentage of graduates meeting UC/CSU requirements has increased by 16% over the past three years. The Hispanic/Latino subgroup has realized the largest shift in meeting these requirements, increasing by 19%. The male and female subgroups increased by 12% and 19% respectively, while the Caucasian subgroup added 14%. Overall, this graph demonstrates HMBHS's commitment to providing all students with the opportunities to gain entry to the UC/CSU system.



## Graduation

|                                           | 2008-09             | 2009-10             | 2010-11             |
|-------------------------------------------|---------------------|---------------------|---------------------|
| <b>Percent of Senior Class Graduating</b> | 198 of 264<br>75.0% | 211 of 239<br>88.3% | 227 of 263<br>86.3% |
| <b>Graduation Rate</b>                    | 84.6                | 94.2                | 88.8*               |
| <b>Hispanic/Latino</b>                    | 56<br>28.3%         | 77<br>36.5%         | 80<br>35.24%        |
| <b>Caucasian</b>                          | 125<br>63.1%        | 124<br>58.8%        | 131<br>57.71%       |

Percentage and/or number of Hispanic/Latino students graduating has risen over the past three years, while Caucasian graduation percents have declined over the same period. This can partially be attributed to the increase of the Hispanic/Latino student

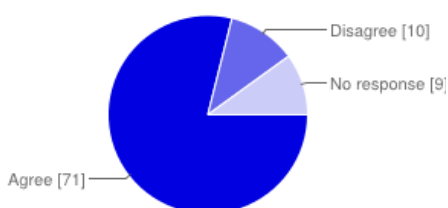
population (+7%) over past three years. This trend is expected to continue for the 2011-12 graduation data (currently unavailable) as there was a spike in Hispanic/Latino enrollment. The Caucasian subgroup has experienced approximately a 2% decline in enrollment over the same period. An additional worthy note is HMBHS traditionally has the lowest dropout rate in all of San Mateo County. This statistic will continue to be monitored closely, particularly in light of the revised cohort graduation rate.

\*The new "cohort graduation rate" was a shift in graduation rate data for the 2011 school year (and will continue to be in future years). It replaces the previous formula to determine

graduation rates as required by U.S. law. The previous formula, called the "National Center for Education Statistics (NCES) completer rate" is used to determine whether schools have met their targets for increasing the graduation rate for Adequate Yearly Progress reporting under the federal accountability system. The NCES completer rate was needed until California had four years of longitudinal student data to calculate a cohort rate, hence the disparity between the 2008-09 and 2010-11 school years.

## PROCESS AND PERCEPTION DATA

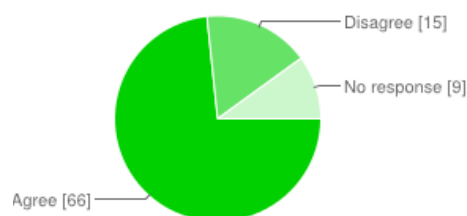
Teachers, parents, and students participated in surveys in the 2011-12 academic year. The teacher survey, created by teachers on the Leadership Team, was conducted during a staff meeting so that all teachers could participate. It focused primarily on professional development (PD), decision making, and school climate. A majority of teachers feel that they are involved in decision making (65%), have opportunities to influence what happens at school (74%) and as a result look forward to coming to work every day (88%). Teachers are equally divided (49%), however, over whether our process for decision making is always effective. There is a strong belief in our ability to design instructional programs together (86%) thanks to the respect and empowerment we are given by the current administration (91%). Most teachers feel that they receive inadequate professional development support (67%) mostly due to the fact that it does not include enough time to think carefully about, try and evaluate new ideas. On the other hand, 62% state that most of what they learn in PD addresses the needs of the students they serve. As results of the PD teachers have received over the last two years, 57.5% believe they are more effective instructors and that student behavior has improved. In addition, 49% of teachers surveyed believe that the quality of student achievement has increased since 2010.



*My child knows where to get assistance at HMBHS.*

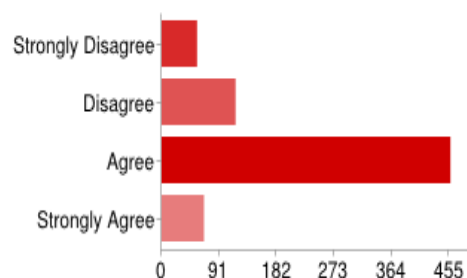
The parent survey was distributed through our school website and Infinite Campus, the PAC board electronic newsletter, and through direct invitation. Ninety parents submitted responses. The surveyed parents overwhelmingly feel that they, as well as their student, have access to teachers, administration and counselors. They are regular users of School Loop; 67% use it every day, and 98% agree that their child accesses it regularly

to be aware of what is happening at school and what deadlines are approaching. Currently, we have an open campus. Due to safety concerns for students, teachers and administrators often discuss the need for a closed campus during lunch. This concern is not backed by parents as 71% disagree that closing the campus would result in a safer environment. While 82% of respondents state that college bound students are offered the classes to be successful in higher education, and 55% believe students have access to a curriculum that prepares them for the “real” world; only 48% feel that students are offered the necessary classes to enter the workforce after graduation. Overall, parents genuinely feel the importance of being involved in their children’s education (89%) and 73% state that HMBHS encourages parent involvement in various ways.



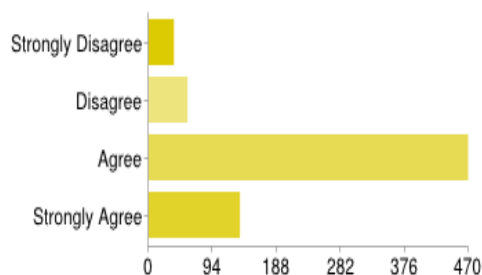
*HMBHS encourages parent involvement in various ways.*

In the spring of 2012, 697 Half Moon Bay High School students participated in a survey conducted by the counseling staff during social studies classes. They answered questions mostly related to school climate and personal safety. Feeling connected to school is an important indicator of a healthy school climate and 76% agree or strongly agree to feeling like they are a part of HMBHS thanks to feeling safe on campus (86%); feeling recognized for academic as well as non-academic gifts and talents (56%) and the respect they feel from teachers, administrators, office staff, campus supervisors and especially their counselors (92%). School Loop keeps 91% of them connected to academics,



*I feel connected and part of HMBHS.*

deadlines, forms, and an array of important information that adds to their school experience. As a result, 77% genuinely agree or strongly agree that they like Half Moon Bay High School. Students may feel respected by the adults around them on campus, but 58% disagree or strongly disagree that students show the same respect for each other, especially in terms of respecting races and cultures. While many avenues exist for students to voice their concerns or opinions, only 48% feel like the administration values what students have to say, especially concerning a fair discipline policy which displeases 57% of respondents. Our school district is tackling bullying at every school site. 75% of students state that they have never been pushed, shoved, slapped, or kicked by another. Verbal bullying, as in rumors or lies, has affected 49% of students at some time, and 51% of student have experienced sexual jokes, comments or gestures being directed at them. As stated earlier, 86% of students state they feel safe on campus despite the data that shows 48% having witnessed someone carrying a gun, knife or other weapon at school.



*I feel safe at school.*



## **Chapter II:**

### Overall Summary from Analysis of Student/Community Profile Data

## **CHAPTER II: OVERALL SUMMARY FROM ANALYSIS OF STUDENT/COMMUNITY PROFILE DATA**

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Half Moon Bay is a community with great affluence and poverty. This economic chasm affects our student population as well. The Half Moon Bay High School student body has gone through several changes since 2007 including an overall decrease in the number of students attending our school. The California economy has been one factor that has forced families to move to other areas. At the same time, HMBHS has welcomed an increasingly growing number of students returning from the private school sector. Over the past year, the enrollment of Caucasian students has dropped almost 6% while Hispanic/Latino has increased over 6%. Over the same period, the other ethnic groups have remained relatively unchanged and small.

Since 2008, closing the achievement gap between our Caucasian students and our ELL students became a major focus as we sought ways to improve our instruction, curriculum, assessment and school culture to encourage higher achievement of all students. From 2008 to 2011, we saw gains across all subgroups. During this same time period of advancing test scores, more students had access to AP classes, felt safe and connected to their campus, and used School Loop to easily access their coursework and communicate with teachers. In addition, administrative enforcement of behavior expectations, including higher accountability, seems to correlate with a staggering increase in attendance rates as well as sharp declines in truancy rates and suspensions. The increase of students present in class, on-time ready to learn, and more taking college prep course work has prepared them for academic success as shown by the increase in state test scores, graduation rates and rates of students attending college after high school.

Half Moon Bay High School met and surpassed its API growth targets in every category for two consecutive years from 2009 to 2011. While the Caucasian group consistently scored above the statewide target of 800 since 2008, this group showed a slight decrease in 2010-11. This decrease, and the significant gains made by the Hispanic/Latino group in 2010-11, contributed to reducing the achievement gap by 38 points. In 2011-12, even though the Hispanic/Latino group experienced an additional gain of 18 points, the 24 point increase made by the Caucasian group slightly widened the achievement gap. The SED and ELL subgroups not only met their growth targets but showed significant increases in test scores from 2009 to 2011. There is a discrepancy in reporting data as it appears that 2011-12 data included only one ELL 10<sup>th</sup> grader. This anomaly was investigated and we are currently awaiting an updated score report from the California Department of Education. HMBHS has not met its AYP in the last three years. However, in 2010-11, 21 out of 22 criteria were met, with gains being made by our Hispanic/Latino and SED groups in both ELA and Math, and English Language Learners in Math.

HMBHS has worked diligently over the past three years to take action and respond to the recommendations of the 2010 visiting committee. Addressing the achievement gap continues to be an area of critical need.

**1. Increase the academic success of all students with a special emphasis placed upon students within the statistically under-performing subgroup of English Language Learners.**

Further analysis reveals additional reasons why our ELL subgroup needs to remain in the forefront of our action plan. CELDT scores have remained flat, with some variations, over the past three years. Inconsistency in maintaining ELD teachers from year to year may be a factor. There has been a new instructor each year for the past seven years. In addition, since 2009, we have reduced the number of ELD English classes from five sections to one due to declining enrollment. We are offering more SDAIE and co-taught classes; however, direct ELD instructional minutes have decreased. There have been neither consistent ELD departmental collaboration nor a consistent department head to set and implement departmental goals, analyze benchmark results and revise curricular maps.

The migrant education enrollment has steadily declined from 2008 to 2012. The loss of 84 students has resulted in a 7.6% decline in percent of total enrollment for migrant education. Local nurseries have closed and laid-off employees causing families to leave the area for other locations with similar jobs.

A significant achievement gap exists among the two dominant ethnic groups at Half Moon Bay High School. Despite an increase in the percent of our ELL ninth graders in 2010 scoring Advanced or Proficient, the gap between ELL and non-ELL students remained high that year. Surveying across the table, it is clear that the difficulty to succeed exists regardless of grade level. In reference to the CST – ELA exam, our Hispanic/Latino population, on average, recorded scores 15-20% lower than our Caucasian students. Although the results for the Class of 2012 over the past three years demonstrate movement towards closing the gap, the disparity continues to be substantial.

The results of our Socio-Economically Disadvantaged (SED) students are similar to those of our Hispanic/Latino population, with a mean scale score averaging  $300 \pm 10$ . We acknowledge higher success among the SED students in their freshmen year compared to their sophomore or junior years.

In terms of graduating our ELL students and preparing them for life beyond high school, the implications of the data show that much more progress needs to be made. CAHSEE scores reveal

that Hispanic/Latino, SPED, ELL, and SED are underperforming and that they fall below San Mateo County scores. While significant progress has been shown in the Hispanic/Latino subgroup in taking classes that meet UC/CSU Requirements there still remains a large difference when compared to the Caucasian subgroup. While the percentage of Hispanic/Latino students who graduate has risen over the past three years, graduation rates are far below those of their Caucasian peers, underscoring the need to continue to address our achievement gap.

In addition to our achievement gap, the data indicates that a great number of students are struggling to score above basic in math, especially those belonging to our significant subgroups. Addressing this is our second critical area of need.

**2. Increase the math achievement levels on the CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as ELL, SPED, and SED.**

Of the CST four core subject tests, Half Moon Bay High School students consistently score the lowest on the Math portion. Of the four college prep math subject level exams (which excludes the General Math exam), in Algebra I we see the largest disparity of students scoring Advanced and Proficient versus those that score Below Basic and Far Below Basic. Most years, a small number of eighth grade students from Cunha enroll in our Geometry or Advanced Geometry courses. Therefore, in succession, a small number of ninth grade students enroll in Algebra II. This data is not reflected in our CST scores, but rather those of the middle school.

Over the past four years, the percent of Hispanic/Latino students scoring Proficient or Advanced in Algebra I has decreased while the scores increased in Algebra II. Also, when longitudinally analyzing the percent of students scoring Proficient and Advanced over the three-year sequence of Algebra I, Geometry, and Algebra II, the Hispanic/Latino population experiences a respective decrease and then a slight increase. Conversely, the Caucasian population demonstrates a small increase in percent scoring Proficient or Advanced from Algebra 1 to Geometry, and then a decrease from Geometry to Algebra II.

We see similar results on the CAHSEE test. While test scores in Math have risen overall, they remain below San Mateo County score average with significant subgroups underperforming.

**3. Increase the graduation rate among all identified cohorts and continue to focus on increasing the number of students who are UC/CSU eligible.**

The percentage of Hispanic/Latino students graduating has risen over the past three years, while Caucasian graduation percents have declined over the same period. This can partially be attributed to the increase of the Hispanic/Latino student population (+7%) over the past three years. This trend is expected to continue for the 2011-12 graduation data (currently unavailable) as there was a spike in Hispanic/Latino enrollment.

The average daily attendance rate, as reviewed in Chapter 1, has increased significantly since 2008-09. There has been a staggering 15% increase over the past four years. For the 2012-13 school year, HMBHS is proposing a significant change to Senior attendance requirements to further boost overall school attendance rates. A proposal will be submitted to the CUSD Board requesting the modification of an Administrative Regulation to place increased expectations on Senior students. The request will be to increase the current 85% attendance requirement to 90%.

The total percent of graduates meeting UC/CSU requirements has increased by 16% over the past three years. The Hispanic/Latino subgroup has realized the largest shift in meeting these requirements, a 19% improvement, while the Caucasian subgroup increased 14%. As demonstrated from the graph in Chapter 1, HMBHS's commitment to providing all students with the opportunities to gain entry to the UC/CSU system is a top priority.

While not a fourth critical area of need, we believe that keeping a strong focus on improving our school culture and climate will continue to help students become more focused on high achievement. Since 2008, our campus culture has transformed in so many positive ways. The student survey indicates that students do feel connected and prepared for college and beyond. They believe their teachers care and are respectful towards them, but almost half feel that students themselves do not put in the effort to succeed in school and they often show disrespect toward each other, especially concerning race. The counseling staff has been vigorously addressing these student perceptions and hosted its second annual Challenge Day in January 2013. This year's leadership class undertook an important study about our achievement gap, researching what it is and analyzing the data at our school. Students are being empowered to address this critical area and propose solutions from within the student body. One way that we are currently strengthening our school culture is by promoting a new awareness and active implementation of our ESLRs with emphasis on character development. Our Renaissance program continues to expand student and staff recognition, making high achievement, good character and excellence in communication more relevant to students every day.

### **Essential Questions Raised by Data Analysis**

1. What is happening with our ELL's and long-term ELL's K-8? How can we address educational deficits from previous years and schools? Is the lack of math class variance at the middle school an advantage or disadvantage for student achievement? Does this allow students to reach their learning potential?
2. Is the entire district involved in benchmark exams and data analysis especially regarding disaggregated ELL data? Are there district-wide programs and initiatives being implemented to address this achievement gap?
3. How do we support the ELL community to increase the focus on education and academic success? How do we increase parent involvement, especially parents of students in significant subgroups?
4. Why are ELL's not being reclassified? Have these students been tracked and monitored throughout their educational career in Cabrillo Unified? Is the lack of reclassification due to academic or language level?
5. Should we offer summer enrichment for students? Should we expand current summer programs to include targeted intervention in addition to credit recovery?
6. What is the impact of the immersion program on the ELL's and their academic success, especially in math?
7. Will a course like AVID meet the needs of our ELL and SED subgroups? Would an expansion of the SOY program address concerns and challenges these students are facing?
8. What motivators will help our underachieving students and help to redirect their academic efforts?
9. Is it possible to alter the master schedule or bell schedule so that faculty can conference with small classes? Is it possible to create common preparation periods for intervention/resource teachers to collaborate with mainstream teachers and counselors regarding underperforming students?
10. How can we create continuity within the English Language department and ensure that we have the most qualified instructor each year?
11. Is it possible to increase the role of counseling and social services (outreach) for students who seem to suffer academically due to non-school related struggles?
12. Is there a need for more articulation between HMBHS and the middle school in the Math and English content areas?
13. Tutoring is available after school every day, but are students using it? Is the tutoring effective for those who use it? Is there a way to require underperformers to attend afterschool tutoring?



### **Chapter III:**

### **Progress Report**

## CHAPTER III: PROGRESS REPORT

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When Half Moon Bay High School undertook its WASC self-study in 2007, we were a vastly different school from the one described in this self-study. Half Moon Bay High School did not receive the six-year clear review to which we were accustomed. The visiting committee recognized our many achievements but observed that we were not making enough progress on our areas of need. They were not confident that we could address these needs in part because at the time, the relationship between the principal and the certificated staff had deteriorated to the point where working together to reach our goals was not productive or possible. The visiting committee recommended a six-year accreditation with a three-year review and identified five 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.
2. Ensure all students are enrolled in rigorous academic courses.
3. Ensure all teachers are implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum.
4. Provide collaboration time for all teachers to analyze data through data related tools.
5. Expect all students can achieve in rigorous academic courses and remove barriers to access college preparatory classes.

In 2008, Half Moon Bay High School welcomed a new principal who set us on a path of professionalism to address the visiting committee's concerns. There was tremendous staff buy-in and willingness to make progress. In 2009, a new assistant principal added to our renewed spirit of collaboration. When the visiting committee returned in 2010, they noted that the change in site administration had created a powerful, collaborative structure for progress and school-wide improvement. The school staff and community had embraced the improvement process and were clearly dedicated to ensuring the culture of the school aligned to the needs of all students. They acknowledged that Half Moon Bay High School made a strong commitment to the improvement and monitoring of student achievement, especially concerning the development of the Expected School-wide Learning Results.

Since the 2010 WASC Visitation, our school community endured many sacrifices due to the tremendous financial strain on our school district as a result of the larger economic stress in California. Every year since 2009, the school board eliminated and reduced many teaching and staff positions. With the reduction of allotted sections due to staffing to student ratio, the intention to maintain class size reduction, especially in English, became obsolete. The school board instituted two years of teacher furlough days, resulting in a loss of professional development days and teacher salary. In addition, employee benefits were reduced as negotiated

by District and CUTA negotiating teams.

We began our 2013 self-study in the midst of this difficult situation and noticed despite having to work with much less, the school community didn't shirk from giving more. This ongoing process of self-study has truly established a professional collaborative climate where administration, certificated and classified staff demonstrate their desire to meet the needs of all students by making continual progress in addressing our CANs. Parent groups have become stronger, more organized and helped pass substantial parcel tax and bond measures. Teachers and administrators volunteered to become members of WASC visiting teams in California. With school district support, others continued to volunteer on various boards, committees, club advisories, and some even took on additional supervisory duties for the benefit of our students. Despite such adversity, student achievement was never sacrificed but only increased as proven by our ever rising test scores. It is clear that Half Moon Bay High School stakeholders are committed to student learning.

The Critical Areas of follow-up from the 2007 visitation are located in the following orange boxes. We have noted the commendations and recommendations for continuous improvement from the 2010 visiting committee. Narratives that address these recommendations, as well as goals from the Single Plan for Student Achievement have been included.

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

*Commendation(s) from 2010 WASC Visitation Committee:*

- In 2008, we created a Leadership Team of seven teachers elected at-large through a union facilitated election. Their first accomplishment was devising a bell schedule to include weekly collaboration time embedded in the staff day. The staff voted to implement the bell schedule and new collaboration time.
- The 2008 professional development plan included a 3-year phase-in of collaboration, vertical and horizontal curriculum alignment, benchmark development and data analysis.
- The Leadership Team planned in-house professional development known as “peer expert workshops” where teachers shared out best practices based on current educational research that they had learned from participation in content area workshops, conferences, etc.
- In addition to “Peer Expert Workshops”, teaching experts also guided our professional development in addressing our achievement gap. These included cultural awareness training professionals and working extensively with, Ray Garcia, who helped us identify our at-risk students and develop teaching strategies to increase all student's academic

success. ELD teachers attended many conferences including Zap the Gap and spent significant time to create more effective curriculum and assessments.

- The Leadership Team also developed School Improvement Teams which were transitioned into collaboration Pods of certificated and classified staff. Working in Pods allows for cross-curricular communication on many subjects that affect the school.
- The 2009-2010 Site Staff Development Plan centered on the principles of the Professional Learning Community model, which had been adopted by the Cabrillo Unified District and was fully aligned with the 2009-2010 Single Plan for Student Achievement and with the district board adopted goals for 2009-2010.
- Departments in targeted core areas completed pacing guides and the corresponding benchmark exams, in which essential key standards were designated and assessed in common formative assessments. They did this by using CST subject area data to identify essential skills to be taught and assessed each quarter.

*Recommendation(s) from 2010 WASC Visitation Committee:*

- Create a formal process to assess the effectiveness of professional development in adjusting teacher practice and in increased student achievement and/or engagement in learning

This has been a topic of great interest among the teaching staff, especially in how to best implement the new Common Core Standards in all departments. Last year's staff survey revealed that the majority of teachers desire greater cohesiveness to Professional Development days to allow time for practice, implementation, and analysis of their effectiveness on student learning. The Leadership Team has responded to these survey results by creating a roadmap for future Professional Development days. Department Chairs created year-long department professional development plans with goals for how the Tuesday morning collaboration times would be utilized. Funds for individual teacher professional development were significantly reduced by the district during our financial crisis, but the Parent Advisory Council stepped in and set aside money for each department so that teachers may continue to participate at conferences, workshops, and in professional learning communities every year. Monthly subject area collaboration time has also allowed teachers to assess the effectiveness of their instructional practices by analyzing student work samples. Our increasing test scores and improving school climate are two indicators of success in addressing the effectiveness of professional development on student achievement and engagement.

*SPSA Goal #6:* Create WASC Action Plan that is a multi-year improvement plan aligned to the Single Plan/Site Plan and specifically addresses the WASC Critical Areas of Improvement, growth targets and a comprehensive professional development plan for common core standards integration.

In the fall of 2012, this goal was added to the Single Plan for Student Achievement. It was approved in May of 2012. In the spring of 2011, all department chairs designed year-long professional development plans. The intention was to create a comprehensive plan for how Tuesday collaboration time would be used. The main focus included the transition of curricular maps and pacing guides to the adopted Common Core Standards. In addition, all other collaboration time focused on addressing the Critical Areas of Need following the 2010 WASC visitation. As a larger faculty, we designed our Super Tuesday collaboration release days to address SPSA Goals 1 through 5.

We continue to use EADMS to analyze benchmark exam data to inform our instructional practices. As a staff and district, we meet several times a year to review student achievement and discuss best practices to be implemented to ensure that all significant subgroups reach their learning and academic potential.

In the fall of 2011, Focus Group A met and determined the pressing need to rewrite our ESLRs. In future years, we will need to develop a rubric to assess the new and improved ESLRs. We continue to survey staff, students, and parents to gain important feedback to bring about school change and reform. With intentionality in how we construct and use collaboration time and staff release days, we were able to meet several of the SPSA goals and have successfully addressed the 2010 visitation committee recommendations and Critical Areas of Need.

## **2. “Ensure all students are enrolled in rigorous academic courses.”**

*Commendation(s) from 2010 WASC Visitation Committee:*

- Half Moon Bay High School made a concerted effort to bring all courses to the highest academic standards, and to make certain that all students have access to those courses.
- Spanish for Spanish Speakers I (S4SS I) was implemented in 2009 to increase the challenge for native Spanish speakers and increase their literacy in their primary language.
- Enrollment increased in AP classes thanks to measures undertaken to make them more accessible, like AP Spanish Language and AP Spanish Literature.
- 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.
- The counseling department developed the Personal Learning Plans (PLPs) for all grades which involves individual meetings with all freshmen and their families. Counselors, through the PLP program, provide guidance in the area of rigorous course selection.
- Bilingual counselors meet with Spanish-speaking parents and college-related

information, such as FAFSA, are presented both in English and Spanish.

*Recommendation(s) from 2010 WASC Visitation Committee:*

- Create a long-range, multi-year, School-wide Action Plan that specifically addresses the WASC Critical Areas of improvement including growth targets for improving student achievement for all significant sub-groups and a comprehensive professional development plan that is tied to student learning needs. The goals of the Single Plan for Student Achievement should be aligned or combined with the long-range School-wide Action Plan. Parents, students, and all staff should participate in the creation of this plan (School Site Council, ELAC, PAC, Pods, etc).

We have created a long-range, multi-year, School-wide Action Plan (Single Plan for Student Achievement) that specifically addresses the WASC Critical Areas of Need. It includes growth targets for improving student achievement for all significant subgroups along with a comprehensive professional development plan that is tied to student learning needs. Parents and students were involved in developing this plan through School Site Council, ELAC, and PAC meetings. Staff offered input during WASC-focused Professional Development Days, staff meetings, Leadership Team and Academic Council meetings, and in Pods.

*SPSA Goal #4:* HMBHS will show a 24.2% increase in student achievement for the English Language Learner subgroup on the California Standards Test in English Language Arts. HMBHS will show an increase of 25.6% in student achievement for the English Learner subgroup on the California Standards Test in Math.

Since 2008, there has been an exponential increase in our API growth for the English Language Learner with the exception of last year. API growth for this significant subgroup rose 70 points from 2008 to 2010. In 2012, a 16 point API decrease was reported. While gains were made, the intended improvements per the SPSA were not met. We did not report a 24.2% annual increase in achievement on the ELA portion of the CST's or a 25.6% annual increase by ELL's in the area of math. Annually, we showed growth but on a much smaller scale.

In addition, due to problems with the coding of the CAHSEE student answer documents, data from 2012 is still not available. Based on trend data, it is not likely the percent increases would have been met. As a staff, we continue to discuss and focus on how to meet the needs of our ELL students, especially our long-term ELL's. We continue to provide more support and differentiated instruction in our growing, co-taught classes. Next year, we will expand the model into the English Department.

As a faculty and in collaboration with parent groups, we continue to discuss the best ways to set

measurable goals that are attainable. We are conscious of the fact that our significant subgroups must remain at the forefront of all academic goals that we set for our school community.

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

*Commendation(s) from 2010 WASC Visitation Committee:*

- The teaching staff at HMBHS implemented a number of innovative techniques that engage students in classroom activities, support varied learning styles and differentiated abilities and consistently check for understanding thanks to peer-to-peer sharing of best practices in the area of differentiation.
- The Leadership Class provided many more opportunities for extra-curricular enrichment by enlisting community and teacher support to volunteer in advisory capacities resulting in an expanding number of students who participate in clubs, activities and sports.

*Recommendation(s) from 2010 WASC Visitation Committee:*

- No recommendation made by visiting committee.

Teachers continue to master the implementation of differentiated instruction to engage student learning. Each department has identified the myriad ways that they supported student academic success in the departmental progress reports that can be found in the Appendix. Peer workshops have been effective ways for colleagues to share their practices. In addition, we are piloting a new program which began in January 2013 called Achieve3000 to address Common Core and support our subgroups who struggle with English literacy. This program offers differentiated, online instruction using nonfiction content and ongoing Lexile assessment to improve students' reading and writing and prepare them for college and career success. Academic support classes, ELD, and Special Education teachers received professional development in the beginning of January 2013 to implement the program this quarter.

*SPSA Goal #2:* HMBHS will increase annually by 10.5% the number of students who achieve at the proficient level or higher on the California Standards Test in English Language Arts.

While not meeting the SPSA goal, our proficient and advanced scores in the area of English Language Arts continue to steadily increase annually. English teachers meet in the summer to realign curriculum and standards. They have chosen to participate in EAP workshops, pre-AP conferences, and seek out their own professional development. HMBHS English teachers have remained committed to collaborating as level teams under the direction and guidance of their department chairs, have increased the number of cycles of data inquiry, and annually plan a release day to calibrate writing assessments and refine departmental rubrics. Additionally, they

have been collaborating with the Social Studies Department to create cross discipline writing assignments and to align literary works with the pace and historical timeline of the history teachers.

*SPSA Goal #3:* HMBHS will increase annually by 12.3% the number of students who achieve at the proficient level or higher on the California Standards Test in Math.

Like the English department, the math team has witnessed increases in student performance on the math portion of the CST's. While not meeting the SPSA annual growth target, they have identified clear areas of improvement in terms of math strands. They continue to explore best practices and have adopted new courses to meet the needs of students who enter high school below grade level. To support all learners, they are committed to maintaining a fully developed co-taught pathway comprised of veteran teachers. The department chair recently became the district curriculum committee chair and is committed to bringing about more district-wide, systemic change to address the needs of our low performing math students prior to their start at our high school.

Once again, the HMBHS faculty, in collaboration with the district-wide math committee and district office administrators, will continue to discuss the best ways to set measurable goals that are attainable. We are conscious of the fact that our significant subgroups must remain at the forefront of all academic goals that we set for our school community.

**4. "Provide collaboration time for all teachers to analyze data through data-related tools."**

*Commendation(s) from 2010 WASC Visitation Committee:*

- 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.
- In addition, seven "Super Tuesdays" are established throughout the year, which combine an early release with the late start to have more in depth professional development, to work in Pods and to analyze benchmark assessments that are developed collaboratively within departments and/or created with the Intel-Assess program.
- Teachers communicate among themselves, staff, students and parents about grades and assignments in School Loop using School Loop's portal and email functions.

*Recommendation(s) from 2010 WASC Visitation Committee:*

- Create a formal process for disaggregated data collection and analysis at the course alike and department level to monitor student achievement in the academic standards and the ESLRs.

- Collect and analyze longitudinal data that is disaggregated for CSTs, CAHSEE, CELDT, benchmark exams, and other relevant data that measure student achievement in the Standards and the ESLRs.

HMBHS has created a formal process for disaggregated data collection and analysis at the course and department level. Core teachers use EADMS to collect and analyze longitudinal data that is disaggregated for benchmark exams to measure student achievement in the content standards. Quarterly benchmark data analysis days are embedded in our calendar during collaboration time and professional development days. Every year the administration presents the results of our students' CSTs, CAHSEE, and CELDT scores to the staff to help identify critical areas of need for student learning that drive our yearly goals.

*SPSA Goal #4:* HMBHS will show a 24.2% in student achievement for the English Language Learner subgroup on the California Standards Test in English Language Arts. HMBHS will show an increase of 25.6% in student achievement for the English Language Learner subgroup on the California Standards Test in Math.

As a district, we are dedicated to vertical articulation and working to determine how to best meet the academic needs and struggles of our long-term ELLs. We are part of a county-wide consortium that meets to look at curriculum and best practices. Post WASC, we will refocus our efforts to provide more professional development aimed to meet the needs of our ELL students. While not meeting this goal, we intend to continue using cycles of data inquiry to improve our instructional practices and to possibly adopt school-wide programs and initiatives targeted at improving the academic achievement of English Language Learners. An analysis of the allocation of personnel and programmatic resources dedicated to improving the academic achievement of English Language Learners has been ongoing. School Site Council, in conjunction with staff input and district committees, is working to determine the best practices and placements for students who have yet to be reclassified given the limited categorical funding that remains after the allocation for the bilingual liaison.

As a faculty and in collaboration with ELAC, DELAC, and the district facilitated English Language Arts/ELD committee, we intend to drive discussions towards finding the best ways to set measurable goals that are attainable. We are conscientious of the fact that our English Language Learners, especially our long-term ELLs, must remain at the forefront of all academic goals that we set for our school community.

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

*Commendation(s) from 2010 WASC Visitation Committee:*

- Leadership teacher and the Assistant Principal of Curriculum and Instruction inaugurated a school-wide student recognition program called *Renaissance*, to foster a culture of academic achievement as well as to reinforce the Expected School-wide Learning Results.
- Departments engaged in a process of having every possible class approved on the UC A-G list, in order to increase the number of graduates who are UC/CSU eligible. Three out of the four years of Social Studies courses are A-G approved, and the Freshman Studies class was slated to be A-G approved as a World Studies class in the 2010-2011 school year. The Science and Agriculture departments received A-G approval for all courses except *Intro to Agriculture Science*, which was slated to be submitted to UC in the 2010-2011 school year. A 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 preparation.
- The HMBHS counselors also provide specific outreach to Spanish-speaking families (two of 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.
- Counselors meet with each student receiving two D or F grades at the quarter 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, HMBHS created two Strategic Academic Support (SAS) classes. These courses combine credit recovery using AVENTA, organizational skills, and support for core classes. HMBHS also uses the Portable Assisted Study Sequence (PASS) Program to support our Migrant population with a UC-approved high school program that provides curriculum aligned with the California Content Standards, via portable units of study that allow migrant high school students throughout California to receive credits toward graduation.

*Recommendation(s) from 2010 WASC Visitation Committee:*

- Develop benchmarks and rubrics to assess Expected School-wide Learning Results
- Incorporate an additional release/preparatory period for the Activities Director to build on the success and scope of the student activities program, which has been improving school culture and climate.
- Collect data on the effectiveness of intervention programs and targeted counseling on the improvement of student achievement of the academic standards and the ESLRs. This data could come from surveys, measures of academic performance, suspension data, etc.

HMBHS attributes the improvement of school climate to many factors including the hard work of our Leadership teacher, the creation of objectively measureable ESLRS, and the data collection that informs us about the effectiveness of current interventions. We could not build an extra preparation period into the master schedule for the Leadership teacher, but this position receives a stipend for the responsibilities assumed as the Activities Director. Additionally, release time is provided when needed. Our redesigned Expected School-wide Learning Results are objectively measurable. The teachers and administration have explicitly presented the ESLRS in each class with examples of how to be successful. Student work analysis forms and the Outstanding Cougar nomination forms include rubrics. Teachers can now make positive referrals that are linked to each specific ESLR in Infinite Campus. The student survey results, along with attendance and graduation data, point to intervention programs that are effective. Student daily attendance is at an all time high; more students are making positive and healthy life choices; student referrals have decreased; more students are eligible to attend colleges and universities. As a result, more students meet the Expected School-wide Learning Results.

*SPSA Goal #1:* HMBHS will increase annually by 7% the number of HMBHS graduates who are college ready (UC/CSU eligibility requirements).

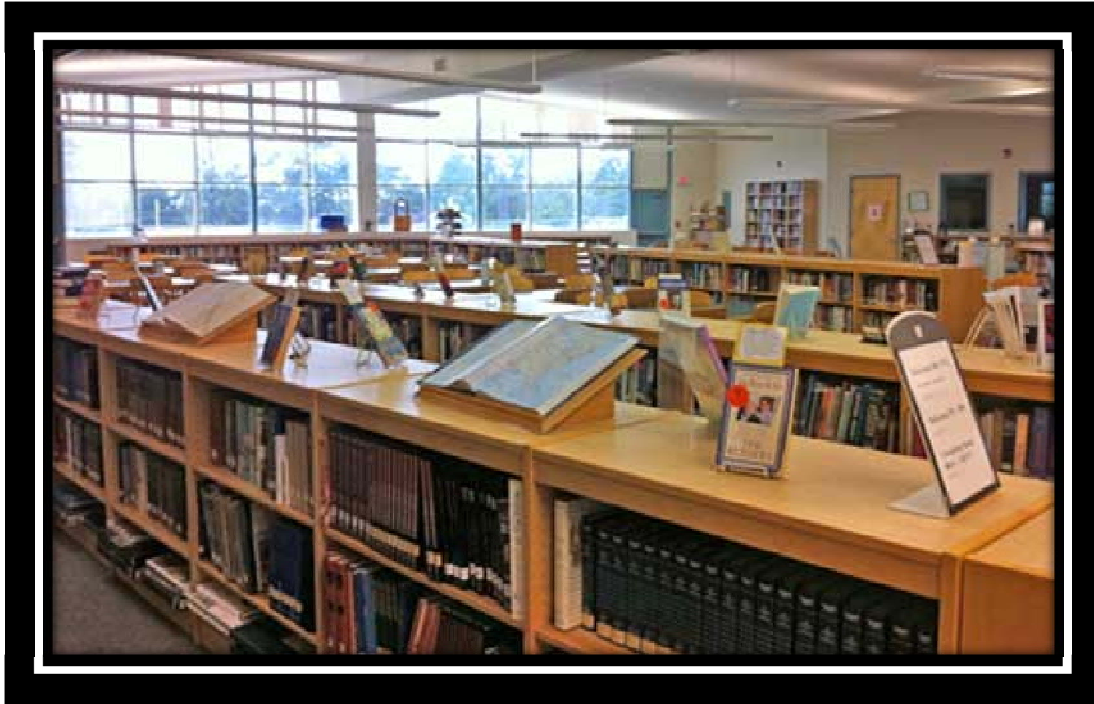
While HMBHS has not met this annual goal, we have increased the percentage of students who are eligible for UC/CSU's steadily since 2009. We believe that ensuring that we offer UC/A-G approved courses has made this goal more attainable. As a faculty, we are dedicated to enhancing our elective options through new and innovative courses while preserving and reinvigorating our Career Technical Education courses, which now satisfy the UC/CSU requirements. In addition, the increase in co-taught classes, which meet college readiness requirements, ensure that a larger percentage of students, especially those in significant subgroups, meet college entrance requirements. Additionally, we secured funding from PAC to expand our Personal Learning Plan Program by incorporating Naviance. This online resource provides students and parents with the tools to create a 4-year academic plan to ensure that the student is college ready.

We removed the barriers for students to access Advanced and AP courses by providing students an option for a waiver when they do not meet the course pre-requisites. The counseling department has included more college awareness and readiness in their Personal Learning Plan Program, especially at the lower grades. More bilingual parent education nights take place throughout the year and we continue to reach out to the feeder middle schools to provide information sessions to parents of incoming students.

*SPSA Goal #5:* Increase meaningful student involvement in school sponsored activities and school governance in order to build community and improve school culture and climate.

The Leadership class underwent a Renaissance over the past three years. A greater focus and emphasis has been placed on staff and student recognition as well as on the increase in school spirit. It was determined that the class should demographically mirror that of our school population so the criteria for enrollment and acceptance was reviewed and revised. Expectations for student participation in the Leadership class and in the school as a whole have changed. Greater importance and emphasis is placed on our new ESLRs and staff recognition of students has become part of the culture of departments. We continue to increase the number of students being honored at our Outstanding Cougar Award Luncheon as well as in our daily announcements and school publications. Assemblies reflect a celebration of students' gifts and talents while promoting mutual respect and school pride.

Annually, we survey students to analyze areas of improvement that students have identified and to determine focal points for the following academic year. As a staff, we are committed to continuing to offer Freshmen Orientation to connect students to staff and the greater school campus and community prior to the first day of school. We recently hosted our second annual Challenge Day and are committed to securing funding to host this powerful retreat on an annual basis. In addition, HMBHS Leadership teacher and students attended the annual Renaissance National Conference in Florida over the 2012 summer.



## **Chapter IV:** Self-Study Findings

## **THE SELF-STUDY**

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The self-study was conducted using five Focus Groups. Each department and the office staff were divided as equally as possible among the five Focus Groups in order to have a broader cross-section of the school represented. Information was sent to parents and students through School Loop inviting all stakeholders to participate in a Focus Group. In addition, parents and students emailed ideas, as some found attendance to Focus Group meetings difficult.

Findings of the Focus Groups were shared in Department meetings. All staff members participated in editing the Self-Study. Editing teams were created and the report was divided into smaller sections to simplify the editing process. The final draft was posted on School Loop to allow all stakeholders an opportunity to review and submit requests for specific changes.

Each Focus Group submitted a list of growth needs which were then adapted into an Action Plan by the entire staff. In the following pages are the results of the Self-Study, organized by criteria as they appear in the WASC/CDE guidelines.

## **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

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|                     |                                  |
|---------------------|----------------------------------|
| <b>James Barnes</b> | <b>FG Leader, Social Studies</b> |
| Larkin Evans        | Visual Arts                      |
| John Carey          | English                          |
| Haley Fauth         | English, ELD                     |
| Jennifer Walton     | Math                             |
| Brian Anderson      | Physical Education               |
| Barbara Lohman      | Science                          |
| Anne Ryckebusch     | World Language, ELD              |
| Kira Gangsei        | Counseling                       |
| Tom Owen            | Vocational/Transition Specialist |
| Maria Ontiveros     | Parent                           |
|                     | Leadership Student               |
|                     | Leadership Student               |

## A1. Organization Criterion

*To what extent a) 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 and b) 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?*

### Vision – ESLRs – Profile

**Indicator:** The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

**Prompt:** *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected school-wide learning results.*

Half Moon Bay High School has a clearly stated vision and mission which is reinforced in our Expected School-wide Learning Results. Our foundation of beliefs is based upon student needs, educational research, and our belief that all students can achieve at high academic levels. and are endorsed and supported by our school district, governing board, parent community, and staff.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Half Moon Bay High School serves a diverse student population with a wide range of academic and social needs. We embody the motto of the Cabrillo Unified School District, “Every Child, Every Day” by vigorously reviewing CST and CAHSEE results and in considering UC/CSU A-G completion rates. We have been making progress in addressing the achievement gap between our English Language Learners and English speakers. This achievement gap has driven school-wide improvement efforts and has been the focus of Professional Development endeavors, new course offerings, and academic interventions.</p> <p>Based on our school/community profile data, we have engaged in significant developments to address the 2010 WASC visiting committee’s recommendations and our own conclusions concerning the achievement gap. We have reinforced Professional Development by electing a Leadership Team, providing opportunities for cross departmental communication in what we call Pods, and established a bell schedule to accommodate teacher collaboration based on Professional Learning Communities. We have created new courses like Strategic Academic Support (SAS), designed a Credit Recovery Program, implemented the Renaissance Student Recognition program, expanded college preparatory and Advanced Placement course offerings,</p> | <ul style="list-style-type: none"><li>• Updated Student/ Community Profile Chapter</li><li>• Vision and Mission Statements Chapter 1</li><li>• Single Plan for Student Achievement</li><li>• ESLRs</li><li>• Student Planning Guide</li><li>• Board Agendas</li><li>• Professional Development Plan</li><li>• Benchmark exams and Super Tuesday agendas and minutes</li><li>• Outstanding Cougar Award recipients list</li><li>• AVENTA Credit Recovery Program</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| conducted cycles of data inquiry using quarterly benchmark exams, created a Bilingual Resource Team, and collaborated with Cal-PASS. We have collaborated extensively to create a set of Expected School-wide Learning Results that are clearly understood, logically connect with our Vision and Mission, and are measurable and meaningful to our students. The intent of the above steps is to positively impact student learning. |                     |

### Development/Refinement of Vision/ESLRs

**Indicator:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results are effective.

**Prompt:** Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| After examination of the 2007-2010 ESLRs and the recommendations of the ESLR committee from the 2010 WASC, the 2011 SPSA, and the WASC 2010 critical areas for follow-up were considered as a basis for modification of our current ESLRs. Staff members developed alternative ESLR models, informed by WASC-trained staff valuing both conciseness and the ability to be remembered by students and staff because they are meaningful, valuable, and measurable. Staff members considered the alternatives in small groups (Pods) and made recommendations for changes. Focus group A took the Pod input and created a final draft of the new and improved ESLRs. These ESLRs were then submitted to the staff for approval prior to being presented to School Site Council, the Parent Advisory Council (PAC) and the English Language Advisory Council (ELAC) who made suggestions for modifications. The mission and ESLRs are in the student handbook which is given to students at the beginning of each school year and explained by teachers and administration. Mission and ESLRs posters are also in all classrooms throughout the school. | <ul style="list-style-type: none"> <li>• Mission and ESLRs from 2010 WASC Report page 6</li> <li>• ESLR committee recommendations from 2010 WASC Report page 34</li> <li>• 2011 Single Plan for Student Achievement (SPSA)</li> <li>• WASC 2010 Critical Areas for Follow Up</li> <li>• 2011/2012 Parent and Student Surveys</li> <li>• Updated Student/Community Profile Chapter 1</li> <li>• Records from Staff collaborations, Academic Council meetings, Site Council meetings, Parent group (PAC and ELAC) meetings</li> <li>• ESLR posters</li> <li>• Student Handbook</li> </ul> |

## Understanding of Vision and ESLRs

**Indicator:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school-wide learning results.

**Prompt:** *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected school-wide learning results.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Every staff member receives a Faculty Manual with the mission statement and ESLRs and is given the opportunity to provide input into their development. Parent groups have a number of opportunities through committees such as Site Council, PAC and ELAC to give input into the development of the ESLRs and learn what they are and what they represent. They are in the student handbook given to students prior to each school year and explained to them at the start of school. This past fall, the principal inaugurated a series of televised reports introducing students to ACE. Spanish and English posters hang in all classrooms throughout the school and are posted on the school website. Students are assessed on their progress toward meeting the ESLRs several times a year through the quarterly selection and recognition of students who are Outstanding Cougars or ACE's. In addition to our regular referral process this year, we piloted positive teacher referrals which are viewed by administration. Both the Outstanding Cougar recognition and Positive Referral criterion are linked to our ESLRs. | <ul style="list-style-type: none"><li>• Half Moon Bay High School Student Handbook</li><li>• Half Moon Bay High School Faculty Manual</li><li>• Half Moon Bay High School Website</li><li>• ESLR Video Broadcasts by the principal</li><li>• Outstanding Cougar Award selection process</li><li>• Infinite Campus Referral process</li><li>• ESLR posters</li></ul> |

## Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, global, national and local needs, and community conditions.

**Prompt:** *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected school-wide learning results based on student needs, global, national and local needs, and community conditions.*

| Findings                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Every year HMBHS revises and implements new programs as a result of examining student performance and outcomes as they compare to our expectations and goals. Our mission statement and ESLRs provide the framework for developing goals and analyzing results. | <ul style="list-style-type: none"><li>• Updated Student/Community Profile</li><li>• 2011 Single Plan for Student Achievement Goals</li><li>• WASC 2010 Critical Areas for</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We have adapted our ESLRs to make them measurable via academic and social statistics as well as group and survey responses. We simplified our ESLRs to reflect the core of our mission and bring them to mind to all members of the school community.</p> <p>In the mission and ESLRs, student, global, national, and local needs are addressed in very clear form. Our ESLRs focus on three broad areas: <u>Academic achievement</u> for all students, no matter background or life goals; <u>Citizenship</u> in our community and the world, a vital goal in a small, diverse community which is part of a highly connected world; and Excellence in <u>Communication</u>, a vital skill in every medium. The acronym ACE makes them easily relatable and memorable.</p> <p>Academic Achievement goals are stated in the SPSA and revised annually. Social/behavioral goals reflecting Citizenship are revised from data tracked in discipline logs and the student/community profile data. To augment Communication, for the last two years HMBHS has conducted student school climate surveys to access student perceptions of how their needs are being met and the issues they believe their school should address. In this last survey, we added questions pertaining to violence and drug use in an attempt to recapture the California Healthy Kids Survey data in which we no longer have funding to participate.</p> | <p>Follow Up</p> <ul style="list-style-type: none"> <li>• 2011/2012 Student Climate Surveys</li> <li>• Behavior Referral logs</li> <li>• Measurability via programs and data sources: see appendix for an extensive list</li> <li>• Outstanding Cougar Recognition lists</li> <li>• Triennial school newsletters</li> </ul> |

## A2. Governance Criterion

*To what extent does the governing board a) 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; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?*

### CRITERION A2 INDICATORS AND PROMPTS

#### Governing Board

**Indicator:** There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

**Prompt:** *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

The Cabrillo Unified School District Governing Board, elected by the community, provides leadership and citizen oversight of the district to ensure that the district is responsive to the values, beliefs, and priorities of the community. The governing board determines policies and revises bylaws that support the achievement of Half Moon Bay High School's Expected School-wide Learning Results and academic standards.

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                            |
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| <p>The Governing Board works with the our Superintendent to fulfill its major responsibilities, which include:</p> <ol style="list-style-type: none"><li>1. Setting the direction for the district</li><li>2. Establishing an effective and efficient organizational structure</li><li>3. Providing support to the Superintendent and staff as they carry out the Board's direction</li><li>4. Ensuring accountability to the public for the performance of the district's schools</li><li>5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels</li></ol> <p>The governing board determines policies and revises bylaws that support the achievement of the Expected School-wide Learning Results and academic standards. Meetings occur every second Thursday of each month, with special sessions added as needed. In collaboration</p> | <ul style="list-style-type: none"><li>• Governing Board Policies (Reference CUSD website)</li><li>• Governing Board Bylaws (Reference CUSD website)<br/>Governing Board Meeting agendas and minutes</li><li>• Annual presentation and board approval of the Single Plan for Student Achievement</li><li>• District-wide triennial review day agendas</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence |
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| with the site administration, the district personnel assist in implementing programs that support student achievement based on research and school data. Three times during the year, the district reviews individual school data and district data. During the first quarter of each year, the staff and administration review and monitor the progress toward the goals outlined in the Single Plan for Student Achievement. The analysis of the school's progress towards its' defined goals and revisions to the action plan are presented to the School Site Council for final approval before being submitted to the governing board. In addition to the site's responsibility to monitor the school site plan, the principal participates in regular district administrator cabinet meetings chaired by the superintendent. These meetings are held to discuss and review district programs and policies to insure that the goals of the strategic plan are being met. |                     |

### Relationship of Governance to Vision and ESLRs

**Indicator:** The governing board's policies are directly connected to the school's vision and purpose and expected school-wide learning results.

**Prompt:** *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                                                                                                                                                       |
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| <p>The governing board's policies are directly connected to the school's vision, mission, and Expected School-wide Learning Results.</p> <p>Citing the Cabrillo Unified School District Board Policy, "The Superintendent or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:</p> <ol style="list-style-type: none"> <li>1. Clearly defined procedures, timelines and responsibilities</li> <li>2. Identification of the strengths and needs of the district</li> <li>3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums</li> </ol> | <ul style="list-style-type: none"> <li>• Cabrillo Unified School District Board Policies (Reference CUSD website)</li> <li>• HMBHS Mission &amp; ESLRs (Chapter 1 and Appendix)</li> <li>• District Mission (Reference CUSD website)</li> <li>• District Goals &amp; Benchmarks (See Appendix)</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence |
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| As part of this process, the Superintendent or designee shall provide the Governing Board with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.” |                     |

### Understanding Role of Governing Board

**Indicator:** The school community understands the governing board’s role, including how parents can participate in the school’s governance.

**Prompt:** *To what degree does the school community understand the governing board’s role, including how parents can participate in the school’s governance?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                   |
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| <p>Board meeting agendas are made public via the Cabrillo Unified School District website. Board meetings are public, and community members often attend and provide input during the allotted time for public addresses. School Board agendas are posted on site in the front office prior to each board meeting.</p> <p>Parents make up one-fourth of the School Site Council. They are involved in the formulation and acceptance of the school plan as well as overseeing categorical expenditures. After acceptance, the school plan is sent to the CUSD School Board where they review and accept the plan.</p> | <ul style="list-style-type: none"> <li>• Cabrillo Unified School District Board Policies</li> <li>• District Mission</li> <li>• District Goals</li> <li>• District Website</li> <li>• School Board public meetings, agendas, and minutes posted on website</li> </ul> |

### Governing Board’s Involvement in Review/Refinement

**Indicator:** The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected school-wide learning results.

**Prompt:** *How is the governing board involved in the regular review and refinement of the school’s vision and purpose and expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                        |
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| The school's mission and vision are reviewed annually by site leadership and included in all documentation (website, Staff manual and Student Handbooks, SPSA, etc.). Changes are proposed by site administration in collaboration with site Leadership Team and Academic Council. Governing Board reviews the school's mission and vision during presentations of site and school leadership to Board. Expected School-wide Learning Results follow the same path and are shared with the Governing Board at various times throughout the year in reference to agenda items. | <ul style="list-style-type: none"> <li>• Cabrillo Unified School District Board Policies</li> <li>• Annual presentation of the Single Plan for Student Achievement to the governing board and School Site Council</li> <li>• Board agenda and minutes</li> <li>• Staff Manual and Student Handbooks</li> <li>• Leadership Team and Academic Council agendas and meeting minutes</li> </ul> |

### Professional Staff and Governing Board

**Indicator:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

**Prompt:** *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                                                                                                                                                                              |
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| <p>Implementation of board policies is carried out at the site level by all employees. New or revised policies are shared with the staff in order to ensure that all policies are clearly understood and implemented by all.</p> <p>District utilizes a web-based system for searching Board Policy and Regulations (Gamut Online). Site administrators research and share with teachers, during collaboration time or faculty meetings, specific sections of policies and/or regulations as they pertain to requests, needs, etc..</p> <p>The Superintendent sends communication quarterly regarding latest District and Board happenings.</p> | <ul style="list-style-type: none"> <li>• Cabrillo Unified School District Board Policies</li> <li>• District Mission</li> <li>• District Goals</li> <li>• Contract with CUTA/CSEA</li> <li>• Superintendent updates to staff</li> <li>• Special presentations by district administration</li> <li>• Faculty and site team meeting agendas and minutes</li> </ul> |

## Board's Evaluation/Monitoring Procedures

**Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

**Prompt:** *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                           |
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| <p><b>Student Performance</b></p> <p>The Governing Board has established a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. These reviews are conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject changes or when new law requires a change or addition to the curriculum.</p> <p>In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.</p> <p>The Board will review all aspects of the targeted subject area and generate recommended adoptions and/or program revisions in a timely manner. This review process is as inclusive as possible, including staff members from the Alternative Education campus (Pilarcitos), parents, San Mateo Community College District.</p> <p><b>School Operations</b></p> <p>The Governing Board recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations.</p> <p>District administration provides leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals.</p> | <ul style="list-style-type: none"><li>• Cabrillo Unified School District Board Policies</li><li>• Cabrillo Unified School District annual audit report</li><li>• Governing Board meeting agendas and minutes</li><li>• Curriculum committee reports</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence |
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| <p>Administrators help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.</p> <p><b>Fiscal health</b></p> <p>The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget guides administrative decisions and actions throughout the year and serves as a tool for monitoring the fiscal health of the district.</p> <p>The district budget shows a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year.</p> <p>Despite the overall reductions to the district's funding, Cabrillo is fiscally solvent and is working to remain that way. The positive financial results of the district as a whole are also reflected in its governmental funds. At June 30, 2011, the district's governmental funds reported a combined fund balance of \$10.1 million. This is a decrease of \$4.5 million from 2010 and is the result of both reductions in funding received from the State as well as continuing construction work at Cunha Intermediate School.</p> <p>The district's 2011 General Fund operating budget was adopted by the Governing Board in June of 2011. As adopted, projected expenditures totaled \$26 million. Budgeted revenues totaled \$26.4 million, with revenues projected to exceed expenditures by approximately \$418,000..</p> |                     |

## Complaint and Conflict Resolution Procedures

**Indicator:** The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

**Prompt:** *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>The Governing Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, sex, sexual orientation, national origin, gender, color, or physical or mental disability or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs and special education programs.</p> <p>The Board encourages the early, informal resolution of complaints at the site level whenever possible. Upon receipt of a written complaint from an individual, public agency, or organization, uniform complaint procedures shall be initiated.</p> <p>The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination or participation in complaint procedures. Such participation shall not in any way affect the status,</p> | <ul style="list-style-type: none"><li>• CUSD Board Policy: Uniform Complaint Procedures</li><li>• Williams Act Notification</li><li>• Greene Act Compliance evidenced in School Site Council meeting agendas, minutes, and annually collected and stored mandated documentation</li><li>• Annual staff review and acknowledgement of the Compliance Packet and district/state/federal mandates</li><li>• Student/Parent Handbook</li><li>• Superintendent initiated and published "Staff Updates"</li><li>• Superintendent Site/Lunch Visits with staff</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence |
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| <p>grades or work assignments of the complainant.</p> <p>The Uniform Complaint Procedures are now included as part of the Student/Parent Handbook which is given to all students and parents prior to the beginning of each school year. They are also posted on the District website.</p> <p>Williams Act: Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments shall be investigated pursuant to the district’s Uniform Complaint Procedure. Copies of the Williams Act Notification are included in the Annual Notification to Parents, posted in every classroom and building at Half Moon Bay High School, and are made available to anyone upon request.</p> <p>CUSD’s former superintendent, Rob Gaskill, who retired in June 2012, regularly notified staff through a series of “Staff Updates” of the careful consideration of budgetary impacts on the district and therefore its ability to maintain programs and staffing levels. His updates also kept staff informed as to legislative initiatives, changes in education law and policy, and informed all employees of programs noted for success throughout the district. Staff were also informed of events in the community that impacted the schools and that built a sense of solidarity within the Coastsides area.</p> <p>The Governing Board and its’ administration link national, state and community concerns and events to the school sites, as well as providing support and direction to help the sites achieve their goals. Our new superintendant, Tony Roehrick, keeps staff informed of not only internal district news but of the greater issues affecting education in California such as personally presenting the importance of the November ballot measures to fund public education and how our district would be impacted.</p> |                     |

## A2. Governance: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>Among the critical academic needs as identified in the School-wide Critical Areas for follow-up from 2007 and the Priority and/or Additional Areas for Improvement from 2010 are addressed by the Governing Board's District goals. Critical needs include academic success:</p> <ul style="list-style-type: none"><li>• Ensure all students are enrolled in rigorous academic courses.</li><li>• Ensure all teachers are implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum.</li></ul> <p>Critical needs also include improving social relations and school culture and educational climate:</p> <ul style="list-style-type: none"><li>• Make every effort to build on the success and scope of the student activities program, which has been improving school culture and climate.</li></ul> <p>Among the Cabrillo Unified School District 2011-2012 District Goals are the following:</p> <ul style="list-style-type: none"><li>• To implement strategies and activities that will result in an increase in the number of CUSD students who achieve at the proficient level or higher on the California Standards Test in English-Language Arts/California Standards Test in Mathematics</li></ul> <p>These are clear benchmark goals for student success directed at HMBHS. In addition, nationwide and community concerns have focused on bullying and other negative behaviors which have an impact on school climate and therefore academic success:</p> <ul style="list-style-type: none"><li>• To develop and adopt a District-wide anti-bullying and positive behavior reinforcement plan that includes programs, strategies, and activities to support positive, solutions-oriented responses to bullying incidences and reflects the development and implementation of appropriate social and emotional learning opportunities in a manner that is articulated consistently throughout the District</li></ul> | <ul style="list-style-type: none"><li>• Cabrillo Unified School District 2011-2012 District Goals</li><li>• School-wide Critical Areas for Follow-up from 2007 WASC Visiting Committee:</li><li>• Priority and/or Additional Areas for Improvement from 2010 WASC Visiting Committee</li><li>• Single Plan for Student Achievement</li><li>• District-wide Anti-bullying Plan</li></ul> |

### A3. Leadership and Staff Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*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 standards?*

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

#### CRITERION A3 INDICATORS AND PROMPTS

##### Broad-Based and Collaborative

**Indicator:** The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

**Prompt:** *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>The Half Moon Bay High School faculty is committed to being a Professional Learning Community and is dedicated to making decisions based on the results of data analysis and in collaboration. The Leadership Team members run the Pods and the Academic Council members (Department Chairs) oversee their academic departments and colleagues within the same discipline. Both leadership bodies are committed to affecting positive academic and social change for all students. Data analysis informs the areas in need of improvement while surveys and review of old and new data inform our decisions to guide us in moving HMBHS forward towards school-wide excellence in all areas.</p> <p>Many different groups contribute to planning including faculty members through Academic Council, Leadership Team, WASC Focus Groups, and Pods (multi-department faculty groups). Students contribute through ASB, leadership class, School Site Council, WASC Focus Groups, student school board representative, FFA, and Agriculture leadership. Parents contribute through PAC, ELAC, School Site Council, Cougar Boosters, Friends of Cougars in Concert, Cabrillo Education Foundation, Ag Boosters, beautification committees and WASC committees. Administration contributes by collaborating with department chairs, Leadership Team, individual teachers, and WASC Focus Groups.</p> | <ul style="list-style-type: none"><li>• BAC/PAC tutoring program</li><li>• PLP schedule</li><li>• Academic council minutes</li><li>• Department binders</li><li>• Site Leadership minutes</li><li>• Super Tuesday Articulation agendas and minutes</li><li>• District Curriculum committee meeting agendas and minutes</li><li>• Benchmark analysis sheets</li><li>• EADMS</li><li>• Climate survey results</li><li>• Online School Loop Parent survey (ongoing)</li><li>• Student planning guide (SPG)</li><li>• SPSA</li><li>• School newspaper</li><li>• Student government</li><li>• Student leadership class</li><li>• PAC</li><li>• ELAC</li><li>• Cougar Boosters</li><li>• Ag Boosters</li><li>• CEF</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                       |
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| <p>The planning process is highly collaborative. Subject area groups analyze and modify curriculum using benchmarks and standards. Where appropriate, departments branch out to include cross-curricular groups. Articulation with the middle school enables the high school to understand the knowledge and social base of in-coming ninth graders.</p> <p>The school counseling department participates in the analysis of data. Counselors meet with parents in the PLP program to discuss student achievement and progress towards graduation and after-graduation opportunities. This includes reviewing student data with students and parents and informing all parties as to next steps towards realizing their individual goals.</p> | <ul style="list-style-type: none"> <li>• Beautification/school improvement committees</li> <li>• Friends of Cougars in Concert</li> </ul> |

### School Plan Correlated to Student Learning

**Indicator:** The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school-wide learning results, and academic standards.

**Prompt:** *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected school-wide learning results, and academic standards?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                          |
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| <p>As stated earlier, all staff receives a copy of the Single Plan for Student Achievement (SPSA). The plan is reviewed with staff soon after it has been adopted by the school board. The correlation between SPSA and the 2007 and 2010 WASC recommendations is very high because it was created with input from all staff and with departmental data driven goals in mind.</p> <p>Academic standards and ESLRs reflect the goals of the SPSA. With the goals of the SPSA in mind, teachers collaborate and create common and benchmark assessments, analyze the data collected from those assessments, and have meaningful conversations about instruction based on the assessment results. Changes in curriculum delivery, best practices, and course offerings are identified and suggested by the analysis of this data.</p> | <ul style="list-style-type: none"> <li>• SPSA</li> <li>• EADMS to analyze data</li> <li>• Benchmarking analysis</li> <li>• Collaboration schedule</li> <li>• ESLRS</li> <li>• 2007 report</li> <li>• 2010 report</li> <li>• PLP's</li> </ul> |

## Correlation between All Resources, ESLRs and Plan

**Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources, expected school-wide learning results, and the improvement school-wide action plan.

**Prompt:** *What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected school-wide learning results, and the improvement school-wide action plan?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>ESLRs and the SPSA drive the allocation of resources.</p> <p><b>Academic Achievement</b> – students who are struggling with academic skills have access to support classes, tutoring, and online learning/credit recovery through AVENTA. <b>Citizenship</b>- leadership class and the Renaissance program foster a culture of personal responsibility, respect for diversity and community service. <b>Communication</b> skills are valued in all curricular areas and professional development has aided teachers in developing new methods for improving students writing, listening, and speaking skills. An increase in class offerings allows students to learn new technological skills.</p> <p>For 9<sup>th</sup> and 10<sup>th</sup> grade students with failing grades, low CST scores or who failed to pass the CAHSEE in their sophomore year, we offer two levels of Strategic Academic Success classes (SAS), intervention classes to help them get on and stay on a path to graduation. When students successfully receive C's in all their classes and have passed the CAHSEE, they may exit the SAS class.</p> | <ul style="list-style-type: none"> <li>• SAS classes/student enrollment</li> <li>• SDAIE social studies</li> <li>• Enhanced Math Classes</li> <li>• ELD classes</li> <li>• SPSA actions, expenditures and funding sources</li> <li>• School and district budgets</li> <li>• Categorical Budgets</li> <li>• PAC/BAC tutoring</li> <li>• PAC funding</li> <li>• CEF funding</li> <li>• Addition of AP and electives</li> <li>• Increase of UC A-G course approvals</li> <li>• Student Planning Guide</li> <li>• AVENTA/adult school to remediate classes</li> <li>• Challenge day</li> <li>• Renaissance program</li> </ul> |

### A3. Leadership and Staff: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                           |
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| <p>Leadership and staff planning and monitoring have addressed critical academic needs</p> <p><i>“2. Ensure all students are enrolled in rigorous academic courses.”</i></p> <p>HMBHS has increased the A-G course offerings and</p> | <ul style="list-style-type: none"> <li>• PLPs</li> <li>• UC A-G course offerings</li> <li>• BAC/PAC tutoring</li> <li>• SAS classes</li> <li>• District-wide curriculum committees</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                                                                                                                                            |
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| <p>changed its academic pathways to require more rigorous academic courses from all students. In order for students to be successful, with more rigorous class schedules, “BAC/PAC” after school tutoring and lunch time departmental tutoring is available. SAS classes are offered for students who need extra help to be successful. The counseling department uses PLPs for every student to make sure that the best, most rigorous schedule is selected.</p> <p><i>“3. Ensure all teachers are implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum”</i> The CUSD and HMBHS professional development plans provide opportunities for teachers to expand their repertoire of instructional strategies and techniques. In addition, teachers attend numerous conferences and workshops throughout the school year funded by PAC and School Site Council. The Science, English, and Math departments actively participate in district-wide curriculum committees to discuss standards across grade levels.</p> | <ul style="list-style-type: none"> <li>• Increased amount of HMBHS graduates who are college-ready and UC/CSU eligible</li> <li>• District/site professional development plan</li> <li>• PAC Professional Development annual funding</li> <li>• School Site Council</li> </ul> |

#### A4. Leadership and Staff Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

#### CRITERION A4 INDICATORS AND PROMPTS

##### Employment Policies/Practices

**Indicator:** The school has clear employment policies/practices related to qualification requirements of staff.

**Prompt:** *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

| Findings                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                       |
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| <p>Certificated employees at Half Moon Bay High School must hold a teaching credential or appropriate certificate. As of 2009 – 2010, of the 46 certificated staff members, 45 had their full credential and 1 held a</p> | <ul style="list-style-type: none"> <li>• Faculty manual</li> <li>• CUTA/CSEA contracts</li> <li>• Chap 1 school profile faculty and staff data</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p>waiver. For 2010 – 2011, all 44 certificated employees held a credential. In 2011 – 2012, there were 44 certificated staff members with credentials, and 1 intern.</p> <p>All teachers receive staff handbooks explaining school policies and procedures. New teachers are met with as a small group and individually to provide information to ease them into teaching. All new teachers are also a part of BTSA.</p> |                     |

### Qualifications of Staff

**Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

**Prompt:** *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>All Staff at HMBHS are highly qualified. All staff have undergone a lengthy process to ensure they are NCLB compliant as well as credentialed in the respective disciplines. All staff have undergone a lengthy interview and reference check process prior to being offered a position. Credential information is kept on each teacher at the District Office as well as the site. When scheduling teachers for classes, credentials are known to the site administration before making class assignments. Credentials are checked to ensure teachers are correctly placed. In the event that there are still questions as to teacher placement, site principals call the personnel department as well as the California Commission on Teacher Credentialing to gain necessary information.</p> | <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Staff profile data</li> </ul> |

### Maximum Use of Staff Expertise

**Indicator:** The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

**Prompt:** *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

| Findings                                                                                                                                                                    | Supporting Evidence                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One hundred percent of the certificated staff is currently classified as highly qualified and are assigned to their designated subject area in compliance with NCLB.</p> | <ul style="list-style-type: none"> <li>• Increase in the number of students taking AP classes. (see 2010 WASC – Chapter 1, page 44 –</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Teachers' expertise and interests are considered in designing the master schedule.</p> <p>Department chairs create draft schedules in collaboration with all members of their department. Master schedule creation is executed in Academic Council in conjunction with site administration and the counselors in order to maximize the efficiency of the schedule, minimize course conflicts for students, and to best utilize personnel. The number of UC/CSU approved and AP classes continue to rise annually. . This denotes the expertise of teachers assigned to both general and advanced classes as well as teacher innovation based on the expressed desires by students for courses in areas of interest.</p> | <p>Advanced Placement)</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• New Course Adoption (Student Planning Guide and Governing Board agendas and minutes)</li> </ul> |

### Defining and Understanding Practices/Relationships

**Indicator:** The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt:** *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Each staff member is given a copy of the Faculty Manual which includes a copy of the student handbook. Teachers are required to review the entire student handbook with students during the first week of school.</p> <p>The administration communicates policies and procedures and changes to the above mentioned groups through staff meetings, Leadership/Pod meetings, email communications, and dissemination via Academic council.</p> | <ul style="list-style-type: none"> <li>• Faculty Manual</li> <li>• Student Handbook</li> <li>• Leadership team minutes</li> <li>• Academic Council minutes</li> <li>• Faculty meetings and principal emails to clarify policies and procedures</li> </ul> |

### Internal Communication and Planning

**Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>There are numerous effective venues for staff to communicate with one another, students, and parents. HMBHS recently converted from Novell to Gmail which allows for completely web-based communications as well as calendar functions for facilities reservations and sharing of Google docs. School Loop continues to serve as our web-based parent/student portal, gradebook, materials download resource and additional email called "Loopmail." Our school website has been completely renovated and its functionality greatly improved, taking advantage of the School Loop platform to include expanded access to student and staff resources, teacher websites, counselor pages and documents, current activities, school newspaper and monthly/yearly calendar.</p> <p>Communication to students takes place through School Loop/Website, intercom, assemblies, Leadership class announcements, <i>The Paw Print</i> student newspaper and via the student-run TV network which carries the daily announcements. Loopmail allows an individual student's teaching team (parent, student, counselor, and teachers) to easily communicate about concerns or praises. Infinite Campus is our student data system that records attendance, discipline, schedules, and transcripts.</p> <p>Communication to and with teachers not only takes place through the above electronic means and the intercom/phone system, but through a number of regularly scheduled meetings. These include union meetings, department meetings and subject area collaboration, general faculty meetings and those with breakouts into WASC focus groups or Pods, Academic Council (department chair) meetings and one-on-one department chair/administration meetings, and site Leadership Team. Issues and decisions made in the latter groups are disseminated via pods and department meetings. Teachers take advantage of our site networked servers to share files via the "H" drive. This enables common planning and instruction.</p> <p>Our principal and assistant principals have open door policies for teachers to bring up important issues. District-wide communications are made not only by email, but by announcements from district personnel, in</p> | <ul style="list-style-type: none"> <li>• School Website</li> <li>• Phone System</li> <li>• Computers, network and software</li> <li>• TV studio and monitors</li> <li>• School Newsletter</li> <li>• Printed Calendars</li> <li>• Observed meetings</li> <li>• School Loop</li> <li>• Infinite Campus (Parent Portal)</li> <li>• Leadership Team/Academic Council/One-on-one's between administrators and department chairs/Pods/Faculty/Union Team/PAC/SSC/ELAC/BA C/Ag. Boosters meeting agendas and minutes</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p>faculty meetings, and in the previous Superintendent's "Staff Updates" newsletter.</p> <p>Structures for resolving differences among staff include bringing up issues in Pods which are discussed by the Leadership Team or in department meetings thence to Academic Council. Contract matters are handled by the union, and the administration engages in mediation of intra-staff disputes as needed.</p> |                     |

### Staff Actions/Accountability to Support Learning

**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

**Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Individual departments meet during monthly meetings and in subject area collaborations every Tuesday morning to produce common assessments, review benchmark and CST data, and participate in a cycle of inquiry to assess student learning. Common assessments are based on the CA Content Standards. Departments also review pacing guides and make adjustments as needed. Tuesday collaboration mornings are scheduled to alternate between subject area, undesignated time, faculty and pod meetings, and WASC Focus Groups. Release time is also given to departments to plan out curriculum, revise pacing guides, analyze data, calibrate and assess benchmark writing exams, explore and implement technology, and engage in professional development.</p> <p>Departments utilize district-wide common assessments and benchmark exams to assess student knowledge in the content area. Data analysis is done via the web-based EADMS data management system and formally engaged in on district minimum staff development days (Super Tuesdays) twice annually.</p> | <ul style="list-style-type: none"> <li>• Staff Collaboration Plan</li> <li>• Super Tuesday agendas</li> <li>• Department presentations to whole staff</li> <li>• In-house Professional Development designed by Academic Council, individual departments, or Leadership Team</li> <li>• Common planning by subject/level team</li> <li>• Common/benchmark assessments by subject</li> <li>• Department release day agendas and minutes</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Other collegial activities include extensive shadowing/peer observation in some departments and the assignment of “lead teacher” responsibilities to a teacher for a subject/grade area (although this is not a formal process). Other teachers follow their lead in planning. Department chairs are considered support rather than evaluative positions and are responsible for the integration of new teachers as well as implementing innovations in curriculum and instruction |                     |

### Evaluation of Existing Processes

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt:** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Leadership Team meets bi- monthly to address concerns related to student learning and school climate and culture. The Team communicates with all staff through Pods and leadership minutes. Leadership also develops the site’s annual professional development plan that is integrated with the district PD plan.</p> <p>Academic Council, which meets bi- monthly as well, is concerned primarily with curriculum and instruction, data analysis, and academic excellence.</p> <p>The ongoing WASC process itself has been a means of concentrating staff focus on successful student outcomes. The importance of addressing critical areas of need drives administrative and department data review. The counseling staff engages in the Personal Learning Plan (PLP) process to help students with their own planning and focus on goals and academic success.</p> | <ul style="list-style-type: none"> <li>• District PD committee</li> <li>• Leadership Team agenda and minutes</li> <li>• Academic Council</li> <li>• Pods</li> <li>• WASC process</li> <li>• Administration data review/data presentations to staff</li> <li>• Data analysis of benchmarks</li> <li>• PLPs</li> </ul> |

#### A4. Leadership and Staff: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Common planning and staff preparation have addressed the following critical academic need:</p> <p>“1. Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the school-wide action plan.”</p> <p>“4. Provide collaboration time for all teachers to analyze data through data-related tools.”</p> <p>Collaboration and data analysis drive teachers and departments to seek professional development in curriculum and instruction that is tied to data results and impacts their teaching in innovative ways, with the aim that student performance increases in a way reflected by ongoing data collection.</p> | <ul style="list-style-type: none"><li>• SPSA</li><li>• School profile data</li><li>• District/site PD plan</li><li>• Collaboration Schedule</li><li>• EADMS data analysis system</li><li>• Benchmark exams and triennial data analysis days and reviews</li></ul> |

#### A5. Leadership and Staff Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

#### CRITERION A5 INDICATORS AND PROMPTS

##### Support of Professional Development

**Indicator:** The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results.

**Prompt:** *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results?*

| Findings                                                                                                                                                                                                           | Supporting Evidence                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>The District establishes annual professional development plans to meet the needs of the goals set forth by the Governing Board. Committees are formed to address specific content area needs for growth and</p> | <p>Programs of Professional Development at HMBHS (See Collaboration schedule in the Appendix):</p> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>focus. Triennially, teachers and administrators throughout the district gather to share best practices based on data provided by the CST's and benchmark exams.</p> <p>The Leadership Team decides the designation and focus of how the Tuesday morning embedded collaboration time will be used. Teachers are encouraged to work with colleagues within and across disciplines. Super Tuesday early release collaboration days are designed by Leadership Team and Academic Council to provide school-wide professional development opportunities such as data analysis and large initiatives like transitioning to the Common Core. Data days inform instruction and curriculum development by showing teachers what students are learning. This ongoing analysis allows teachers to modify instruction, in a timely manner, based on student needs.</p> <p>In the past, we have annually articulated with teachers from Cunha Intermediate School. This collaboration between sites provides continuity of programming and alignment of curriculum. In addition, it ensures that academic and behavioral expectations are uniform across schools.</p> <p>Attendance at conferences is often paid for by PAC. Teachers often seek out their own professional development and secure funding from PAC, categorical monies, Fair Share funds, and grants.</p> | <p>Ongoing research or data driven correlated Professional Development</p> <ul style="list-style-type: none"> <li>• Climate survey (Counselors use for effectiveness of PLP program and student experience at school)</li> <li>• Ongoing use of EADMS to analyze student performance on various standardized assessments.</li> <li>• Articulation w/ Cunha</li> <li>• Data Review (2 per year)</li> <li>• School climate/ presenting issues w/ students (Ex. drug/alcohol, bullying, cultural competency)</li> <li>• Team building</li> <li>• WASC Preparation</li> <li>• AP Conferences and Summer Seminars</li> <li>• PAC funded teacher PD</li> </ul> <p>Teachers attend subject appropriate PD workshops:</p> <ul style="list-style-type: none"> <li>• Counselors attend UC/CSU conferences</li> <li>• Annual Academic Success conference attended by teachers</li> <li>• Big Ideas Fest</li> <li>• National Social Studies and English Conferences</li> </ul> |

## Supervision and Evaluation

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Prompt:** *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

| Findings                                                                                             | Supporting Evidence                                                                      |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| The evaluation policy at HMBHS is part of the district/union (Cabrillo Unified Teachers Association) | <ul style="list-style-type: none"> <li>• CUTA contract Article 9: Evaluations</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <p>negotiated contract. The CUSD Evaluation System is designed to support staff in developing and maintaining high standards of professional practice. Evaluations are based on the following California Standards for the Teaching Professional Standards:</p> <ol style="list-style-type: none"> <li>1. Engaging and supporting all students in learning</li> <li>2. Creating and maintaining effective environments for student learning</li> <li>3. Understanding and organizing subject matter for student learning</li> <li>4. Planning instruction and designing learning experiences for all students</li> <li>5. Assessing student learning</li> <li>6. Developing as a professional educator</li> </ol> <p>Evaluation shall be made at least once a year for all probationary and temporary teachers, and at least once every other year for permanent teachers. The evaluation process consists of an initial conference, at least one formal observation, with a follow-up conference upon request, and a completed written evaluation.</p> | <ul style="list-style-type: none"> <li>• Faculty Manual</li> </ul> |

### Measurable Effect of Professional Development

**Indicator:** There are effective operating processes that determine the measurable effect of professional development on student performance.

**Prompt:** *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>As an example of data focused professional development, through a series of release days with a district consultant, the Social Studies department identified Academic Vocabulary as a major area of focus for helping students achieve in class and on standardized measurements. As a result the department engaged in a course of professional development provided by the S3 Strategies' Academic Vocabulary Institute. This PD helped Social Studies teachers in the development of a systematic program to support the acquisition of academic vocabulary, with the goal that student performance increases.</p> <p>Participants identify, define and align vocabulary for:</p> | <ul style="list-style-type: none"> <li>• CST data</li> <li>• API</li> <li>• Benchmarks</li> <li>• Lesson Plans</li> <li>• Word Walls</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none"> <li>horizontal consistency</li> <li>vertical support</li> <li>and cross-curricular connections</li> </ul> <p>Participants experience and learn a wide variety of strategies to teach, practice and review academic vocabulary. These strategies are designed to:</p> <ul style="list-style-type: none"> <li>Build mastery of academic vocabulary</li> <li>Encourage higher-ordered thinking</li> <li>Apply content and concepts</li> </ul> <p>Implemented in US History courses in 2011-12, CST scores continued to climb.</p> |                     |

#### A5. Leadership and Staff: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Department based data collection on benchmarks, CST's, CAHSEE, and AP scores drive collaborative efforts to standardize pacing guides/curriculum maps, common assessments, planning, curriculum changes, and instructional techniques</p> | <ul style="list-style-type: none"> <li>CST data</li> <li>CAHSEE data</li> <li>AP Pass rates</li> <li>Benchmark data in EADMS</li> <li>Teacher evidence folders</li> </ul> |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>"1. Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the school-wide action plan."</i></p> <p>Based on benchmark review, staff will be given release time for developing and revising pacing guides and curriculum alignment and for professional development that allows them to align closely with state standards, common core, and critical academic needs</p> | <ul style="list-style-type: none"> <li>Department subject area collaboration schedule</li> <li>Release and Articulation day expenditures from site budget</li> <li>Site data analysis days collaboration schedule</li> </ul> |

## A6. Resources Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

### CRITERION A6 INDICATORS AND PROMPTS

#### Allocation Decisions

**Indicator:** There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected school-wide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt:** *Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected school-wide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Half Moon Bay High School general fund and several categorical budgets are allocated annually based upon school enrollment. The general and categorical funding is reviewed and approved by site administrators who ensure that the funding is correlated to school goals. Categorical funds are allotted through the School Site Council. The SSC receives the funds and then votes upon how monies are to be spent. The principal, teachers, students, parents, and other members provide input to how monies will be spent. Department chairs are made aware of the total school and categorical budgets. Department chairs are also made aware of the individual department budgets and how much is left over in the general fund for operational use.</p> <p>Department chairs work closely with administration and their individual department members on curriculum planning, budgetary issues, professional development and overall leadership decisions. Each department is provided a departmental budget and department members determine the spending of those funds depending upon student needs. Departments are funded differently depending on the types of programs within each department.</p> | <ul style="list-style-type: none"><li>• Allocated budget to each department</li><li>• Departmental budget reports</li><li>• Department Meeting Minutes</li><li>• Categorical monies (SSC, Title III, EIA)</li><li>• General fund</li><li>• Textbook Monies</li><li>• School Site Council meeting agendas and minutes</li><li>• PAC Fair Share approval forms</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Additional funding is provided by the Parent Advisory Council (PAC), Cougar Boosters, and the Cabrillo Education Foundation. Department Chairs oversee the spending of Fair Share funds provided by PAC and work with department members to decide how the monies will be spent. In addition, PAC allocates recognition monies. Spending of these discretionary funds is determined by the Principal and department chair who is requesting the funds. |                     |

## Practices

**Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

**Prompt:** *Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The annual budget is allocated by the Chief Business Official. This is based on student enrollment and annual allocation per pupil as determined by the district. Preliminary meetings are held at the beginning of the year between the CBO and Principal. The purpose of these meetings is to review previous year spending and carry over as well as to mock up a budget prior to presenting it to the Leadership Team, Academic Council, and School Site Council. Projected expenses specific to the academic year are determined and budgets are developed for each department.</p> <p>Annual audits take place in November and the spring. In November, the visitation is to monitor internal controls and to audit the ABS accounts and practices. In the spring, the audit team visits that site to assess attendance.</p> <p>Cabrillo Unified School District oversees all monies flowing into and out of HMBHS. All checks and accounting are done at the district level. The staff at HMBHS keeps records of all budgets and expenditures. This includes both ASB and site monies. All business</p> | <ul style="list-style-type: none"> <li>• Categorical budgets</li> <li>• General fund/site allocation</li> <li>• District Business Services Handbook 2012-13</li> <li>• ASB Accounting Manual</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p>practices at HMBHS are in keeping with the annually published District Business Services Handbook.</p> <p>HMBHS uses sound business practices and accounting procedures. For example, each purchase includes a purchase order that must include department chair approval prior to site administrator approval of the expenditure. District office approves school expenditures that improve school learning resources. Department chairs, subject to administrative oversight, manage department funds and make purchases via a tracked purchase order system.</p> <p>Club/ASB (Associated Student Body) funds are disbursed according to the following procedures:</p> <ul style="list-style-type: none"> <li>• The ASB manager requires that a student council is established and that each club has a certificated advisor.</li> <li>• All expenses must be approved by the club officers and the advisor and detailed in club minutes.</li> <li>• An ASB bookkeeper performs site financial tasks related to ASB, maintains adequate records of ASB activities, deposits funds into the bank, pays invoices, reconciles monthly bank statements, and prepares monthly financial statements.</li> </ul> |                     |

## Facilities

**Indicator:** The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

**Prompt:** *Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Half Moon Bay High School is the only high school in the Cabrillo Unified School District. The campus consists of five original classroom wings, an office building, Multipurpose building, gym, shop, art and science building, and four portables. In addition there are new and modern athletic fields and facilities. The campus is maintained by an excellent custodial and maintenance staff, as is the technology infrastructure by</p> | <ul style="list-style-type: none"> <li>• Campus video and staff monitoring of gates, quad, restrooms and other facilities</li> <li>• Parking and campus supervision schedule</li> <li>• Custodial schedule</li> <li>• Facility work orders</li> <li>• Computer Lab schedule/calendar</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                            |
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| <p>our IT staff. Parent volunteers have also begun a program of campus beatification that has greatly improved the grounds.</p> <p>Facilities at HMBHS are safe and adequate to meet the school’s vision and purpose. The principal and assistant principals oversee adherence to the facilities maintenance plan.</p> <p>HMBHS classrooms are equipped with LCD projectors and document cameras, pull-down projector screens, teacher computers, media players and many have smart board technology. Science rooms are equipped with up to date, standards-based equipment. There are four main computer labs on campus. HMBHS received a grant from the Cabrillo Education Foundation which will be used to pilot a portable lab. This is to be installed with the first allocation of Bond S monies.</p> <p>HMBHS is a safe and open campus. School buildings, public areas, and parking lots are supervised by the assistant principals and three campus security people who are constantly moving around the school monitoring students. Teachers are also expected to monitor students throughout the day and at school-sponsored activities. They are also assigned athletic supervision roles three times a year. The campus is equipped with four security cameras.</p> <p>Under the approved Measure S Bond, HMBHS developed, in collaboration with CUSD, a site Facilities Committee comprised of students, staff, and parents. Together, they identified areas of facility needs and concerns to be submitted to the District Facilities Committee and to be included in the HMBHS Master Facilities Plan.</p> | <ul style="list-style-type: none"> <li>• Equipment and technology purchase orders and location log</li> <li>• Master Facilities Plan (See Appendix)</li> </ul> |

## Instructional Materials and Equipment

**Indicator:** The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Prompt:** *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                              |
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| <p>All textbooks are purchased with textbook monies previously provided out of the district general fund. Funding of new textbook adoptions is currently on hold, per state direction. In addition, last year, the funds set for instructional materials were reabsorbed into the general fund and were designated to other needs. All students are provided textbooks and each class maintains a class set. All core textbooks are on the state adopted list and aligned to the state standards. Funding is available for instructional materials and equipment, such as replacement textbooks, printed materials, audio and visual aids, technology, and laboratory materials through department allocations. Additional funding is provided by the Parents Advisory Council, Site Council, Cougar Boosters, Friends of Cougars in Concert, and the Cabrillo Education Foundation.</p> <p>Department chairs, in conjunction with staff and following district guidelines, make purchases that are approved by the site administration and the district office. Department chairs manage their budgets to ensure that funds are spent appropriately.</p> | <ul style="list-style-type: none"><li>• CUSD Budget</li><li>• Categorical Budgets (SSC)</li><li>• Site budget</li><li>• Board policies and regulations</li><li>• PAC Fair Share Fund</li><li>• CEF immediate use funds</li></ul> |

## Well-Qualified Staff

**Indicator:** Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

**Prompt:** *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

| Findings                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The faculty at Half Moon Bay High School is highly qualified, experienced, and appropriately assigned according to credentials and subject matter authorization. As mentioned in Chapter one, 100% of the teaching staff has met the highly qualified</p> | <ul style="list-style-type: none"><li>• District/state guidelines for hiring well-qualified staff</li><li>• Certificates, transcripts, diploma, and credentials on file with personnel department</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>requirements established by the NCLB legislation. In addition, 98% of HMBHS teachers have completed an English Language Development (ELD) certification appropriate to their assignment. Our classified staff, including maintenance, food services, campus supervisors and office support staff is also well qualified.</p> <p>HMBHS offers quality staff development programs that are data-driven and research-based. Initially, school administrators and department chairs use CST, CAHSEE, CELDT, AP, SAT, and benchmark scores to develop student-centered instructional strategies throughout the school. Teachers and counselors can access data using EADMS (a web-based tool that is used by teachers and administrators throughout the district to build data analyses and reports). This system builds group reports that assist administrators in formulating the Single Plan for Student Achievement and helps in making results-oriented decisions regarding which programs are needed and which areas of growth should be targeted.</p> <p>Subsequent to determining areas of growth and the suggested programs directed at improving academic achievement, teachers are encouraged to attend subject area conferences, trainings, and seminars that are funded by PAC.</p> <p>The staff has participated in a variety of interventions or support trainings. These trainings have been attended by administrators, counselors, special education teachers, Paraprofessionals, ELD, and AP teachers.</p> <p>In addition to the High School/District Professional Development program, HMBHS hosted professional development for the entire district staff and teachers. On the first day back, all teaching staff attended training on California's Common Core Content Standards presented by Audra Pittman of the San Mateo County Office of Education.</p> | <ul style="list-style-type: none"> <li>• District/site reviews employment criteria: appropriate degree, credential, NCLB compliant, CLAD, BTSA, and professional development</li> <li>• On-going support and trainings available to staff</li> <li>• Staff surveys</li> <li>• Classified evaluations</li> <li>• Coach evaluations</li> <li>• SPSA</li> </ul> <p>Professional Development conferences and workshops:</p> <ul style="list-style-type: none"> <li>• CAFE</li> <li>• Differentiated Instruction</li> <li>• Advanced Placement Workshops</li> <li>• Master Scheduling</li> <li>• Special Education</li> <li>• English &amp; Social Studies National Conferences</li> <li>• Physics &amp; AP Environmental Summer Institutes</li> <li>• EAP / EWRC Trainings</li> <li>• National Art Teachers Association Conference</li> <li>• Common Core Standards Workshops for Math &amp; English</li> <li>• Annual Academic Success Conference</li> <li>• Renaissance National Conference</li> <li>• Positive Coaching Alliance Workshops</li> <li>• STEM Center visitation and training</li> <li>• UC/CSU College &amp; University Workshops</li> </ul> |

## Long-Range Planning

**Indicator:** The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school-wide learning results are effective and are regularly evaluated.

**Prompt:** *Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school-wide learning results.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The district office personnel, in conjunction with the Governing Board, continue to work together to address the long-term financial challenges that we face annually. Personnel cuts have been made even despite securing the parcel tax and bond. We continue to depend on local and state grants to help fund site programs. For example, Perkins has helped us to begin and grow our CTE pathway in the area of web design while CEF is supporting the development of the Animation pathway. | <ul style="list-style-type: none"><li>• Measure E, Parcel tax</li><li>• Bond Measure S</li><li>• District Budget</li><li>• Site, general, and categorical budgets</li><li>• CEF section allocation and immediate use funds</li><li>• Perkin's Grant</li><li>• Master Schedule</li></ul> |

## A6. Resources: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Half Moon Bay High School continues to adequately provide resources to all areas of the school. The general fund budget remains consistent from year-to-year. The per pupil spending is almost equivalent. EIA and Title III continue to help fund sections, credit recovery, and summer school in addition to the bilingual liaison.                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Categorical Budgets</li><li>• General fund</li><li>• Measure E fund</li><li>• Parcel Tax</li><li>• CEF section allocation and immediate use funds</li></ul> |
| The community voted to pass parcel taxes and a bond measure and developed the Cabrillo Education Foundation to replace missing state funds. The Parent Advisory Council, Cougar Boosters, and Friends of Cougars in Concert continue to provide financial support of academic, athletic, and music programs. In addition, the Cabrillo Education Foundation reached their 2 million dollar endowment and funded a section of Animation this year. They continue to provide immediate use funds and provide grants to teachers. |                                                                                                                                                                                                     |

**Prompt:** *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                       |
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| <p>Issues of budgets and resources concern this critical academic need:</p> <p>“1. Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the school-wide action plan.”</p> <p>Systematic staff development and education, necessary for the growth of teaching staff effectiveness, requires adequate funding. Yet it is the determination of Half Moon Bay High School to develop data and critical area plans to improve teaching and learning no matter the budgetary constraints. Teachers continue to attend professional development conferences and opportunities because of the funding support by PAC. The district and site are committed to continuing our master calendar which includes 6 early release Tuesdays for staff development in addition to late start collaboration mornings.</p> | <ul style="list-style-type: none"><li>• Categorical Budgets</li><li>• General fund</li><li>• Site/District Professional Development Plan</li><li>• PAC Professional Development Budget</li><li>• AP Budget and conference forms</li></ul> |

## **WASC CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES: STRENGTHS AND GROWTH NEEDS**

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### **Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength**

- ESLRS
  - Newly created ESLRs, concise and measurable, developed through a valid and collaborative process of stakeholder input
  - ESLRs tied to SPSA and Critical Areas of Need
- Community
  - Community supportive of school site infrastructure needs, Measure E, Bond Measure S passed with >55% support
  - Parent involvement in setting school priorities is encouraged by many parent groups including ELAC, PAC, CEF, Cougar Boosters, Friends of Cougars in Concert, Agriculture Boosters
  - Superintendant Staff Updates build community throughout the district
- School Climate
  - Renaissance Program helps the learning community improve school climate
  - Challenge Day anti-bullying activity
  - Initiatives taken to address increased student enrollment in UC/CSU approved classes
- Communication and Collaboration
  - Highly collaborative environment: groups work closely and effectively together in the best interests of the students
  - Staff communication is strong with multiple avenues for communication
  - Data management and communications improved with Infinite Campus, School Loop and EADMS
  - HMBHS website improved and redesigned with new staff pages in School Loop
  - High staff input in master scheduling
  - Professional Development organized and planned in collaboration between Leadership Team, staff, and district
- Infrastructure
  - Maintenance takes care of buildings
  - Facility requests are addressed quickly
  - No major electrical, water, or plumbing issues
- Staff
  - 100% Highly qualified teachers

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Communication and Collaboration
  - Increase communication between faculty and Governing Board
  - Increase student/parent knowledge of Vision/ESLRs
  - Speed up progress in collaboration on Parks and Recreation facilities with the City of Half Moon Bay and the County of San Mateo
- Use of Measure S Bond money
  - Carpets replaced school-wide
  - Roof improvements
  - Interior renovations in classrooms, especially A, C and G buildings
  - Campus-wide wireless
  - Improve grounds with low/ maintenance-free landscaping
- Professional Development
  - Systematic Professional Development on best instructional practices
  - Professional Development desired to be teacher run, with appropriate planning time and follow-up and feedback surveys
- New Teacher Support
  - List of responsibilities of Department Chairs/Academic Council for new teachers
  - Clarity in resources for new teachers

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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|                    |                           |
|--------------------|---------------------------|
| <b>Andy Boysen</b> | <b>FG Leader, English</b> |
| Allison Silvestri  | Administration            |
| John Evans         | Performing Arts           |
| Claudia Lunstroth  | English, Yearbook         |
| Janice Burke       | Math                      |
| Javier Gutierrez   | Agricultural Science      |
| Andy Hoskins       | Social Science            |
| Nancy Moore        | Special Education         |
| Rafael Dubon       | World Language            |
| Mike Putnam        | Social Studies            |
| Kimberly Hines     | Parent                    |
|                    | Leadership Student        |
|                    | Leadership Student        |

## B1. Curriculum Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

### CRITERION B1 INDICATORS AND PROMPTS

#### Current Educational Research and Thinking

**Indicator:** The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Prompt:** *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Administrators, teachers, and counselors make a purposeful effort to approach professional development as an ongoing process that seeks to foster the idea that educational professionals are self-reflective and committed to refinement and innovation. The determination of on-site professional development involves all of the groups listed above and can relate to an array of social and curricular issues that affect HMBHS. Some examples are better awareness of gang activity or bullying, how to teach academic vocabulary, or use differentiation in the classroom. These groups work together through Academic Council, School Site Council, and the Leadership Team to formulate a professional development plan during the Spring semester for the following academic year.</p> <p>Contributing to this site-wide aspect of professional development, individual departments are provided with release time to engage visiting presenters/consultants or to attend off-site conferences and workshops. Examples of this can be seen with participation in AP, CAHSEE, ELD, and SDAIE preparation workshops and the completion of CLAD certification programs. Lastly, administrators or individual teachers are encouraged to ask PAC, School Site Council, Cabrillo Education Foundation (CEF), or the District Office to fund conferences or workshops relating to specific interests. These three approaches to professional development seek to cultivate a well-rounded environment for using research-based best practices. The recent gains we have made in our CST</p> | <ul style="list-style-type: none"><li>• AP institutes/conferences</li><li>• BTSA</li><li>• Cal Pass (Math and English)</li><li>• ERWC conference/workshop</li><li>• Language Arts, ELD, and Social Studies from RayGar consulting</li><li>• CAHSEE Writing and Reading Professional Development (Write Institute)</li><li>• Music Department clinics at state and N. California level</li><li>• National Art Education Association Conference</li><li>• Workshops at SFMOMA</li><li>• Intel Assess and EADMS training</li><li>• School Loop and Infinite Campus training</li><li>• Annual California Mathematics Conference</li><li>• 10 Annual Academic Success Conference</li><li>• Science Lectures</li><li>• Agriculture New Professionals Institute</li></ul> |

| Findings                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| scores, in narrowing the API “achievement gap” between Caucasian and Hispanic/Latino students, and 10 <sup>th</sup> grade CAHSEE performance are examples of where current, researched-based professional development has been successful. | <ul style="list-style-type: none"> <li>• Summer Agri-Skills courses</li> <li>• CATA</li> <li>• Counselors attend UC and CSU conferences and San Mateo County Office of Education (ROP program)</li> <li>• Counselors attend informational meetings at private and CSM colleges</li> <li>• Peninsula Conflict Resolution Center (PCRC) gang and anti-bully/positive school climate and culture training</li> <li>• San Mateo County Office of Education training for the implementation of the Common Core State Standards</li> <li>• WASC training and visitations</li> <li>• 3Strategies: academic vocabulary for social sciences</li> <li>• National Renaissance Conference</li> <li>• National English Conference</li> <li>• National Social Studies Conference</li> <li>• Pod-focus group read <i>Courageous Conversations</i></li> </ul> |

### Academic Standards for Each Area

**Indicator:** The school has defined academic standards for each subject area, course, and/or program.

**Prompt:** *To what extent are there defined academic standards for each subject area, course, and/or program?*

| Findings                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| All departments have worked diligently over the last six years to develop and articulate clear academic goals and expected learning outcomes. Our academic departments – Art, English, Math, Science, Social Sciences, and World Languages – have | <ul style="list-style-type: none"> <li>• English, Math, Science, World Language, Art, and Social Sciences Departments have curriculum maps,</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                              |
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| <p>curriculum maps, pacing guides, and benchmark assessments that are based on California State Standards. Beginning next year, these departments will begin the process of shifting their explicit connection from references based on the California State Standards to the Common Core State Standards.</p> <p>The process by which teachers align school-wide curriculum with California State Standards has been an ongoing process at Half Moon Bay High School. All departments adopt textbooks, implement curriculum, and design lesson plans that target California State Standards per grade level. Teachers have spent significant time aligning the course offerings with the state frameworks and state standards in order to help raise student achievement. This alignment has been accomplished through several means, particularly the subject area collaboration meetings and release days devoted to this process. HMBHS has established dedicated time for collaborative meetings every quarter to analyze benchmark assessments. This collaboration encourages teacher and departmental self-reflection and allows for any necessary revision to the established assessments.</p> <p>Within departments, teachers are working to create common and benchmark assessments in order to provide continuity as students move through the sequential classes. This vertical alignment provides students with a base to build upon in subsequent courses relating to the same subject (e.g. English I to English II, and Algebra I to Geometry) and allows teachers to assume students' prior knowledge when developing curriculum around recursive skills. In addition to being vertically aligned, courses are being horizontally aligned using the California State Standards, common assessments, and benchmarks in order to ensure that all students, regardless of instructor, will know required content and be able to perform specific tasks at the conclusion of a given course.</p> <p>Our Visual and Performing Arts Department – Art, Music, and Industrial – also have developed curriculum that follows California State Standards and most, with the exception of Industrial Arts are A-G approved. Industrial Arts has an articulation agreement with Skyline College. In addition, The Visual Art Department is in the process of reorganizing all of its entry level classes to include more Career Technical Education and to ensure that students in all levels of art, from Animation, Sculpture to Studio Art, continue to receive a</p> | <p>pacing guides, and benchmark assessments for all grade levels based upon the approved California State Standards</p> <ul style="list-style-type: none"> <li>• Subject Area Collaboration</li> <li>• Vertical Alignment</li> <li>• Common and Benchmark Assessments</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                             |
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| <p>strong foundation in the Elements of Art and Principles of Design.</p> <p>We have established Career Technical Education Pathways program so students and their counselors can easily monitor progress. These students are supported by faculties who have attended Career Technical Advisory meetings. Students who enroll in the Regional Occupation Program also receive counseling and guidance towards completing an established pathway to educational success.</p> | <ul style="list-style-type: none"> <li>• Career Technical Educational Pathway</li> <li>• Career Technical Advisory Meetings</li> <li>• ROP pathways</li> <li>• Advanced degrees and professional development attained by CTE faculty</li> </ul> |

### Congruence

**Indicator:** There is congruence between the actual concepts and skills taught, the academic standards and the expected school-wide learning results.

**Prompt:** *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                |
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| <p>At HMBHS, our subject area goals and our expected school-wide learning results are based on the California State Standards. Besides using our own benchmark tests, we measure the validity, and our success, of teaching to these goals through various standardized assessments: the California Standards Test, the California High School Exit Exam, Advanced Placement test, the math and English EAP assessment, and the CELDT. Our students consistently perform higher than State averages and have shown broad improvement across all assessments year after year.</p> <p>Teachers use the standards-based curriculum on a day-to-day basis, often explicitly linking unit and daily assignments to the Standards so that students are reminded of the congruence between what they are being taught and what they are expected to know. Additionally, students can earn grade bumps in academic courses for performing well on the CSTs, again reinforcing the congruence.</p> <p>Students are constantly seeing the congruence between our ESLRs: Academic Achievement, Character, and Excellent Communication (A.C.E), through “shout outs” given daily by individual teachers, weekly through televised recognition, and quarterly, when teachers select their Outstanding Cougar, a student who best embodies one or more of the ACE ESLRs.</p> | <ul style="list-style-type: none"> <li>• CST, CAHSEE, Benchmark, CELDT, AP performance data</li> <li>• Teachers can explicitly link unit and daily lesson plans to California State Standards</li> <li>• Content Area Standards are posted in classroom</li> <li>• Grade bumps</li> <li>• ESLRs</li> <li>• Outstanding Cougar luncheons</li> </ul> |

## Student Work — Engagement in Learning

**Indicator:** The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school-wide student goals (ESLRs).

**Prompt:** *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school-wide student goals (ESLRs)?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>An important part of the self-study was an examination of a large sample of student work. The variety and the sophistication of the tasks teachers assign, and the excellence of student responses to those assignments, show that students are consistently challenged to think and work at a high level. Teachers address both the state standards and the school ESLRs through formative and common assessments, quarterly benchmark exams, and finals.</p> <p>Academic and elective classes allow for students to explore real world problems. Ranging from web design to the implementation of new technology and designs in wood shop, these tasks offer students exposure to public speaking, to visual aids used in presenting, to various methods of writing, and to the use of technology.</p> <p>The school's computer labs and the extended library hours allow students to have regular access to resources, such as databases, books, computers, and the internet.</p> | <ul style="list-style-type: none"><li>• All departments administered quarterly benchmark assessments and analyze the data from these assessments</li><li>• Demonstration of visual and performing arts</li><li>• Subject area collaboration</li><li>• Department calibration of assessments</li><li>• See department evidence collection</li><li>• Senior Exit Project</li><li>• Common Assessment</li><li>• Formative Assessment</li><li>• Counseling and/or teacher based surveys of learning results</li><li>• Grade bumps</li></ul> |

## Accessibility of All Students to Curriculum

**Indicator:** A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**Prompt:** *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

| Findings                                                                                                                                                                                                                                       | Supporting Evidence                                                                       |
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| <p>HMBHS is in compliance for meeting the legal requirements of special needs students, and the IEP process is implemented in a thorough and professional manner. The Special Education department offers a Resource Specialist Program, a</p> | <ul style="list-style-type: none"><li>• IEP process</li><li>• RSP</li><li>• SDC</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                     |
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| <p>Special Day Class, which both support students who are mainstreamed. The success of our program is reflected in the fact that the majority of our special education students pass the exit exam (statewide average is only about 40% of special education students). Special Day Students take a life skills test, CAPA. As far as skills, they are taught all the core subjects, only modified and individualized based on their IEPs. We stress social appropriateness, safety awareness, and pre-vocational skills. These students receive a certificate of completion. In addition, our Workability Program provides our special education students with work experience, jobs, and contacts to business and volunteer opportunities in the community.</p> | <ul style="list-style-type: none"> <li>• CAPA testing</li> <li>• Workability Program</li> </ul>                                                                                                                                         |
| <p>The Special Education Department has a “push-in” for math and social studies. A special education teacher collaborates with a general education math teacher in Algebra Readiness and Algebra. In 2012-2013, Geometry has a special education teacher for a combination class. Special education students are placed in the least restrictive environment. Whenever possible, students are mainstreamed and receive the support of an Independent Study class. RSP and mainstreamed students are placed on a curricular route to graduate. Additionally, these students are prepared for post-secondary education and offered course work that meets UC/CSU admissions requirements.</p>                                                                       | <ul style="list-style-type: none"> <li>• Least restrictive environment</li> <li>• Collaboration between general education and special education teacher.</li> <li>• Push-in model—SDC student moving into mainstream classes</li> </ul> |
| <p>Parents or guardians may request use of a 504 plan if their student does not qualify for an IEP or if they elect this course of action. This less formal, but no less binding, approach to accommodation provides a specifically tailored approach for students who have individual educational needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• 504 plans</li> </ul>                                                                                                                                                                           |
| <p>All students have access to a challenging, relevant and coherent curriculum because the design of our Master Schedule is student driven. Sections are organized to prevent conflict with other classes that students need and want. More AP classes and college electives, like Animation and Journalism, have been added to the Master schedule to reflect subjects in which students are interested. Some AP classes are offered in multiple sections to prevent overlap of popular classes that would cause schedule conflicts. While each department has specific academic requirements for entrance into AP and Advanced level courses, the counseling department offers waivers for students who do not meet the</p>                                     | <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• New AP electives added to Master Schedule</li> <li>• AP requirement waiver forms</li> </ul>                                                                         |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                               |
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| <p>requirements but would like to take the course anyway. This allows for open access to AP and Advanced courses for all students.</p> <p>Early intervention strategies are shared by administration and in teacher collaboration time to promote a smooth start to the year. Freshmen Strategic Academic Support (SAS) classes are offered to Freshmen classified ELD III, who struggled academically in middle school. They are conducted before the regular school day begins, during 0 period, to provide additional academic support and to help students feel connected to Half Moon Bay High School. Students are motivated to "graduate" out of 0 period at the end of each quarter if they earn all Cs or better. SAS is also offered as a separate 0 period class to 10th and 11th graders needing CAHSEE preparation and AVENTA credit recovery.</p> <p>Since this topic has been an important academic need for us to address, every department has grappled with accessibility to curriculum in departmental meetings and collaboration time. Here is a sampling of departmental progress toward addressing the CAN:</p> <p><b>ENGLISH</b></p> <p>All mainstream English courses are A-G approved. Students who are in college preparation courses, including Special Education students and English Language Learners, who want to take advanced or AP courses are encouraged to do so if their performance in relation to the prerequisites supports that decision (see SPG in Appendix for prerequisites for advanced and AP courses). If students don't meet all prerequisites, teacher recommendation is used to encourage students who show potential for success but may not meet the specified criteria. Teachers, counselors, and administrators discuss with students and their parents whether signing a waiver for the specified criteria is appropriate in particular instances. All students can elect to enroll in an advanced or AP course if they and their parents sign a waiver understanding that the student doesn't meet minimum requirements.</p> <p><b>ELD</b></p> <p>Pathways are clearly established so that students are on track to be reclassified fully English proficient as soon as</p> | <ul style="list-style-type: none"> <li>• Early Intervention Initiative</li> <li>• Credit Recovery Classes like AVENTA</li> <li>• Departmental Progress Reports</li> <li>• Widening eligibility for AP classes</li> <li>• A-G approved classes</li> <li>• ELD III A-G approved</li> <li>• SDAIE classes</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                      |
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| <p>possible while also meeting graduation requirements. The department has achieved A-G approval for ELD III. This provides a pathway for students who enter HMBHS in ELD III an opportunity to apply to a CSU or UC university.</p> <p>Social studies and math departments have implemented a formalized co-teaching structure so that ELD students who receive special education services have additional support. Crystal Rigley, a SDAIE social studies teacher, works with Diane Chau, a resource teacher to monitor and assist students. David Jones, a math teacher, works with Keith Holden, a resource teacher to do the same. These teachers work diligently to collaborate and provide the support necessary for student success. The collaborative process gives teachers the opportunity to scaffold differentiated instruction that addresses ELD and Special Education needs. Additionally, it informs these core-subject teachers about strategies for addressing the needs of ELD students who are not part of the Special Education program.</p> <p>The Achieve3000 program is an on-line instructional service specifically used to implement differentiated instruction. It provides texts, lessons, and assessments for K-12 reading levels. This program also allows teachers to give immediate feedback so students can get clear sense of their progress without waiting for paper copies to be evaluated.</p> <p><b>SOCIAL STUDIES</b></p> <p>All classes in the department are A-G approved. New courses like Mass Media and AP European History are in the process, awaiting approval.</p> <p>AP classes are open to as many as possible with the suggested prerequisites: Previous History and English teacher approval; score of 3 or better on the current ELA <i>and</i> previous History CSTs; Grades: A or B in previous History; Passing score on second quarter English department benchmark writing assessment</p> <p>SDAIE Social Studies classes with a special education co-teacher are offered for students who have difficulty in Social Studies, especially ELD students and special</p> | <ul style="list-style-type: none"> <li>• Collaborative Model</li> <li>• Achieve3000</li> <li>• A-G approval of all classes</li> <li>• SDAIE classes</li> <li>• Collaborative Model</li> <li>• Inclusion model</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                                                                                                                 |
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| <p>education students. Achieve3000, as mentioned earlier is also being implemented in these support classes to help increase reading lexile levels.</p> <p><b>SPECIAL EDUCATION</b></p> <p>CAHSEE preparation has been added to our Basic Independent Study curriculum in order to help more students succeed. Special education now has a collaborative model for Algebra Readiness, Algebra, Geometry, and Social Sciences. Our department plans to introduce a collaborative model in English and eventually Science.</p> <p>Inclusion is also part of the Special Day Class model. Students many take art, sculpture, music, physical education, Spanish along with the help of an aide who works in tandem with the content area teacher to help each student access the curriculum.</p> <p>Achieve3000 is being piloted in January 2013 to increase student lexile reading levels.</p> <p><b>SCIENCE</b></p> <p>All courses in the science department are rigorous, scaffolded and meet the A-G requirements. Students can build skills in the Earth Science course and then move on to Biology and Chemistry. At that point, all offerings in the science department are open to them.</p> <p>Since mathematics is the language of science, the department has a prerequisite for Biology to ensure that the student will be ready for the mathematical applications necessary to understand all levels of science.</p> <p>All students are encouraged to take as much science as possible in the belief that it builds skills in vocabulary acquisition, reading comprehension, writing, analysis, and mathematics that will be useful to them in all their academic pursuits. Laboratory activities are collaborative and hands on, both advantageous for all science students, but especially for special education and ELL students. All the science teachers make themselves available for extra help.</p> | <ul style="list-style-type: none"> <li>• Collaborative Model</li> <li>• CAHSEE Preparation in Basic Independent Study</li> <li>• Scaffolded lessons</li> <li>• Hands on Lab activities</li> <li>• Pathways for all students to meet science requirements</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>VISUAL ARTS</b></p> <p>There is a culture of strong collaboration between all art teachers to discuss common lesson delivery and assessment expectations.</p> <p>The department offers full inclusion at all levels. Teachers work hands on with each aide to train them for the specifics of supporting students in an art classroom. Scaffolds for writing assignments are available for language learners and special education students. Scaffolds are also used for students who show weakness in writing skills.</p> <p>In the spring of 2012, the department decided to restructure the entire entry level art program to better align with Career Technology Education (CTE) classes. Starting in 2014, a new class called Art Spectrum will be required of students wishing to pursue 2D, 3D and Animation classes in order to ensure that all students in the program begin with a sound foundation in the principles of design and elements of art.</p> <p><b>PHYSICAL EDUCATION</b></p> <p>The curriculum fully implements the 2005 California Physical Education Standards. The department has worked closely with the Assistant Principal to redesign syllabi, course objectives, and schedules to align with the Standards. Teachers have scheduled Standards-based workshop attendance for the spring of 2013 to further understand Standards-based instruction.</p> <p>Students are completing Core 1-2 and Core 3-4 at a much higher rate due, in part, to a new grading rubric. The department is currently in the process of creating different Junior and Senior elective classes to continue students' Physical Education enrichment.</p> <p><b>MATH</b></p> <p>Math recently had the approval of the CUSD school board to implement a course that follows Algebra 2, called College Prep Math, which will ensure more students are prepared for success at the college level. A plan is currently in place to start enrollment for the course in Spring of 2013.</p> | <ul style="list-style-type: none"> <li>• Full inclusion art program</li> <li>• Department trained aides</li> <li>• New Art Spectrum entry way class</li> <li>• Implementation of new CA Physical Education standards</li> <li>• Workshop attendance</li> <li>• New grading rubrics resulting in greater student success</li> <li>• Expanded course offering for all students: College Prep Math, Advanced Algebra II; Advanced Pre-calculus; AP Calculus BC</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                            |
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| <p>The department continues to expand its course offerings with Advanced Algebra II, Advanced PreCalculus, and AP Calculus BC. These are all UC/CSU A-G approved or are in the process. AP Calculus BC is in the process of going through the College Board Audit.</p> <p>Future courses are in the development stage, including Algebra 1 Enhanced and Geometry Enhanced, which are co-taught courses (with a resource teacher) to offer support for the struggling student. We are currently in the process of seeking CUSD board approval and then UC/CSU A-G approval.</p> <p><b>WORLD LANGUAGES</b></p> <p>Offers two pathways to Spanish learners. One is the traditional Spanish I through AP Language for non-Spanish speakers. The other pathway was created specifically for native Spanish speakers and students who have gone through the District's Spanish Immersion Program. Two classes were created and A-G approved; Spanish for Spanish Speakers 1 and 2. The purpose was to provide more ELL students the opportunity to access AP Language and AP Spanish Literature by helping them take advantage of the great gift of language they already possess.</p> | <ul style="list-style-type: none"> <li>Spanish for Spanish Speakers</li> </ul> |

### Integration Among Disciplines

**Indicator:** There is integration among disciplines at the school.

**Prompt:** *To what extent is there integration among disciplines?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                               |
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| <p>There is great effort to integrate the variety of disciplines at HMBHS. The different opportunities for collaboration within and between disciplines are both formal and informal.</p> <p>Students start one hour and five minutes later each Tuesday morning so that teachers can accomplish collaboration. Sometimes this is formalized as subject-area collaboration, but when it is not, teachers use the time to meet and assist other departments. During staff meetings we also collaborate in cross curricular groups called Pods comprised of teachers from a variety of departments who discuss topics related to our ESLRs as directed by our Leadership committee. We are fortunate to have a teaching staff that respects and likes each</p> | <ul style="list-style-type: none"> <li>Cross disciplinary collaboration during undesignated collaboration dates.</li> <li>Pod groups</li> <li>Lunch room collaboration</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>other, especially collaborating professionally. This is evidenced by the informal ways we collaborate every day as teachers eat together in the lunch room. Teachers often pass their lunch time collaborating, discussing how to integrate content into their lessons or how to master a particular technology from their peers.</p> <p>Also, project-based assessments often include content from multiple disciplines and are designed to require cross disciplinary skills. Through these assessments, teachers include and consult with other disciplines to ensure it is a fair assessment of their specialized area. For students, this reinforces and connects concepts learned in multiple classes. For example, industrial and fine arts assessments include math skills, reading comprehension, technical skills, and science. World Language and English classes often collaborate with the Art department when incorporating Art History into their lessons.</p> <p>Furthermore, meeting the needs of special education students (96 students, 10.25% of entire student population) brings multiple disciplines together. It is only through this collaboration that the needs, strengths, and beneficial strategies can be determined for each student. Social studies and math departments have implemented a formalized co-teaching structure so that ELD students who receive special education services have additional support. Crystal Rigley, SDAIE social studies, works with Diane Chau, a resource teacher, to monitor and assist students. David Jones, a math teacher, works with Keith Holden, a resource teacher, to do the same. These teachers work diligently to collaborate and provide the support necessary for student success. The collaborative process gives teachers the opportunity to scaffold differentiated instruction that addresses ELD and Special Education needs. Additionally, it informs these core-subject teachers about strategies for addressing the needs of ELD students who are not part of the Special Education program.</p> <p>Freshman students registered in the Strategic Academic Support class are monitored for their academic progress in all content areas. The teacher collaborates with counselors and all the content teachers of her students to make sure text books, homework assignments and additional tutoring are available. She regularly communicates with content area teachers concerning students at risk of failing as well as teaches</p> | <ul style="list-style-type: none"> <li>• Project based assessments designed to require cross disciplinary content/skills.</li> <li>• Industrial and Fine Arts.</li> <li>• Special Education &amp; IEP meetings with teachers</li> <li>• Co-Teaching special education and ELD students in Social Studies, and Math</li> <li>• SAS collaboration with content area teachers</li> </ul> |

| Findings                                                                             | Supporting Evidence |
|--------------------------------------------------------------------------------------|---------------------|
| students to advocate for themselves in monitoring their progress and academic needs. |                     |

### Curricular Development, Evaluation, and Revisions

**Indicator:** The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**Prompt:** *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

| Findings                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                  |
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| Half Moon Bay High School evaluates its curriculum review, evaluation, etc. by having a weekly collaboration schedule. Each department is required to collaborate on curriculum issues, grading policies, and homework guidelines during this weekly meeting every Tuesday morning. Minutes are recorded for these meetings.                                                   | <ul style="list-style-type: none"> <li>• Department collaboration and minutes</li> </ul>                                                                                                                             |
| Academic Council also meets on a regular basis, with all the departments, to review curriculum concerns between the administration and the department heads. Minutes are kept at each meeting.                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Academic Council minutes</li> </ul>                                                                                                                                         |
| Departments have collaborated in creating “curricular maps” of each subject to establish reasonable pacing guides for content and to make sure they are California Standards-based. Benchmark assessment was established to collect data on how students are moving towards mastering the state standards for each subject.                                                    | <ul style="list-style-type: none"> <li>• Ongoing revision and updating of departmental curricular maps, pacing guides, and benchmark assessments.</li> </ul>                                                         |
| At Half Moon Bay High School, there is an ongoing revision and updating of the Student Planning Guide which includes course descriptions and the expectations of each of the required courses or electives that students can choose to take. Each year, departments are given the opportunity to revise each description so that the counselors can piece everything together. | <ul style="list-style-type: none"> <li>• Ongoing revision and updating of Student Planning Guide (comprehensive list and description of courses offered and review official site policies and procedures)</li> </ul> |
| Vertical review of curriculum and its success in instruction can be seen through the district-wide seven-year Language Arts and Math “task-force” report.                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• District wide seven-year language arts/math task force report</li> </ul>                                                                                                    |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Advanced Placement teachers attend yearly conferences and institutes to ensure that they are up-to-date with each AP curriculum. This ensures that teachers get the latest methods for promoting student success in the AP program and those students who accept the AP challenges. AP courses have expanded over the years to now include AP Physics as our latest offering. Electives have also been expanded with courses including Web Design. Our AP courses are open to any student who accepts the challenge and each student is given a detailed list of credits, homework policies, and the grading system in each class.</p> <p>At Half Moon Bay High School, counselors come to the classrooms three times a year to help students with their course selections. The Personalized Learning Plan system helps each individual student achieve success in their graduation planning. The counselors are up-to-date on all the requirements given to students and any changes from previous years. Each student must also meet one-on-one with their counselor to discuss these choices. Parents are always invited to be a part of this process. Counselors are very active in ensuring that each student is given the maximum chance at planning for college, if that is the student's chosen path.</p> <p>English and Math departments participate in the California Partnership for Achieving Student Success (CALPASS) program. This provides participating HMBHS teachers a venue for them to learn about vertical alignment from secondary to postsecondary education. Data and personal experiences of peers are shared through collaboration, so that teachers may modify and improve their instruction and gear students towards maximum success.</p> <p>Professional Development data review days at HMBHS require the entire staff to engage in data interpretation and analysis to ensure that the curricular instruction is meeting the needs of the students and the goals of the district. The evidence used for this data review comes from the required benchmark exams that students need to take the first, second, and third quarters of our school year.</p> <p>Half Moon Bay High School has an active BTSA program that ensures new teachers have developed the skills necessary for meaningful instruction in a challenging curriculum for</p> | <ul style="list-style-type: none"> <li>• Expansion of AP and elective course offerings</li> <li>• PLP - counselors meet with students at least three times a year to review and help students to formulate their learning plan, graduation requirement, post high school goals, and application requirements for college eligibility</li> <li>• CALPASS program</li> <li>• Professional development Data review days</li> <li>• BTSA</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                            |
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| <p>their classes. Feedback from BTSA coordinators can help teachers evaluate the connection between their teaching and the curriculum guides.</p> <p>HMBHS facilitates night classes, or Adult Education, on campus where students can obtain credits for graduation.</p> <p>AVENTA gives Half Moon Bay students a chance for credit recovery and a second chance for classes they have yet to achieve success in. This is an online program that facilitates our own curriculum and leads to credits for graduation.</p> <p>The California Department of Education reviews the Career Technical Education pathway to ensure our curriculum remains challenging and credits count for graduation, and college when applicable.</p> <p>The WASC self-study process has been a powerful evaluative tool to help us see where we can continue to grow and provide opportunities for student achievement. This self-study has generated an entire review and rewriting of our Expected School-wide Learning Results. We believe this will greatly impact student achievement in the years to come as we find ways to embed them in every aspect of student learning. Also by analyzing our data in Chapter 1, we noticed that graduation requirements can be more rigorous, especially in terms of attendance requirements for seniors. Through this current self-study, we assessed how we were ensuring that students are college and career ready and recently implemented powerful online learning tools for reading level improvement, Achieve3000, and college and career planning, Naviance. We also noticed that we did not have an efficient means by which we could track students after graduation. Naviance will also help us collect post-graduation data. Finally, after identifying our critical areas of need, we voiced our desire to incorporate new writing-across-the-curriculum initiatives that support Common Core as well as an AVID program to help students reach their college goals.</p> | <ul style="list-style-type: none"> <li>• Adult Education</li> <li>• AVENTA</li> <li>• CDE review of CTE programs</li> <li>• WASC self-study process</li> </ul> |

### **Policies-Rigorous, Relevant, Coherent Curriculum**

**Indicator:** The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt:** What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and

distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                  |
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| <p>All HMBHS students have access to course work that meets the state standards. As this academic year proceeds, all departments will be focusing on explicitly aligning curriculum with the new Common Core Standards. Additionally, the curriculum allows all students to apply for UC/CSU admissions should they pass all required course work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Increase of students who are UC and CSU eligible</li> </ul>                                                                 |
| <p>The expanded use of the Personal Learning Plans program has provided a good source of information regarding accessibility to curriculum. At HMBHS, counselors come to the classroom three times a year to help students with their curriculum selections. The Personalized Learning Plan system helps each individual student achieve success in their graduation planning. The counselors are all up-to-date on the requirements given to students and any changes from previous years. Counselors are very active in ensuring that each student is given the best chance at planning for college if that is the student's chosen path.</p>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Personal Learning Plans</li> </ul>                                                                                          |
| <p>We are making verified progress with Hispanic/Latino students. This is now HMBHS's largest ethnic group and it is at the center of a substantial change in the schools demographic. This group has grown from 33.1% of the population to 49% since 2007. The growth is projected to continue into the future but not as steeply. Nevertheless, it is central to the school's learning community to find the best ways to close the achievement gap with Caucasian students. Actual API growth is up sixty-seven points during the last two years. The growth of Hispanic/Latino enrollment in post-secondary institutions rose 42.9% from 2008-2009 to 2009-2010. Hispanic/Latino students are also registering for more AP classes, but the number of students enrolled is still not proportional compared to Caucasian students.</p> | <ul style="list-style-type: none"> <li>• CST scores</li> <li>• EAP scores</li> <li>• CELDT scores</li> <li>• Increase of AP and advanced course offerings</li> </ul> |
| <p>Since the beginning of the economic recession, the number of ELD students enrolled in HMBHS has decreased significantly. This is particularly the case with newcomers. This drop in enrollment coupled with a reduction in funding has required that we make changes to the master schedule this last year. During the 2009-2010 academic year, ELD III alone had between twenty and twenty-five students. This year the number is below twenty in ELD I, III, III, and IV. The</p>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Demographic change and the impact on ELD program</li> </ul>                                                                 |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence |
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| <p>changes are reflected in a consolidation of ELD students into one class of focused ELD instruction and two periods of Strategic Academic Support (SAS). The SAS course provides targeted English instruction, CAHSEE preparation, cross-curricular support, and general study and test taking skills.</p> <p>In an effort to meet the needs of ELD students, subject area collaboration days, data review days, and PAC funded release days are used to address how to improve ways that we vertically and horizontally align our curriculum, improve our benchmark assessments and interpret the data gained from them. We research full-length texts as part of an ongoing effort to find appropriate works and new pedagogical approaches to accompany them. We have recently begun a professional development and curriculum plan, called Achieve3000, that will involve the ELD, SAS, Basic English (special education) and SDAIE social studies courses.</p> |                     |

### Articulation and Follow-up Studies

**Indicator:** The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>The initial step of articulating with incoming students begins with our counseling department. It organizes several events as a forum for HMBHS to communicate with parents and students who are attending middle school. The first is when all parents and students in the community are invited to our Open House in the fall. Next, parents are invited to a more focused presentation about what HMBHS has to offer. Then counselors visit Cunha Intermediate and Seacrest Schools to plan schedules for the coming year. Finally, freshman students are invited to an orientation given a few days before school starts. This orientation is facilitated by current HMBHS students in an effort to provide a comfortable peer-to-peer experience for incoming students. On the other end of the spectrum, counselors make a concerted effort to develop contacts with county based post-secondary educational organizations, particularly CSM.</p> | <ul style="list-style-type: none"> <li>• Annual articulation with Cunha middle school</li> <li>• Counselors meet with Cunha, Seacrest, and Wilkinson eighth grade students and plan their schedule for the following academic year</li> <li>• Counselors and the Leadership class organize a freshman orientation day prior to the beginning of the school year</li> <li>• Eighth Grade Open House</li> <li>• Counselors and administration host parents and students during the</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>Faculty members from Cunha Intermediate School and HMBHS have annual articulation where each site visits the other every other year. Sometimes these visits consist of watching subject area colleagues teach a class period with a follow-up debriefing. They have also involved a general meeting where subject areas can discuss how to improve ways to develop vertical alignment and make the most of student's prior knowledge when they begin attending HMBHS. Lastly, there have been cross-disciplinary small-group activities where colleagues from different subject areas get a chance to discuss pedagogy and other educational matters.</p> <p>Cabrillo Unified School District convenes a task force for Math and Language Arts every seven years. This task force consists of faculty and administrators from all levels (elementary, middle, and high schools) within the district. This is a year long process that culminates with a bound report and a presentation of that report to the school board. The mixture of different teaching levels offers a rich opportunity to dialogue with colleagues that normally have limited contact</p> <p>Some of our colleagues in Math and English, especially those that teach at the junior and senior level, are part of a Cal Pass professional learning community. This provides a way for high school, community college, and CSU faculty to discuss ways to better prepare students for success when entering a post-secondary educational institution. Not only is there a focused effort to have students ready to pass the ELM and the EPT, but a general discussion about appropriate and measurable student learning outcomes. Complimenting this network is the EAP program. The educational preparation needed for post-secondary success takes a much more in-depth approach when our English faculty members participate in ERWC workshops.</p> | <p>spring to answers registration questions for incoming freshmen</p> <ul style="list-style-type: none"> <li>• District-wide seven-year language arts/math task force report</li> <li>• Quarterly district-wide meeting between math and language arts teachers and administrators</li> <li>• Cal Pass (Math and English)</li> <li>• ERWC conferences</li> <li>• CSM representative presents information to senior students, a workshop for the Priority Enrollment Program, and a career interest activity with junior students.</li> <li>• EOPS (Extended Opportunity Programs and Services) workshops</li> <li>• Student ambassadors from CSM system are on campus every Friday during lunch to work with students.</li> <li>• Articulation between Industrial Arts Program and Skyline College</li> <li>• Concurrent enrollment with CSM sites</li> <li>• Middle College</li> <li>• ROP</li> <li>• CTE</li> <li>• Senior exit survey</li> </ul> |

## B1. Curriculum: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

| Findings | Supporting Evidence |
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| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                             |
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| In general, Half Moon High School enjoys low teacher turnover. According to our chapter 1 data, most teachers have been here an average of 11 years; however, the economic downturn forced the district to make staffing cuts at all school sites. Since our last visitation, staff turnover due to teachers on leave, retirement, pink slips and reduced sections has impacted many departments, especially ELD and special education. This lack of consistent department leadership, teachers, and aides, has impacted these departments' ability to provide challenging, relevant and coherent curriculum to all students. Reduced sections also impact the number of electives a special education student may take, resulting in multiple repetitions of courses like Art I and Sculpture I. | <ul style="list-style-type: none"> <li>• Impact on ELD and SDC due to staff turnover</li> </ul> |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                           |
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| <p>We have specifically addressed the suggestions of the 2010 visiting committee. Assessing the effectiveness of professional development in adjusting teacher practice and in increased student achievement and engagement in learning has been a topic of great interest among the teaching staff. We are especially interested in how to best implement the new Common Core Standards in all departments.</p> <p>The staff survey from last year revealed that the majority of teachers desire greater cohesiveness to professional development days to allow time for practice, implementation, and analysis of their effectiveness on student learning. The Leadership committee has responded to these survey results by creating a roadmap for future professional development days. Funds for individual teacher professional development were significantly reduced by the district during our financial crisis, but the Parent Advisory Committee stepped in and set aside money for each department so that teachers may continue to participate at conferences, workshops and in professional learning communities every year.</p> <p>Subject area collaboration time has also allowed teachers to assess the effectiveness of professional development by analyzing student work samples. Our increasing test scores and improving school climate are two indicators of success in addressing the effectiveness of professional development on student achievement and engagement.</p> | <ul style="list-style-type: none"> <li>• Professional development that adjusts teacher practice to increase student achievement on CST</li> <li>• Staff Survey</li> <li>• Collaboration time</li> <li>• Student work data analysis</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                               |
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| We have created a long-range, multi-year, School-wide Action Plan that specifically addresses the WASC Critical Areas of Need. It includes growth targets for improving student achievement for all significant sub-groups along with a comprehensive professional development plan that is tied to student learning needs. Parents and students are involved in developing this plan through Site Council, ELAC, and PAC meetings. Staff offered input during WASC days, staff meetings and in Pod groups. | <ul style="list-style-type: none"> <li>• Creation of a school-wide action plan linked to the WASC CANs</li> </ul> |

## B2. Curriculum Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*Do all students have equal 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?*

### CRITERION B2 INDICATORS AND PROMPTS

#### Variety of Programs — Full Range of Choices

**Indicator:** All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

**Prompt:** *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                     |
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| Our counseling office has taken dramatic steps to ensure that students are informed about all the options available for them during their four years at HMBHS. The Personal Learning Plans have done a wonderful job of keeping the counselors in close touch with the students' current and future educational and personal goals and objectives. Also, the counseling office regularly schedules representatives from post-secondary learning institutions, like Duke University, University of California, and The College of San Mateo, to give presentations to students. | <ul style="list-style-type: none"> <li>• AP course offerings</li> <li>• Expanded A-G offerings</li> <li>• Expanded career and technical course offerings</li> <li>• RFEP rates</li> <li>• ELL students meeting A-G requirements</li> <li>• Four-year university attendance</li> <li>• AA degrees</li> <li>• Workability Program</li> <li>• Workability coordinator works with post-secondary</li> </ul> |
| Every fall, the counseling department organizes weekly College Application Workshops for any student needing                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>assistance. Professionals offer free advice to seniors about how and where to apply, as well as free editing of application essays. Students do not need to make an appointment nor pay a fee for this valuable opportunity. In the spring and early fall, college bound students are also encouraged to attend SAT and ACT study sessions.</p> <p>HMBHS offers a selection of 14 AP/Honors/Advanced classes in six different subject areas. Students are encouraged to take these courses in order to better prepare themselves for college. Additionally, a majority of the courses offered at HMBHS are at the college preparatory level, and meet the A-G requirements for the University of California.</p> <p>Half Moon Bay High School offers a comprehensive Industrial Arts/Vocational Education program to prepare students for the workforce with wide-ranging instruction and hands-on work in the shop, as well as training in basic business practices (preparing invoices, etc.).</p> <p>The Agriculture Science Department partners with a multitude of local agencies, farms and businesses to offer students hands-on experiences and real-life applications of science as it is related to agricultural careers.</p> <p>The Senior Exit Project continues to be developed and expanded. The purpose of the expansion of this culminating experience is to provide a cumulative assessment of students at the end of their four years of instruction. Moreover, it is designed to give students a feel for the type of work needed to be successful at the university level and in the job market. One long term goal of the Senior Exit Project is to include greater involvement from the community by way of having its members participate in mentoring and evaluating students. This will provide a stronger link between the students' secondary and post-secondary transition.</p> <p>Another way that Half Moon Bay High School ensures that all students are prepared for life after high school is by integrating technology into many of the courses that students take. All grade levels use the computer lab with the goal of advancing students' technological literacy. This awareness relates to improving the students' ability to use word processing, presentation and organizational skills (i.e.: Word, PowerPoint, Inspiration), as well as subject-specific software</p> | <p>agencies</p> <ul style="list-style-type: none"> <li>• Relationship with Skyline College's auto mechanic program.</li> <li>• ROP</li> <li>• CTE</li> <li>• Military visits</li> <li>• Senior Exit Project</li> <li>• Junior Achievement visitation</li> <li>• PLP program exposes students to all post-secondary educational opportunities and their requirements</li> <li>• CSM representative presents information to senior students, a workshop for the Priority Enrollment Program, and a career interest activity with junior students.</li> <li>• EOPS (Extended Opportunity Programs and Services) representative provides workshops and information for college readiness for underrepresented college student populations.</li> <li>• Student ambassadors from CSM system are on campus every Friday during lunch to work with students.</li> <li>• Evening FAFSA workshops in English and Spanish</li> <li>• College application workshops two times per week during UC/CSU filing period</li> <li>• Lunch meetings with volunteers regarding SAT and college counseling</li> <li>• Greenhouse projects</li> <li>• FFA-career development events, proficiency</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>like Geometer's Sketchpad. In addition, students are taught how to use the Internet more effectively by using Boolean and other search methods that make researching a topic more productive. Thanks to the generosity of the Cabrillo Education Fund and funds raised through the passing of the school district's latest bond measure, we will be piloting a set of 40 Android Galaxy Tab 2 10" tablets across six different content areas starting in the spring of 2013.</p> <p>Further opportunities to enhance career exploration, preparation for postsecondary education and pre-technical training for all students include:</p> <ul style="list-style-type: none"> <li>• Naviance, supported by parents and funded by PAC, is a brand new school-wide college and career readiness program that helps connect academic achievement to post-secondary goals. A one-stop shop for students and families, Naviance helps connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and areas of interest. The program gathers and compiles data to guide counselors and administrators in their practice in regards to preparing students for college and career. This program will be an addition to the PLP so that students and parents can more easily track their progress toward meeting their goals. Juniors and Seniors are being connected and trained in the use of the program during the second semester 2013. All grades will be using the program as a supplement to the PLP by 2014.</li> <li>• The counseling department also offers students the Hispanic/Latino College Fair Field Trip (funded by Title III. This past December, approximately 42 Latino students in the 11th and 12th grade attended. In addition, there is the Canada College Field Trip for Preview Day offered to all 12th graders.</li> <li>• Outdoor Education is a program that matches qualified high school seniors with 6th graders for a week of camping and curriculum about the environment. Seniors must apply and have teacher recommendations that show they are strong A.C.E. students. Seniors may earn community service for the experience.</li> <li>• AVID will be piloted in the Fall of 2013 and will be funded by title III and Categorical Funds. This course will support first-generation college bound students to prepare for college through AVID curriculum and</li> </ul> | <p>competitions, and SAE</p> <ul style="list-style-type: none"> <li>• Guest Speakers</li> </ul><br><ul style="list-style-type: none"> <li>• CEF/CUSD joint grant for Tablets in the classroom</li> </ul><br><ul style="list-style-type: none"> <li>• Naviance</li> </ul><br><ul style="list-style-type: none"> <li>• Outdoor Education</li> </ul><br><ul style="list-style-type: none"> <li>• AVID</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                               |
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| <p>college going activities. Students will be placed in AVID I based on counselor recommendation, interest, eligibility requirements, and commitment to the program.</p> <ul style="list-style-type: none"> <li>• Achieve3000 is another newly adopted on-line program being piloted by ELD and Special Education teachers to increase the lexile level of their readers so they are more successful in accessing their content classes as well as more prepared for college and career readiness.</li> <li>• AVENTA is an on-line class offered during the school year as well as in the summer for all students who need credit recovery in order to meet their A-G requirements so that they can graduate and meet the qualifications for career or college.</li> </ul> | <ul style="list-style-type: none"> <li>• Achieve3000</li> <li>• AVENTA</li> </ul> |

### Student-Parent-Staff Collaboration

**Indicator:** Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

**Prompt:** *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>The initial step of articulating with incoming students begins with our counseling department. It organizes several events that allow HMBHS to communicate with parents and students who are attending middle school. The first is when all parents and students in the community are invited to open house/orientation in the fall. Next, parents are invited to a more focused presentation about what HMBHS has to offer. Then counselors visit Cunha Intermediate School and Seacrest School to plan schedules for the coming year. Finally, freshman students are invited to an orientation given a few days before school starts. This orientation is facilitated by current students in an effort to provide a comfortable peer to peer experience for incoming students. On the other end of the spectrum, counselors make a concerted effort to develop contacts with county based post-secondary educational organizations, particularly CSM. Our counseling office has taken dramatic steps to ensure that students are informed about all the options available for students during their four</p> | <ul style="list-style-type: none"> <li>• Departmental collaboration</li> <li>• Personal Learning Plans</li> <li>• Counselors meet individually with students and parent/guardian to form a four year learning plan during their freshman year</li> <li>• Teachers verify appropriate student placement during course selection.</li> <li>• ELAC</li> <li>• School Site Council</li> <li>• 8<sup>th</sup> Grade orientation night</li> <li>• Back to School Night</li> <li>• HMBHS website</li> <li>• School Loop</li> <li>• Annual and triennial IEP meetings</li> </ul> |



| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>Counselors come to the classroom three times a year to help students with their curriculum selections. The Personalized Learning Plan system helps each individual student achieve success in their graduation planning. The counselors are up-to-date on all the requirements given to students and any changes from previous years. Each student must also meet one-on-one with their counselor to discuss these choices and, in some cases, with parental input. Counselors are very active in ensuring that each student is given the best chance at planning for college if that is the student's chosen path.</p> <p>The use of School Loop has increased communication between parents, students, and staff. Student progress is easily monitored in one mouse click through viewing individual progress reports on line, or emailing a student's entire Learning Team at the same time. Teachers often communicate about at-risk students by "Loopmailing" the entire teaching and counseling team about academic, social or behavioral concerns. This monitoring of progress leads to more intensive intervention strategies.</p> <p>As our AP program expands and opens access to more students, new processes for ensuring student success are being implemented. Counselors inform students of the suggested requirements and prerequisites needed to succeed in each AP class. Teachers counsel students about their class requirements and sign their consent if they believe a student meets the requirements to be successful. Students have the option to override these suggestions if they do not have the prerequisites and still desire to enroll, but once they have registered for the course and the class schedules are confirmed, they may not drop the course. Each student and parent must sign a form acknowledging that they understand this policy. This is also the procedure for ensuring that students who desire to take more than 2 AP classes a year understand how to be successful. Not all students and parents have found this policy to be in their best interest once a class or course schedule proves too challenging and they are not allowed to drop. We are continuing to look at ways to address student needs as enrollment barriers to AP classes continue to disappear.</p> | <ul style="list-style-type: none"> <li>• School Loop</li> <li>• Personal Learning Plan workshops for each grade level</li> <li>• Counselors meet individually with students and parent/guardian to form a four year learning plan during their freshman year</li> <li>• Counselors meet with students annually to revisit and assess personal learning plans.</li> <li>• Student Placement Team</li> <li>• Senior exit survey</li> <li>• 0 period classes: SAS, CAHSEE Prep, AVENTA</li> <li>• AP requirements</li> </ul> |

## Post High School Transitions

**Indicator:** The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

**Prompt:** *How effective are strategies and programs to facilitate transitions to post high school options?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>This intensive focus on preparing students to pursue their academic, career and school-to-career goals has paid off. Half Moon Bay High School has had one of the highest graduation rates in all of San Mateo County in consecutive years. This year, however, we are in the process of trying to understand the new way the state has formulated our graduation statistics, making them look much lower than they have been in the last several years. We have identified this to be one of our Critical Areas of Need so that we can address any issue that prevents our students from pursuing their post-graduation goals.</p> <p>The greater community supports the future endeavors of our students by offering many scholarships. The Local Scholarship Committee encourages all graduating seniors to apply for these scholarships. Every May a ceremony is held to announce the scholarship award winners. Last year, over \$100,000 was awarded.</p> <p>We recognize the need to track our student's post high school options more effectively and will be implementing Naviance in 2013 to help us acquire more concrete data.</p> | <ul style="list-style-type: none"><li>• Local scholarships</li><li>• Evening FAFSA workshops in English and Spanish</li><li>• College application workshops 2 times per week during UC/CSU filing period</li><li>• EAP</li><li>• ELAC</li><li>• Cal Pass</li><li>• Graduation rates</li><li>• CAHSEE 10<sup>th</sup> grade pass rate</li><li>• UC/CSU Requirements met</li></ul><br><ul style="list-style-type: none"><li>• Naviance</li></ul> |

## B2. Curriculum: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                          |
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| <p>As a school and community, we continue to explore ways for students to make real life applications of their learning to explore career and post secondary education. For example, The Paw Print, the student newspaper produced by the Journalism class, will partner with the community newspaper, <i>Half Moon Bay Review</i>, to circulate students' work to the entire community, rather than just on campus. The <i>Half Moon</i></p> | <ul style="list-style-type: none"><li>• Collaboration between the <i>Half Moon Bay Review</i> and Journalism class</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                          |
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| <p><i>Bay Review</i> plans to publish the <i>Paw Print</i> periodically as an insert in future issues. <i>Half Moon Bay Review</i> staff work with Journalism students through guest lectures, and plan to offer students opportunities to work as guest reporters for the paper.</p> <p>Many teachers are empowered to investigate and implement program enhancements. For example, the Industrial Arts teacher, Mr. Agundes, is currently investigating an Engineering Pathway connected to S.T.E.M in conjunction with a local university.</p> <p><b>Prompt:</b> <i>Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> | <ul style="list-style-type: none"> <li>• Ongoing teacher investigations into program enhancements</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                       |
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| <p>As outlined throughout this self-study and repeated in this chapter, we have enacted numerous changes and implemented many new programs since our last WASC visitation to ensure that all students are enrolled in rigorous academic courses. We have also made it a priority to ensure that each student has equal 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. This has resulted in higher academic achievement as evidenced by our test scores and the number of students who are eligible to enroll in post secondary education. The total percent of graduates meeting UC/CSU requirements has increased by 16% over the past three years. The Hispanic/Latino subgroup has realized the largest shift in meeting these requirements, increasing by 19%.</p> | <ul style="list-style-type: none"> <li>• CST results</li> <li>• Increase in number of UC/CSU eligible students</li> </ul> |

### B3. Curriculum Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

#### CRITERION B3 INDICATORS AND PROMPTS

##### Real World Applications — Curriculum

**Indicator:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**Prompt:** *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                |
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| <p>All seniors in college preparation senior English classes must participate in the Senior Exit Project. This project is the primary curricular vehicle during the second semester. Students are required to perform off-campus fieldwork that asks them to interview specialists or authorities relating to their topic and observe and participate in a professional or authentic environment.</p>                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Senior Exit Project</li> </ul>                                                                                            |
| <p>Our industrial arts program is well noted for its comprehensive nature. Students can learn the foundational aspects of different trades such as: carpentry, electrical, wood working, metal working, and auto mechanics. Our small gas engine classes work closely with Skyline Community College to prepare prospective students for their Automobile Technician program. In the 2012-13 school year, students in woodshop began building authentic guitars thanks to a grant from a respected guitar manufacturing company.</p>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Industrial Arts Class curriculum map</li> </ul>                                                                           |
| <p>All graduates have to fulfill a community service learning requirement. This requirement is administered by the Government and Economics teacher. All students must complete thirty-five hours of service.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                    |
| <p>Media Arts and Information Technology courses are specifically designed to give students a sense of real work applications. These classes provide students with an understanding of the processes and strategies used in solving art and design problems in media technology; practicing the fundamental elements of journalism; and utilizing the skills necessary to create and maintain a fully interactive web page using the most recent techniques.</p>                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Media Arts Classes</li> <li>• Information Technology Classes</li> <li>• Community Service Learning Requirement</li> </ul> |
| <p>Student involvement in Agriculture classes includes them as members of the National Future Farmers of America Organization. These classes highlight the longstanding elements of agriculture and livestock in Coastside life, while also providing science, business, and leadership training. Furthermore, students complete projects and/or internships in which they develop and practice valuable skills necessary in any industry.</p> <p>Some of our colleagues in Math and English, especially those that teach at the junior and senior level, are part of a Cal Pass professional learning community. This provides a way for high school, community college, and CSU faculty to discuss ways to better prepare students for success when entering a</p> | <ul style="list-style-type: none"> <li>• FFA</li> </ul>                                                                                                            |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                         |
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| <p>post-secondary educational institution. Not only is there a focused effort to have students ready to pass the Entry Level Mathematics test and the English Placement Test, but a general discussion about appropriate and measurable student learning outcomes. Complimenting this network is that relating to the Early Assessment Program. The educational preparation need for post-secondary success takes a much more in-depth approach when our English faculty members participate in Expository Reading Writing Course workshops.</p> <p>Spanish students provide simultaneous translation for parents at back to school night and many other school events, work at the front desk to help answer phone calls in Spanish. Puente Club also helps organize a community event for Cinco de Mayo.</p> <p>Many clubs, like Interact, get involved in the community through service. Pumpkin Festival provides many clubs and sports the opportunity to fundraise by working the event on a voluntary basis. For example, the Art Club raises money for classroom supplies through face painting. Students are trained in the art of face painting, and then, over the course of 2 days, practice their craft on over 800 faces (based on receipts for 2012).</p> | <ul style="list-style-type: none"> <li>• Spanish translation</li> <li>• Club fundraising</li> <li>• Pumpkin Fest</li> </ul> |

### Meeting Graduation Requirements

**Indicator:** The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

**Prompt:** *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                |
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| <p>The Student Placement Team meets twice a month to discuss various students who are at risk in order to determine ways to meet their particular educational and behavioral needs. Credit deficient students have options including night school, AVENTA credit recovery in summer school, Pilarcitos alternative school, and independent study. English language learners may be enrolled for a 5<sup>th</sup> year.</p> <p>Every quarter counselors identify and counsel students receiving Ds and Fs and their parents to help get them back on track by providing them with information about available resources including SOY counseling, academic tutoring,</p> | <ul style="list-style-type: none"> <li>• Student Placement Team</li> <li>• D and F list</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                   |
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| <p>conferencing with teachers, and in some cases enrollment in SAS (Strategic Academic Support)</p> <p>The 0 Period SAS class provides academic support by teaching study skills, encouraging student/teacher communication, monitoring grades and completion of homework through School Loop, as well as CAHSEE practice. If students successfully pass all their classes with a C or better by the end of each quarter, they graduate out of 0 period SAS. Once graduated, the SAS teacher continues to monitor their progress and communicates with them about their successes or concerns. If a student does not maintain Cs in all classes each quarter, they are re-enrolled in 0 period the next quarter.</p> <p>A CAHSEE preparation class is available for all juniors and seniors who have not yet passed either (or both) sections of the CAHSEE. In addition, a 0 period credit recovery class, using AVENTA, is offered during the school year with preference given to seniors who need to recover credits to graduate. CAHSEE prep has also been added to Special education independent study classes.</p> <p>We offer four levels of ELD classes with SDAIE sections in social studies. The ELD department provides students with level-appropriate curriculum that is aligned with ELD and at the higher levels, with ELA standards. After our 2007 WASC visitation, our school community fully committed itself to make more gains in progress among our ELD and SED subgroups, which are closely linked. From 2009 to 2011 we saw these groups make substantial gains on their CST scores. Since 2010, with budgetary pressures forcing increased class sizes and staff reductions, our ELD department has gone through many changes which have greatly affected our testing outcomes: decline in enrollment to sustain classes, new teachers every year, lack of consistent oversight and curriculum. We have identified this as one of our Critical Areas of Need and have begun discussions to reverse this trend.</p> <p>All students in ELD, Sped, and in SDAIE classes are using Achieve3000 to improve their ability to read non-fiction text in order to improve their access to content area reading and reading requirements on tests like the CAHSEE.</p> | <ul style="list-style-type: none"> <li>• SAS courses</li> <li>• CAHSEE preparation courses</li> <li>• SDAIE classes</li> <li>• Achieve3000</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                   |
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| <p>Summer School is offered to students in need of credit recovery through AVENTA. In addition, over the last two summers, the high school has collaborated with Cunha Middle School in identifying at-risk incoming 9<sup>th</sup> graders and placing them in a voluntary summer enrichment program to help them better acclimate to high school expectations. By completing the program which focuses on English, Math, and successful student skills through Art, they receive elective credits to start off their high school career.</p> <p>Students who feel they are ready to challenge themselves with college courses in a college environment may enroll in Middle College through the College of San Mateo. The program allows them to take community college classes while concurrently earning credits toward high school graduation.</p> | <ul style="list-style-type: none"> <li>• AVENTA</li> <li>• Freshman Summer Enrichment for at-risk students</li> <br/> <li>• Middle College</li> </ul> |

## **WASC CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM: STRENGTHS AND GROWTH NEEDS**

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### **Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

- Every year our test scores increase (CST, CAHSEE, CELDT, etc.).
- Excellent graduation rates.
- Teachers have created 20 new course including Web Design, Animation, AP Environmental Science, and AP Physics.
- Excellent communication between students, teachers, and parents thanks to the extensive use of School Loop.
- Embedded collaboration time for teachers to analyze data, align curriculum, and share best practices.
- Increased usage of technology in the classroom to support student achievement and college and career readiness.
- Many intervention strategies to help students successfully pursue their post-graduation goals.

### **Category B: Standards-based-Student Learning: Curriculum: Areas of Growth**

- Addressing the ongoing curricular needs of our ELD students in relationship to the achievement gap.
- Understanding how our graduation rates have been reformulated.
- Continue to develop relevant professional development that incorporates time to practice new skills or procedures, to implement them and to assess their impact on student learning.

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

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|                     |                           |
|---------------------|---------------------------|
| <b>Bryce Hadley</b> | <b>FG Leader, English</b> |
| Andrew Brown        | Science                   |
| Ellen Reller        | Administration            |
| Jarrett Dooley      | Administration            |
| Sean Riordan        | Visual Arts               |
| Rob Lawrence        | Math                      |
| Justin Ferdinand    | Special Education         |
| Keith Holden        | Special Education         |
| Deborah Briscoe     | Parent                    |
|                     | Leadership Student        |
|                     | Leadership Student        |

## C1. Instruction Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

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

### CRITERION C1 INDICATORS AND PROMPTS

#### Results of Student Observations and Examining Work

**Indicator:** The school's observations of students working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Prompt:** *To what extent did the observations of students working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                      |
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| <p>We are certain that Half Moon Bay High School students are involved in learning in a way that assists them in achieving the academic standards and the expected school-wide learning results based on the following observations of student work and achievement data since our last self-study:</p> <ol style="list-style-type: none"><li>1. Increasing student achievement on the CST</li><li>2. The excellence of student scores on an increasing number of AP exams being offered at HMBHS</li><li>3. Our increasing number of students, especially our Hispanic/Latino students, who are CSU/UC eligible</li><li>4. Increases in student attendance and reductions in tardies and suspensions</li><li>5. Graduation rates are among the highest in San Mateo County</li><li>6. In a survey of Half Moon Bay students conducted in the spring of 2012, 70% of the 697 surveyed indicated agreement with the idea that academic work is sufficiently challenging. The 2012 Parent Survey indicates that 71% feel that their child is being prepared for college.</li><li>7. Every quarter, teachers in every department select students that demonstrate excellence in one or more of our ESLRs based on their academic excellence, citizenship, or excellence in communication (A.C.E.). Every year, the quality of</li></ol> | <ul style="list-style-type: none"><li>• CST result</li><li>• AP test results</li><li>• Graduation rates</li><li>• UC/CSU eligibility</li><li>• Student work samples</li><li>• Student and Parent Survey</li><li>• Student recognition programs</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>students recognized as Outstanding Cougars, Mathletes, etc. is more and more impressive as the ESLRs are better defined for students and measurable by teachers.</p> <p>These achievements are due to the fact that students at Half Moon Bay High School have access to a rigorous curriculum that exposes them to rich, challenging learning experiences regardless of their background. On-campus programs such as the co-teaching model in math and Social Studies, support classes like Strategic Academic Support, AVENTA Credit Recovery, Spanish for Spanish Speakers, our Personal Learning Plan Program, and after school tutoring BAC/PAC Study Center address the needs of at-risk students. Staff is confident that our new ESLRs are more measurable and easily accessible than in the past and that they correlate well with our Single Plan for Student Achievement.</p> <p>Half Moon Bay has an expansive course offering for its relatively small size of fewer than 1,000 students. One school goal includes increasing the percentage of college eligible graduates. Key factors in this improvement include increasing A-G approved courses, expanding advanced, AP, and elective courses options, opening access to APs, providing academic support to a wider range of students, and expanding our Personal Learning Plan Program to include 8th graders so that students plan their pathway to college and career for five years.</p> <p>In the past four years, we have adopted twenty-four new courses, the majority of which are UC approved. These courses range from AP Calculus BC and AP Environment Science to Spanish for Spanish Speakers and College Prep Math aimed at preparing struggling math students for the CSU math placement test. This allows us to offer a wide variety of opportunities for students of diverse backgrounds, with particular emphasis on college preparedness and other forms of accelerated course content.</p> <p>Half Moon Bay maintains an open access policy for the twenty Advanced Placement and advanced courses offered in English, social studies, mathematics, the sciences, and world languages. Partly as a result, the numbers of students enrolled in advanced courses has risen steadily over the last six years. Last year, 485 students took one or more AP exams; 70% of students taking the exams earned passing scores (3 or higher) in 2011. These numbers reflect the seriousness</p> | <ul style="list-style-type: none"> <li>• BAC/PAC Tutoring center sign-in sheets</li> <li>• District web site</li> <li>• School Loop.com</li> <li>• EADMS software</li> <li>• Grading Rubrics</li> <li>• Departmental Progress Reports</li> <li>• CLAD certification</li> <li>• SDAIE trained instructors</li> <li>• IEP at a Glance</li> <li>• 20 new UC approved classes</li> <li>• Open door policy for Advanced and AP classes</li> <li>• Course enrollment and class rosters</li> <li>• AP Test Results</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>with which many students take their education, as well as Half Moon Bay's efforts to increase access to a wider variety of advanced courses to create a stronger culture of college readiness among our student body.</p> <p>In order to teach an AP course, each instructor must submit and have the College Board approve the course syllabus. Currently, each AP instructor at HMBHS has received approval for their course syllabi. In the spring, AP instructors host lunch-time course introductions for potential AP students, offering explanations of course expectations, informally counseling students on their options, and assigning summer work. In addition, students meet with their counselors to plan their schedules in the spring as part of their four-year personal learning plan program. The counselors use a combination of pre-requisite data, academic history, family counseling, teacher signature and informal feedback from teachers familiar with the student to form the basis of recommendations to the students about whether those courses are well-matched to the students' abilities. A student cautioned against enrolling in too many AP courses, for example, may nevertheless opt to override the recommendation using our waiver process and take the course.</p> <p>Students in non-AP courses have demonstrated steadily increasing scores on standardized tests. Though assessments are not as rigorous or course-specific as AP tests, CST scores and API have grown significantly. While HMBHS's results on those assessments undoubtedly reflect a windfall effect from the increasing number of students enrolled in honors and AP classes, the increase in API could not have taken place unless the great majority of students (including those in at-level classes) were mastering the material assessed on the exams. To the extent that the CST results correlate with the quality of instruction our students receive, these results suggest that students are engaged in challenging learning experiences.</p> <p>To further support and assist students in need, several programs have been developed and bolstered by community funding and staff assistance. BAC/PAC after school tutoring, funded by PAC and Cougar Boosters, is available to all students on a drop-in basis after school Monday through Thursday. Based on attendance records, students are taking advantage of this free opportunity to receive academic support in all academic areas.</p> <p>The EADMS software allows teachers to access a variety of student assessment results, including CAHSEE, CST, CAPA, CELDT, and benchmark scores. Also available through Infinite Campus, our</p> | <ul style="list-style-type: none"> <li>• Student Planning Guide</li> <li>• AP preparation meetings with teachers</li> <li>• PLP curriculum</li> <li>• Student AP waivers</li> </ul><br><ul style="list-style-type: none"> <li>• API Scores</li> <li>• CST test scores</li> </ul><br><ul style="list-style-type: none"> <li>• BAC/PAC Homework Club attendance records</li> </ul><br><ul style="list-style-type: none"> <li>• EADMS</li> <li>• Infinite Campus</li> <li>• CAHSEE, CST,</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                                                                         |
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| <p>student information system, are student transcripts from high school and some information from the middle schools. This is a convenient tool for accessing data that allows busy teachers to compare students' past achievement with current classroom performance. These programs helped us understand that while CST test scores have been improving, Half Moon High School CAHSEE math results were lower than the San Mateo County average. This resulted in our counselors identifying more students who would benefit from Zero period support classes. This year, CAHSEE preparation curriculum was also added to the RSP independent study classes. As a result of our data analysis, we identified further ways to increase our student achievement in math as a critical area of need.</p>                                                                                | <p>CAPA, CELDT, benchmark test results</p> <ul style="list-style-type: none"> <li>• SAS Enrollment/roster</li> <li>• Lesson Plans</li> </ul>                                                                                |
| <p>The Visual and Performing Arts program produces musicians and artists that win numerous awards, publish and perform their art, and beautify the campus and community. Much has been written about this department elsewhere in this self-study to attest to the excellence of student learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Band Awards and Performance schedule</li> <li>• Art Awards and Art show schedule</li> </ul>                                                                                        |
| <p>Another way we determine student levels of learning and meeting our ESLRs is by looking at club and sports involvement. Last year, our Athletic Departments celebrated one of the most successful years ever as both boys and girls teams succeeded in winning titles and moving on to CCS finals. Academic eligibility is an important motivator to keep athletes focused on school. Our teams are filled with student-athletes who not only achieve on the field but in the classroom. Teachers collaborate with coaches when students are struggling academically. During football season, coaches require that players attend the BAC/PAC after school tutoring before practice. According to the student survey 48% claim to be involved with sports. Chapter 1 data shows that Hispanic/Latino students do participate, but not in proportionally representative numbers.</p> | <ul style="list-style-type: none"> <li>• Art Displays throughout the district</li> <li>• Sports Team Rosters</li> <li>• Team Statistics</li> <li>• Half Moon Bay Review Sports Section</li> <li>• Student Survey</li> </ul> |
| <p>Clubs offer students ways to explore their interests under the guidance of a teacher advisor. Clubs offer students a chance to practice being leaders, to organize fundraisers, and to provide community service in addition to having fun with like minded friends. According to the student survey, student involvement in clubs showed the highest ranking percentage after sports at 29%. Leadership class students have been greatly involved in improving student spirit through promoting many activities that recognize students. By attending workshops and conferences over the summer, for which they had to fundraise and pay, Leadership students exhibit exceptional mastery of our school ESLRs, especially as they use what they have learned to improve our climate and culture.</p>                                                                               | <ul style="list-style-type: none"> <li>• Club activity</li> <li>• Student Survey</li> <li>• Leadership class</li> <li>• Attendance at summer workshops and conferences</li> </ul>                                           |

## Student Understanding of Performance Levels

**Indicator:** The students know beforehand the standards/expected performance levels for each area of study.

**Prompt:** *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                                                            |
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| <p>Each department provides individual course curriculum/pacing guides aligned to state standards, and each instructor makes available a course syllabus for each class. These documents are provided at the beginning of the year to students and parents, and are also available electronically on School Loop and the district-wide student information system portal, Infinite Campus</p> <p>All district adopted textbooks connect content specifically to California standards and corresponding quarterly benchmarks. Half Moon Bay's teachers provide clear models to establish course and project expectations. AP teachers use released AP exam material as study guides so students know what is expected prior to taking the AP exam. Another common practice is the use of student samples, particularly for major projects, as a means of establishing clear levels of expectation. Some examples are provided below:</p> <ul style="list-style-type: none"><li>English teachers introduce the senior exit project that asks students to creatively summarize content knowledge for an extensive, personally chosen topic. Several outstanding examples from previous students are displayed.</li><li>The Web design and Animation course models the success of the course with the first annual Animation Festival in 2012 to illustrate the digital design skills students are expected to learn throughout the year.</li><li>Art Students are exposed to professional art work in weekly art history lessons that relate to classroom projects. They also create grading rubrics for their art work based on the effort level, skill mastery, and creative problem solving by analyzing student samples to determine which exceed, meet or fall below expectations in order to improve the quality of their own work. In addition, all teachers demonstrate expectations using hands on teaching in large group, small group, and on an individual basis teachers conduct demonstrations in all visual arts classes.</li><li>The World Language Department has just completed departmental rubrics that will be used to assess graded dialogues. Students know exactly how they will need to perform.</li></ul> <p>Departments that have multiple educators teaching the same course</p> | <ul style="list-style-type: none"><li>Course curriculum/pacing guides</li><li>Course syllabus</li><li>School Loop</li><li>Textbooks linked to standards</li><li>Student samples that model expectations</li><li>Teacher demonstrations</li><li>Grading rubrics</li><li>Collaboration</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                 |
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| <p>have dedicated time during collaboration and professional development to create pacing guides and benchmark tests to ensure that students in any class section of a particular content area will receive the same information and be equally assessed. Benchmark tests allow many teachers in one department to compare the same data across course sections and then determine the extent to which students understood the standards/expected performance expectations.</p> <p>In order to fine-tune and measure the effectiveness of instructional strategies on student learning, some departments have worked jointly with other schools in the district to develop common assessments. For example, Social Studies teachers district-wide created a common summative assessment for freshman Modern World History, and Math instructors district-wide have developed a common assessment for Algebra students.</p> | <ul style="list-style-type: none"> <li>• Pacing Guides</li> <li>• Benchmark Test</li> <li>• Articulation</li> </ul> |

### Differentiation of Instruction

**Indicator:** The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

**Prompt:** *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                                                                                |
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| <p>As evidenced by classroom visitations, printed class policies, collections of student work, and other course documents, Half Moon Bay's faculty strive to differentiate instruction across the curriculum so that students can demonstrate their skills by appealing to multiple learning styles, building choice and flexibility into assignments, and maintaining close lines of communication with parents. An example of some of the ways departments differentiate include:</p> <ul style="list-style-type: none"> <li>• The art program allows for full inclusion of all students of all abilities so teachers have mastered the art of instruction in multiple modalities: Front of class lecture, whole class demonstration, small group review, individual critique, use of rubrics, and modified projects. To address the writing demands of Common Core, students write daily journals, write critiques and personal reflections, use Cornell notes and summary writing scaffolds. In addition, the department offers split level classes during which the teachers tailor content and expectations to match a wide range of abilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Cornell Notes</li> <li>• Whole class, small group, individual demonstration</li> <li>• Modified projects</li> <li>• Student Choice</li> <li>• Writing scaffolds</li> <li>• PLP</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"> <li>• Counselors works with students individually, through parent meetings and consultations, by collaborating with teachers and students together, through group PLP meetings, large group presentations, drop in workshops and SST meetings.</li> <li>• English teachers design projects, essays, and/or speaking applications that range in difficulty, so as to meet differing levels of ability, Special Education, and/or language fluency needs; facilitate collaborative learning in pair, small group, and whole group activities; compliment standards-based assignments with creative and/or artistic driven projects; allow for student-selected independent reading of full-length texts with corresponding assignments.</li> <li>• Math teachers use manipulatives and models, Think-Aloud techniques to narrate the problem-solving process; exit slips and/or warm ups to check for understanding; the use of personal white boards to check for individual understanding of important concepts; Foldables, hands-on graphic organizers, to help students organize their material to study for tests and as a study aid on tests; group activities such as round robin, group quizzes, and games foster a team learning environment. Also students communicate and re-teach each other important concepts.</li> <li>• Physical Education teachers meet weekly to discuss what strategies and standards to address in order to actively engage students. They modify instruction using methods that support kinesthetic, auditory, and visual learners. They have embedded activities within the curriculum to support the success of a wide range of students such as the Pacer test and Mile test or monitoring heart rate instead of running time. Each teacher practices one-on-one instruction with students to make sure that they completely understand the concept being taught. Additionally, teachers emphasize empathy and respect towards others and promote the inclusion of all ability levels</li> <li>• Social studies teachers engage many modalities of learning through the use of visual vocabulary word walls, review games, mock trials/elections, role plays, computer lab-based activities, and increased emphasis on writing as well as the reading of primary source material to address common core.</li> <li>• Science teachers use hands on labs, collaborative groups, oral reports including mini-posters, vocabulary activities,</li> </ul> | <ul style="list-style-type: none"> <li>• Modified writing applications</li> <li>• Collaborative learning</li> <li>• Incorporating Art into writing</li> <li>• Manipulatives</li> <li>• Think-aloud techniques</li> <li>• Foldables</li> <li>• Graphic Organizes</li> <li>• Group Quizzes</li> <li>• One on one instruction</li> <li>• Support different modalities of learning</li> <li>• Visual Word Wall</li> <li>• Review games</li> <li>• Online learning</li> <li>• Mock-trial</li> <li>• Hands-on labs</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>demonstrations, films, modeling, power point presentations, field trips, and online activities. Students are rewarded for effort along with achievement by attending field trips. Science teachers provide opportunities for students to choose how they will demonstrate mastery of concepts.</p> <ul style="list-style-type: none"> <li>World Language excels at offering students multiple ways to demonstrate their understanding and mastery of the spoken and written target language in addition to their cultural understanding. Speaking presentations of every variety, written scripts, stories, poems, cooking, singing art projects are all used to motivate students to continue pursuing language study, and to also provide students with a rich variety of assessments to showcase their mastery of French or Spanish. Students also have access to Audacity software in our language lab to help them master listening and speaking skills by creating audio recordings like original songs to remember vocabulary, news reports, and conversations. In addition, the department offers split level French classes during which the teachers tailor content and expectations to match a wide range of abilities</li> <li>Special Education Department has developed IEP at a Glance documents to help teachers provide better instruction for students. These documents are attached to each students file on Infinite Campus so that a teacher can easily access information to individualize instruction more effectively. HMBHS teachers address the diverse needs of their special populations by creating and adhering closely to the detailed arrangements found in IEP and 504 contracts. This may include extended time for tests/homework/projects, shortened assignments, alternate assignments, room/seat placement, note-taking assistance, small-group instruction with a paraprofessional, audio headsets, and Dragon-speak.</li> </ul> <p>In order to address Common Core and support our subgroups who struggle with English, we have piloted a new program in January 2013 called Achieve3000. This program offers differentiated, online instruction using nonfiction content and ongoing Lexile assessment to improve students' reading and writing, and prepare them for college and career success. Academic Support, ELD, and Special Education teachers received professional development in the beginning of January 2013 to implement the program in third quarter.</p> | <ul style="list-style-type: none"> <li>Oral reports</li> <li>Power point demonstrations</li> <li>Field trips</li> <li>Cooking in the classroom</li> <li>Singing</li> <li>Choral repetition</li> <li>Pair, group dialogues</li> <li>Puppets</li> <li>Field trips</li> <li>Exchange students</li> <li>IEP at a Glance</li> <li>IEPs</li> <li>504 plans</li> <li>Achieve3000</li> </ul> |

## Student Perceptions

**Indicator:** The students understand the expected level of performance based on the standards and the school-wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

**Prompt:** *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the school-wide learning results and b) their perceptions of their learning experiences.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                           |
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| In the spring of 2012, the staff revised the school's Expected School wide Learning Results (ESLRs) into a simple acronym known as A.C.E., as explained in Chapter 1 and Chapter 4A. We have become very explicit in making sure students know how they are being measured. All teachers have copies of the ESLRs posted in their classrooms in English and Spanish. The principal is featured weekly on the announcements with A.C.E. updates. Also they are printed in the Student Planning Guide, and on the school website.                                                                                                                               | <ul style="list-style-type: none"> <li>• ESLRs documents in classrooms</li> <li>• Principal Silvestri's A.C.E. videos</li> <li>• Student Planning Guide</li> <li>• Website</li> </ul>                         |
| Our success in addressing academic excellence is evident in the standard measures that mark Half Moon Bay as an effective high school: our increasing test results, impressive college placements, and a graduation rate that was one of the best in San Mateo County in 2012. It is also evident in survey results from students, parents, and staff (all of which affirm the perception that HMBHS provides a challenging, rigorous education) and in the strength of student work samples. Each department has its own unique way of recognizing academic excellence. For example, the Math department celebrates its' ACE Mathletes on a quarterly basis. | <ul style="list-style-type: none"> <li>• Graduation Rates</li> <li>• Awards Ceremony</li> <li>• Scholarship Night</li> <li>• Departmental Student Recognition</li> <li>• Outstanding Cougar Awards</li> </ul> |
| Citizenship is easily measured by the hundreds of hours of community service tallied every year by our seniors. Students begin showing citizenship through volunteering their time in our school and coastal community. At the spring awards ceremony, students anxiously await to hear who among them will be awarded the scholarship for having the most community service hours. In addition, the Leadership class keeps a regular count of spirit points to inspire each class to show more school spirit. The most spirited class wins a party at the end of the year.                                                                                   | <ul style="list-style-type: none"> <li>• Community Service Hours</li> <li>• Spirit Points</li> <li>• Class of the Year</li> </ul>                                                                             |
| Excellence in communication is measured in a variety of ways, through art, music, journalism, creative writing, daily announcements, mock elections, school musical, respectful interactions between students and staff, and School Loop communication between students and teachers.                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• The Muse</li> <li>• Open Studio Night</li> <li>• Quarterly Concerts</li> <li>• Mock Elections</li> </ul>                                                             |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                             |
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| <p>When students excel at a particular ESLR, teachers can recognize them with a positive referral through Infinite Campus. Once a quarter, teachers select Outstanding Cougars that have gone above and beyond in demonstrating an ESLR. At the end of the year, the Outstanding Graduating Cougar is awarded based on A.C.E. achievements.</p> <p>Almost every student took the annual online student survey in 2012 to gauge their healthy choices and perceptions of school climate. The survey was administered by the counseling department during the final PLP. The counselors then analyzed the data and presented their findings to the teaching staff. Some of these findings relating to instruction show that 70% of the 697 surveyed indicated agreement with the idea that academic work is sufficiently challenging. The 2012 Parent Survey indicates that 71% feel that their child is being prepared for college. In addition, 69% of students feel that teachers have high expectations but only 52% stated that they care about doing well in school. While a more extensive survey specifically targeting learning perceptions needs to be conducted, this data indicates a culture that students themselves describe as being “laid back”. This attitude can be seen in many areas of learning, including lower than desired completion of homework, preparation for tests, and participation in school clubs and activities.</p> | <ul style="list-style-type: none"> <li>• Positive Referrals</li> <li>• Outstanding Graduating Cougar Award</li> <li>• Student Survey</li> </ul> |

### C1. Instruction: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student attendance at the BAC/PAC after school tutoring has increased the number of teachers needed to tutor after school. Lack of available teachers to tutor due to coaching and advising commitments in addition to a shortage of qualified tutors, limits the number of students who can adequately be helped one-on-one.</p> | <ul style="list-style-type: none"> <li>• Tutor sign in sheets</li> <li>• Student attendance records</li> <li>• Emails requesting tutoring help</li> </ul> |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Departmental progress reports show that teachers in every department are addressing our third critical area of need. They are doing so by implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum by involving them in challenging learning experiences to achieve the academic standards and the expected school-wide learning results. | <ul style="list-style-type: none"> <li>• Departmental Progress Reports</li> </ul> |

## C2. Instruction Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*To what extent do all teachers use 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?*

### CRITERION C2 INDICATORS AND PROMPTS

#### Current Knowledge

**Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology.

**Prompt:** *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At Half Moon Bay High School, teachers are current in the instructional content taught and research-based instructional methodology. All certificated staff members are fully credentialed and NCLB highly qualified for their subject areas of which 40% have degrees beyond a Bachelors.                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• NCLB Certified</li> <li>• Degree data</li> </ul> <p>Workshop/ conference attendance records</p>                                                                                                                   |
| Teachers constantly work to improve their practice by attending research-based trainings and conferences around the state and country, bringing these new methodologies into the classroom. For instance, our newest differentiation tool, Achieve3000, was discovered by one of our teachers who recently attended a Social Studies National Conference. Many teachers are leaders in their field and professional organizations. For example, Math Department Head, Jennifer Walton, was selected to be an AP reader in the summer of 2012. Over 5 teachers and administrators volunteered to attend WASC trainings so that they could participate on WASC visitation teams in 2012. | <p>Conferences Attended:</p> <ul style="list-style-type: none"> <li>• National Science Teacher Association conference workshops</li> <li>• Exploratorium summer educators workshop</li> <li>• Math TED</li> <li>• Algebra intervention workshop</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>In addition, the leadership team plans and organizes in-service professional development opportunities led by outside consultants and by our own teachers that address our critical areas of need. Last year, we focused on campus safety with gang awareness and bullying workshops. This school year, in addition to completing our self-study, we have been addressing Common Core implementation.</p> <p>Half Moon Bay High School teachers value opportunities to be innovative in the classroom. Last year, thanks to a grant from CEF, we were awarded resources to purchase tablets. A group of teachers across departments jumped at the chance to pilot tablets in their own classroom and joined the Teacher Technology Team. These teachers agreed to research applications, attend workshops on using the tablet, create lessons, report on the results back to CEF, and conduct teacher training the following year.</p> <p>HMBHS faculty celebrates the school's diversity by making a strong, conscientious, and cohesive effort to address the challenges of teaching a diverse population and creating systems that allow all students to flourish. As a result, the co-teaching model expanded from Math to Social Studies with a desire to create the same in English (Fall of 2013) and Science (Fall of 2014). HMBHS teachers do this aptly and with confidence as they have been trained in the latest SDAIE strategies, are CLAD certified, and have gone through extensive special education and English Learner training.</p> <p>Since our last self-study, we have incorporated a Renaissance Program that focuses on student recognition in the belief that positive reinforcement affects student academic success and teacher motivation. This program has been a great success in improving our teacher and student connectedness and entire school climate. Recognition is given through shout outs on daily announcements, in teacher meetings, Spirit Days, and quarterly Outstanding Cougar Award luncheons. Last year, administration inaugurated the Outstanding Cougar Teacher and Classified Staff member of the year. There have been additional perpetual awards added for seniors as well.</p> | <ul style="list-style-type: none"> <li>• Asilomar, Good Teaching Conference</li> <li>• BTSA mentor support</li> <li>• California Teachers of English Learners (CTEL) classes</li> <li>• Ag and FFA conferences</li> <li>• Academic vocabulary workshop for academic content</li> <li>• Big Ideas Fest 2012</li> <li>• American Association of Teachers of French Technology workshop</li> <li>• AP conferences</li> <li>• National Art Education Association Conference</li> <li>• Lake Tahoe Intensive Summer Spanish Institute</li> <li>• Extension Courses at Stanford</li> <li>• <i>Achieve3000 training</i></li> <li>• Professional Development Schedule</li> <li>• Teacher Technology Team</li> <li>• Tablets in the Classroom</li> <li>• CLAD and SDAIE trained teachers</li> <li>• Renaissance Program</li> </ul> |

## Teachers as Coaches

**Indicator:** Teachers work as coaches to facilitate learning for all students.

**Prompt:** *To what extent do teachers work as coaches to facilitate learning for all students?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p>The idea of teachers as coaches for their peers is becoming firmly established thanks to the adoption of our Collaboration Schedule and bimonthly departmental collaboration time which was an outcome of our last self-study. During undesignated time, teachers often meet with colleagues in other departments or attend peer trainings on new technology, new lessons, materials, and best practices.</p>                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Collaboration Schedule</li><li>• Undesignated Time</li></ul>                               |
| <p>Our Leadership Team, which includes administrators, plan and lead professional development sessions for their teacher colleagues and support staff. In addition to leading professional development, some teacher leaders have also taken on the role of mentors for new teachers as well as student teachers in their learning departments. New teachers also participate in the BTSA program to support them as they learn the art of teaching</p>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Peer-to-Peer professional development</li><li>• Teacher mentoring</li><li>• BTSA</li></ul> |
| <p>Although not all HMBHS teachers see themselves as coaches for their adult peers, they all work as coaches for their students' learning. Few teachers at HMBHS limit themselves to being classroom content experts. Most see themselves as coaches in every sense of the word – helping students to succeed with subject matter content, but also with emotional and social support. Teachers frequently provide before and after school time for students to meet with them individually to address particular skills, review material, and discuss concerns. Nearly 70% of students surveyed felt adults on campus respected and listened to them, and 75% responded that teachers were helpful and available when needed outside of class.</p> | <ul style="list-style-type: none"><li>• Student Survey</li></ul>                                                                   |

## Examination of Student Work

**Indicator:** Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

**Prompt:** *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Representative samples of student work across departments are often on display on hallway walls, in classrooms, and in each teacher's WASC binder. This student work shows the extent of student's ability to organize, access, and apply knowledge they already have acquired. No representative sample does this better than the Senior Exit Project which continues to be developed and expanded. The purpose of the expansion of this experience is to provide a cumulative assessment for students at the end of their four years of instruction. Moreover, it is designed to give students a feel for the type of work needed to be successful at the university level and in the job market. One long term goal of the Senior Exit Project is to include greater involvement from the community by way of having its' members participate in mentoring and evaluating students. This will provide a stronger link between the students' secondary and post-secondary transition. | <ul style="list-style-type: none"> <li>• Teacher WASC binders</li> <li>• Senior Exit Project</li> </ul> |

**Indicator:** Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

**Prompt:** *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                                                                              |
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| <p>Students demonstrate their engagement in high level thinking skills across campus and in the greater community every day. The evidence of student engagement listed below is a small fraction of the variety of techniques beyond the textbook that teachers employ, inspiring student participation in their learning:</p> <ul style="list-style-type: none"> <li>• On the walls of upper K building, in the library, in the school office and in the school district art gallery, art students display their design solutions to many art inquiries.</li> <li>• World Language classes are abuzz as groups of students use language to narrate puppet shows, create fashions out of newspaper for a runway show narrated in the target language, or figure out how to write an email to an exchange partner.</li> <li>• In English and Social studies classes students are encouraged to use higher level thinking as put forth by Bloom and to write analytically and reflectively. They are asked to analyze, synthesize, and evaluate using metacognitive thinking and to connect their learning to themselves and to the world outside of the classroom. Social studies students create videos with a partner to highlight the dangers of alcohol and bullying. Mock elections held during this year's presidential election kept</li> </ul> | <ul style="list-style-type: none"> <li>• Gallery space on campus and at the district office.</li> <li>• Paw Print online student newspaper</li> <li>• Web Design and Animation</li> <li>• Department Websites</li> <li>• Teacher Websites</li> <li>• School Website</li> <li>• Walls of classrooms and Building wings</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <p>students interest as they voted for measures and candidates.</p> <ul style="list-style-type: none"> <li>• Web design students are currently designing web sites for academic departments.</li> <li>• Leadership students produce assemblies, problem solve ways to increase school spirit, and create surveys and analyze the results in order to offer programs that enrich the campus culture.</li> </ul> |                     |

**Indicator:** Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school-wide learning results.

**Prompt:** *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                               |
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| <p>Currently, all teachers are provided with a desktop computer, an LCD projector, and a large mounted screen in the classroom. Several teachers use interactive white boards and document cameras. There are three computer labs on the campus for classes such as Animation and Web Design, to use including an open lab in the library for individual research, word processing, desktop publishing, and the creation of personal web pages. The Yearbook and the newly established Journalism class regularly use lab space to publish.</p>                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• 60 new computers</li> <li>• 4 computer labs</li> <li>• Interactive white boards</li> <li>• LCD projectors</li> <li>• Document cameras</li> </ul>         |
| <p>Increasing instruction that incorporates new technology has been an important endeavor over the last 3 years. With the passage of Bond Measure S, the district is committed to upgrade all technology at the high school. For example, campus wide Wi-Fi is set to be available by the beginning of 2013. This will make our new pilot project, Tablets in the Classroom, which is being funded by Bond Measure S and the Cabrillo Education Foundation, possible. This pilot program would not be possible if it were not for the many teachers who volunteered to be active members of the Technology Committee. They committed to take on extra hours in research and in professional development to learn how to implement tablets most effectively. In turn, they will create a professional development plan to teach the rest of the staff next year.</p> | <ul style="list-style-type: none"> <li>• Bond Measure S</li> <li>• Technology Upgrades</li> <li>• Tablets in the Classroom</li> <li>• Technology Committee meeting agendas and minutes</li> </ul> |
| <p>In turn, student representative samples show that students are able to download documents from the school website and upload assignments to School Loop, create dialogues, perform skits, and record interviews using their smart phones; prepare language recordings for AP exams using Audacity Software; they are able to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Achieve3000</li> <li>• AVENTA</li> <li>• Naviance</li> <li>• Audacity</li> <li>• School Loop</li> </ul>                                                  |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>create visually appealing presentations with PowerPoint; they create their Yearbook and publish their student newspaper online; they recover credits online using AVENTA and improve their reading with ACHIEVE3000; students will be able to create an online 4 year plan to track their college and career readiness with Naviance.</p> <p>Implementing more advanced technology makes us responsible for addressing student safety concerning social media, smart phones, and the internet. We have signed on with a group called Sgrouples and will be featuring a program called 'Safe Sharing'. They will be providing us with valuable information for our students about technology use through short "Tip of the Week" videos that we will broadcast during the daily student news.</p> | <ul style="list-style-type: none"> <li>• School Website</li> <li>• Sgrouples "Practice Safe Sharing"</li> </ul> |

**Indicator:** Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Prompt:** *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>As a faculty, we continue to place a greater emphasis on ensuring that our students are prepared for life after high school. A main focus is to ensure that our students leave with the skills to be prepared to excel in our 21<sup>st</sup> century global economy. With the expansion of computer labs and access to technology as a result of the passage of Bond Measure S, teachers within departments, have established a momentum to include more technology and to experiment with more 21<sup>st</sup> century teaching tools:</p> <ul style="list-style-type: none"> <li>• English department members collaborated at the start of the 2009/2010 school year on a project to introduce electronic blogs as a way to encourage emerging writers to develop confidence in their own narrative voice.</li> <li>• In AP US History, to emphasize the need to be concise in communicating the most important information, the teacher asked students to use Twitter to post their comments to a discussion board.</li> <li>• Science classes use probeware to take data and create and analyze graphs during lab experiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Paw Print</li> <li>• Web Design/ Animation class</li> <li>• Student PowerPoint presentations</li> <li>• Student video presentations uploaded to YouTube</li> <li>• Twitter</li> <li>• Smart phones as tools</li> <li>• YouTube instruction</li> <li>• iPanel notes</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <ul style="list-style-type: none"> <li>Some teachers allow students to use smart phones in class to research images, “Google” information, film videos, record audio files, and check School Loop.</li> <li>Currently, our newspaper is published online. Students are learning how to format using Adobe and online resources.</li> <li>Web design and Animation courses were created due to teacher motivation and innovation. The recognition that these essential courses would prepare students for real world occupations led to the securing of funding for materials, grants, and section allocation.</li> <li>LCD projectors continue to be used in each classroom, allowing teachers to complement instruction with PowerPoint slides, web videos, iPanel notes and more.</li> <li>Many teachers post their PowerPoint slides, YouTube videos, and Word documents on School Loop so that students can easily access classroom content after school hours. In addressing our critical areas of need to help more students succeed academically, teachers identified the need to become more versatile in using new technologies and agreed to write this into our new action plan.</li> </ul> |                     |

## Real World Experiences

**Indicator:** Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

**Prompt:** *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>In addition to incorporating 21<sup>st</sup> century uses of technology, all departments make it a point to take learning out of the classroom by providing students with real world experiences. Some of these include:</p> <p><b>The Agriculture department</b> designs curriculum for students interested in understanding the operations and institutions of economic systems as applied to our nation’s largest industry: agriculture. The course provides entry-level training in agribusiness management. Students plan and present an agribusiness with respect to labor, equipment, financing, marketing, and general management decisions. Students use computers and software featuring PowerPoints, spreadsheets, journals, accounting and record keeping in their training. Through this, students will practice presentation, speaking, writing, and communication skills that are essential in business. Students will continue to develop their critical thinking and</p> | <ul style="list-style-type: none"> <li>Course Descriptions</li> <li>Agribusiness</li> <li>County Fair</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>leadership abilities.</p> <p>The Future Farmers of America and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities including involvement with raising an animal to show at the county fair.</p> <p><b>Industrial Arts</b> students taking Advanced Small Gas Engines apply their knowledge and expertise gained in other industrial arts classes toward the solution of practical problems which closely reflect everyday life experiences. Students develop marketable skills equivalent to on-the-job training. Upon the completion of this course, students have a basic understanding of activities related to running a small business: advertising, record keeping, customer relations, estimating, ordering and stocking parts and materials, and general hands on experience. In addition, students who complete a task sheet and receive a grade of a 'B' or higher in this course will earn 4.5 units of college credit toward the Skyline College Automotive Program. The credit will be given upon the completion of 6 additional units from Skyline College, College of San Mateo, or Canada College.</p> <p><b>Science</b> students taking Marine Biology and AP Environmental Science look at marine organisms as well as the physical, chemical, and geological characteristics of the earth's oceans. Both courses involve lectures, reading, discussion, field studies, laboratory experiments, and written work. Students use knowledge gained in Marine Ecology to lead groups of school children at the tide pools. Field work is an integral part of the course and cannot be replaced by in-class activities. Students in AP Environmental Science also participate in several full-day field trips each semester. Introductory Biology students visit the Sewer Authority Midcoastside plant as part of a unit in water quality.</p> <p><b>Visual and Performing Arts</b> students are engaged in a multitude of real world opportunities to showcase their budding talents. Our Music Department chorale students sing in the community and band students march in parades. They also travel frequently to band reviews, often bringing back trophies to proudly display. Our drama department has been revitalized in the last two years thanks to amazing performances of popular musicals that utilize the talents of the whole community. There is always a student director, others construct sets, sew costumes, are in charge of sound and lighting, and play in the orchestra.</p> <p>The Visual Arts inject real world voices into art studios with guest</p> | <ul style="list-style-type: none"> <li>• Automotive Business</li> <li>• College Credit</li> </ul><br><ul style="list-style-type: none"> <li>• Tidal Pool Field research</li> <li>• Student guides for elementary children</li> </ul><br><ul style="list-style-type: none"> <li>• Parades</li> <li>• Concerts</li> </ul><br><ul style="list-style-type: none"> <li>• School Musical</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                                                                                                                                                                         |
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| <p>artists and figure models. Students visit a local museum every year. Students design murals for the campus, face paint at Pumpkin festival to raise scholarship funds, publish illustrations, as well as display art in public galleries in the community. Sculpture students design puppets and write a puppet show for district elementary school children. They also teach the children how to create a puppet show themselves.</p> <p><b>The World Language Department</b> is committed to taking language outside of the classroom by making field trips a departmental requirement. French students practice their skills by signing up for Yahoo accounts and emailing each other in their target language; they host teenagers from France during 4<sup>th</sup> quarter and travel to San Francisco every year for a French Film Festival. Spanish students enjoy a day of immersion learning about the history of the murals in the Mission district of San Francisco; they cook authentic cuisine from Spanish speaking countries; throughout the year they provide Spanish translation for many school events.</p> <p><b>SDC</b> students participate in weekly field trips in the community to practice life skills like how to mail a letter, purchase lunch, etc. Special Olympics, scheduled quarterly, allow students to travel outside of the community to show off their team work and sports skills with students from other schools. Twice a year, students travel to a local farm to plant seeds and then return to investigate their growth as part of <i>The HEAL Project</i>, a home grown, hands on, CA academic standards science based curriculum and comprehensive set of programs.</p> | <ul style="list-style-type: none"> <li>• Juried Art show</li> <li>• Murals</li> <li>• Puppet show</li> <li>• Face painting</li> <li>• Hosting exchange students</li> <li>• Field trips</li> <li>• Weekly field trips</li> <li>• Special Olympics</li> <li>• Life Skills training</li> </ul> |

## C2. Instruction: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                               |
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| <p>The importance of peer observation as a means to improve instructional practice is being explored deeply. Both Academic Council and Leadership Team voted unanimously to provide the training site for the Instructional Rounds practice for our district.</p> <p>Social Studies teacher and department chair, James Barnes, and Principal Allison Silvestri, attended training in Davis in January 2013 to learn more about this version of peer observation. Many teachers</p> | <ul style="list-style-type: none"> <li>• Instructional Rounds training</li> <li>• Hosted training session at HMBHS on 1/28/13 for other school leaders</li> </ul> |

| Findings                                                               | Supporting Evidence |
|------------------------------------------------------------------------|---------------------|
| have volunteered to open their classrooms and be willing participants. |                     |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                                                                                                                                      |
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| We have specifically addressed the suggestions of the 2010 visiting committee. Assessing the effectiveness of professional development in adjusting teacher practice and in increased student achievement and engagement in learning has been a topic of great interest among the faculty, especially in how to best implement the new Common Core Standards in all departments. Last year's staff survey revealed that the majority of teachers desire greater cohesiveness to Professional Development days to allow time for practice, implementation, and analysis of their effectiveness on student learning. The Leadership Team has responded to these survey results by creating a roadmap for future Professional Development days. Funds for individual teacher Professional Development were significantly reduced by the district during our financial crisis, but the Parent Advisory Council stepped in and set aside money for each department so that teachers may continue to participate at conferences, workshops, and in professional learning communities every year. Subject area collaboration time has also allowed teachers to assess the effectiveness of professional development by analyzing student work samples. Our increasing test scores and improving school climate are two indicators of success in addressing the effectiveness of professional development on student achievement and engagement. | <ul style="list-style-type: none"> <li>• Professional Development plan</li> <li>• Teacher survey</li> <li>• Department collaboration agendas and minutes</li> <li>• PAC meeting minutes</li> <li>• API Data</li> <li>• Student climate survey</li> </ul> |

## **WASC CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION: STRENGTHS AND GROWTH NEEDS**

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Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

### **Category C. Standards-based Student Learning: Instruction: Areas of Strength**

- Students are being academically prepared for college through high-level instruction
- Highly qualified and dedicated teachers use a variety of strategies to engage students and create a positive learning environment
- Teachers redesign and modify courses on an ongoing basis to ensure that the instructional program is challenging
- Special education and general education teachers work together to ensure access to mainstream curriculum
- Technology is used to support instruction

### **Category C. Standards-based Student Learning: Instruction: Areas of Growth**

- Continue to examine what defines rigor in instruction, what role homework plays in extending learning, and how instruction includes real world experiences
- Continue to develop an array of techniques to help students organize, access, engage with, and apply knowledge
- Discuss how peer observations can add to more effective instruction

## **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

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|                     |                                    |
|---------------------|------------------------------------|
| <b>Deanna Tower</b> | <b>FG Leader, Math</b>             |
| Anthony Agundes     | Industrial Arts                    |
| Rosabelle Lynes     | English                            |
| David Jones         | Math, Web Design/Animation         |
| Christina Yeakley   | Physical Education, Social Studies |
| Ryan Stagg          | Science                            |
| Patrick Games       | World Language                     |
| Robin Olmstead      | Counseling                         |
| Robin Myren         | Parent                             |
| April Chen          | Leadership Student                 |
|                     | Leadership Student                 |

## D1 & D2. Assessment and Accountability Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*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? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. 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?*

### CRITERION D1 AND D2 INDICATORS AND PROMPTS

#### Professionally Acceptable Assessment Process

**Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

**Prompt:** *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                                                                                                                                                 |
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| Half Moon Bay High School utilizes subject-area release days and some of the weekly collaboration time to create, disaggregate, and analyze quarterly Benchmark tests in order to monitor student progress towards mastery on the CST's. Benchmark exams have been established in the core subject areas of Math, English, Social Studies, and Science. The Visual Arts and World Languages Departments have also initiated 1 <sup>st</sup> and 3 <sup>rd</sup> Quarter Benchmark exams. Results of the students' benchmark exams are discussed and analyzed among teachers during both informal communications, such as email and verbal exchanges, as well as collaboratively within the departments on our two designated Data Analysis days (November and March). These days are referred to as "Super Tuesdays" where the student day begins at 8:50am, as on any other Tuesday, but then ends at 1:30pm. The afternoon time is allotted for teachers to disaggregate and analyze the results of the benchmark exams. The analysis aids teachers in identifying whether students are prepared for the state exams or whether additional review is needed. The results of the benchmark exams are reported to students and parents through School Loop, the online gradebook. Further discussion happens in class with the students. | <ul style="list-style-type: none"><li>• Benchmark Tests</li><li>• California Standardized Testing and Reporting (CST)</li><li>• Weekly Collaboration Schedule (Late Start Tuesdays)</li><li>• Data Analysis Days ("Super Tuesdays")</li><li>• School Loop</li></ul> |
| Hardcopy results of formal assessments, such as the CST exams, CAHSEE, CELDT, EAP, and AP exam scores are all mailed to the household of each individual student. Parents are also able to access information, such as these standardized test results and a student's real-time attendance, Infinite Campus and School Loop.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• California Standardized Testing and Reporting (CST)</li><li>• California High School Exit Exam</li></ul>                                                                                                                    |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                   |
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| <p>Teachers consistently use School Loop to post assignments and current grades online. Students, parents and the school's coaches (with administrative permission) have access to the website from home. Half Moon Bay High School also provides four computer labs where students can access School Loop if they are unable to at home. Two of the computer labs are housed in the library, which is open throughout the school day, including before school, during lunch, and after school. School Loop is also a vehicle for communication, allowing all involved to converse through emails without the need to physically enter in the actual email addresses. Students, parents, teachers, and coaches all register through School Loop, which then saves the contact information.</p> | <p>(CAHSEE)</p> <ul style="list-style-type: none"> <li>• California English Language Development Test (CELDT)</li> <li>• Early Assessment Placement Exams in English and Math (EAP)</li> <li>• Advanced Placement Tests (AP)</li> <li>• Infinite Campus</li> <li>• School Loop</li> <li>• Preliminary SAT (PSAT)</li> <li>• Parent Letters</li> </ul> |
| <p>The PSAT is held annually at school for sophomores and juniors as a practice run for students for the SAT's. The scores are handed out to students at school, which is then followed by a workshop titled "PSAT: Now What?", conducted by the counseling department for both parents and students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| <p>Additional information is communicated to parents through a variety of methods. Relevant material is posted on School Loop and our school's website, including links to Infinite Campus, SARC, Newsletter, CST, SPSA, WASC Report, ELAC, PAC, and Cabrillo Education Foundation. Hard copies of important information are also mailed to each student's home or hand delivered in an exchange during a meeting with a counselor, including student transcripts, our School Profile Data, and results of the 9<sup>th</sup> Grade State Physical Fitness Tests.</p>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• School Loop</li> <li>• School Website</li> <li>• Student Transcripts</li> <li>• School Profile Data</li> <li>• 9<sup>th</sup> Grade State Physical Fitness Tests</li> </ul>                                                                                                                                  |
| <p>CMA, SABE, CAPA, and CELDT (alternate assessments for our Spanish-speaking population and our Special Education students) are administered and results are communicated through mail as well as training and information nights through ELAC and through the Districts migrant office. We have a migrant and community liaison.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• CMA (alternate assessment for ELL for CST)</li> <li>• Spanish Assessment of Basic Education (SABE)</li> </ul>                                                                                                                                                                                                |
| <p>Assessment information about Half Moon Bay High School as a collective whole, including the SARC, API, and SPARC, is easily accessible online. Half Moon Bay High School's SARC is available to the public through the district website listed by school. Interested parties are able to look up results of the different assessment tools. The SARC gives a summary of standardized test results (CST, CAHSEE), the percentage of highly qualified teachers, student demographics, along with other school profile data. This data is also available to everyone on the California Department of Education (CDE) website as well as for teachers through EADMS, the district</p>                                                                                                           | <ul style="list-style-type: none"> <li>• California Alternate Performance Assessment (CAPA)</li> <li>• CELDT</li> <li>• SARC-School Accountability Report Card</li> <li>• API</li> <li>• SPARC – School Personnel</li> </ul>                                                                                                                          |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence               |
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| <p>site for data and assessment. This information is also given during faculty meetings and professional development meetings. Department Heads further the discussion within department meetings as well.</p> <p>SPARC is a voluntary self-assessment of the school counseling program. This shows how the counseling department, as well as support staff, impact student academic progress. We look at CST scores, attendance, discipline, college attendance rates, etc.</p> | <p>Accountability Report Card</p> |

### Basis for Determination of Performance Levels

**Indicator:** The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Prompt:** *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                           |
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| <p>Students' grades are determined by a culmination of assignments that check for understanding, which differ slightly by department. For example, the Math Department gives daily class work and homework assignments, a weekly quiz or chapter test, a quarterly project, and a quarterly Benchmark Exam. The English Department covers literature, grammar, and writing in many intertwined assignments that may be broken down into smaller pieces for better understanding and over a lengthier time. The Science Department utilizes labs, quizzes, tests, warm-ups, homework assignments, and benchmark exams. In Social Studies, students engage through computer lab assignments, projects, tests, quizzes, games (Jeopardy, Quizdom), role play, and simulations. In Physical Education student grades are based on timed runs, quizzes, bookwork, a life skills unit, journals, food charts, activity logs, dressing daily, and participating fully. Assessment in the World Language Department is based on chapter quizzes, conversations, quarterly benchmarks, exams, verbal communication in the target language between student and teacher, and culturally inspired projects. The Special Education Department collaborates with Math, Science, Social Science, and English departments. Accommodations and modifications according to students' IEPs can be used to help students access the general education curriculum. Monitoring and goals may be used to determine progress in the classroom.</p> | <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Projects</li> <li>• Labs</li> <li>• Review Games</li> <li>• Participation</li> <li>• Quizzes</li> <li>• Unit Tests</li> </ul> |
| <p>Benchmark tests allow teachers to monitor preparedness and growth within a student. Teachers utilize EADMS to create reports that illustrate each student's mastery of standards. Growth is evident in Art and English with their Digital Portfolios. The English and Social</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Benchmark Exams</li> <li>• EADMS reports</li> <li>• Digital Portfolios (Art and English)</li> </ul>                                                  |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                             |
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| <p>Studies Departments utilize the website, Turnitin.com, where students may submit anywhere from two to twenty writing pieces a year, depending on the class level. This website not only prevents plagiarism but also provides students with a venue for a collection of their work, guiding English students towards the Digital Portfolio. Progress can also be evaluated through examining current grades on School Loop and through grading reports sent out eight times a school year.</p> <p>As an incentive for students to approach the annual CST exams with motivation and focus, Half Moon Bay High School created “Grade Bumps.” Each department has communicated to the students how to improve a class grade with the individual’s CST exam scores. If a math student earns a 4 or 5 on the exam, the student will earn an additional 3% to 5%, respectively, towards their 1<sup>st</sup> or 2<sup>nd</sup> semester grade. The Science department looks at second semester grade percentages and adds 4% for a 5 and 2% for a 4. Excluding the 10th grade life science test, grade bumps are only earned on the subject area tests such as biology, earth science, etc.</p> <p>In English, any student who achieves an improvement of a performance band, no matter the number of performance bands will receive a grade bump of 5% retroactively to their second semester final grade. Any student who remains at the level of a proficient, having achieved that level the previous year, will receive a grade bump of 3% retroactively to their second semester final grade. Any student who remains at the level of advanced, having achieved that level the previous year, will receive a grade bump of 3% retroactively to their second semester final grade. Any student who does not have a previous year CST score with which to compare will receive 5% for an advanced score and 3% for a proficient score.</p> | <ul style="list-style-type: none"> <li>• Turnitin.com</li> <li>• School Loop</li> <li>• Progress Reports</li> <li>• Quarter Grades</li> <li>• Semester Grades</li> <li>• Grade Bumps</li> </ul> |

### Appropriate Assessment Strategies

**Indicator:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Prompt:** *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

| Findings                                                                                                                                                                                                  | Supporting Evidence                                                                                                  |
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| At the beginning of the school year, teachers provide students with a class syllabus or student expectations sheet that explains course material, classroom policies, and how student achievement will be | <ul style="list-style-type: none"> <li>• Class Syllabus or Student Expectations</li> <li>• Back to School</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>assessed. For example, in Math, assessments include quizzes, tests, projects, benchmark exams, and finals. The Special Education department has various forms of assessment, both formal and informal, which are used as part of the IEP process. Physical Education hands out a syllabus, has each student and parent sign the document and return within the first week of school. A second semester syllabus is given as a reminder to class expectations. Class syllabi are also shared with parents at the beginning of each academic year during Back to School Night. Many teachers also publish their expectations on School Loop.</p> <p>Teachers in the classroom use a wide variety of assessments to check for knowledge, understanding, and skill. Many core subject area classes utilize warm-ups for daily practice for the CAHSEE and CST exams. Both Science and Math Departments use miniature white boards as a quick check for understanding. Science also reads laboratory write-ups and science journals, which provide the opportunity to see the students' written communication of ideas. Teachers even use the daily news broadcast feature of Daily Trivia to get the whole school engaged in assessing their content knowledge in a fun manner through content review questions masked as trivia.</p> <p>Traditional summative assessments can be found in all classes to different degrees. For example, in their English class, seniors must research, observe, analyze, and present a Senior Exit Project based on a topic of their choice, but preferably on a possible career choice. All English classes utilize timed writing, essays, oral reports and debates. In Geometry, students are engaged in a different project every quarter that demonstrates an understanding of a particular concept covered over that time period. Several classes utilize "Entrance" or "Exit Tickets." Industrial Arts begins each year with a thorough unit on safety and concludes with an exam. Web Design students demonstrate their understanding with a culminating Film Festival held at the end of the school year and open to the public. Language students organize a feast in which they research the recipes, prepare the food and video tape the preparation, and then bring in the food to share with their class.</p> <p>These strategies reflect the differences in student learning styles as well as the differences in types of achievement being measured. All classes utilize quizzes, group work, class discussions, and homework to help measure student progress toward acquiring a specific body of knowledge or skills.</p> | <p>Night</p> <ul style="list-style-type: none"> <li>• Warm-ups</li> <li>• Mini White Boards</li> <li>• Laboratory Write-ups</li> <li>• Journals</li> <li>• Daily Trivia</li> <li>• Traditional Summative Exams</li> <li>• Senior Exit Project</li> <li>• Oral Reports</li> <li>• Timed Writings</li> <li>• Essays</li> <li>• Debates</li> <li>• Projects</li> <li>• Entrance/Exit Tickets</li> <li>• Safety Test (Shop)</li> <li>• Film Festival</li> <li>• Quizzes</li> <li>• Group Work</li> <li>• Class Discussions</li> <li>• Homework</li> </ul> |

## Demonstration of Student Achievement

**Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

**Prompt:** *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                              |
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| All core classes adhere to the set of state Standards put forth by California. Student achievement of the academic Standards is demonstrated through a variety of examples. Traditional assessments (quizzes and tests) are in place for each of the classes. Other examples of student achievement can be seen in student work displayed in classrooms (assignments and projects). The Art Department displays student achievement through its annual art shows. They recreate a gallery in the art building and invite students and parents to a night of perusing student art. Later in the year, outstanding work is selected as the focus at a local art gallery where students, parents, and the community are able to enjoy the display of award-winning student work. Throughout the year, selected student artwork is showcased on campus in both administrative offices and in the school library. | <ul style="list-style-type: none"><li>• Student Work</li><li>• Art Shows</li><li>• Art displays on Campus (AP office &amp; library)</li><li>• Art Calendar</li></ul>                             |
| The Science, Math, and English Departments also create “gallery walks” within their classrooms, displaying student work visible to students and visitors. Twelfth grade students are required to complete a Senior Exit Project in their English classes, involving extensive research, a thorough paper, and an informative presentation. The analysis of CST scores and other standardized testing are other forms of assessment to measure student achievement of the academic standards. Teachers are also able to evaluate student progress through voluntary tutoring, whether with individual teachers or within the free afterschool tutoring program held in the library.                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Gallery Walk</li><li>• Senior Exit Projects</li><li>• CST Scores (&amp; the rest of the standardized tests mentioned in D1)</li><li>• Tutoring</li></ul> |
| In addition to the assessments in general education classes, the Special Education Department also conducts its own assessments of students with special needs to aid in consistently monitoring the progress on their IEP goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Progress on IEP Goals</li><li>• Special Ed Assessments</li></ul>                                                                                         |
| Achievement of the expected school-wide learning results is demonstrated through the accolades bestowed upon our students throughout the year. Each month, the Math Department selects students to be honored as “Mathletes.” These students are selected for their outstanding academic work in math, notable progress, or an inspiring behavior or act. Both the History and the Physical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Mathletes</li><li>• History Student of the Month</li><li>• PE Student of the Month</li><li>• Outstanding Cougar</li></ul>                                |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                       |
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| <p>Education Departments reward students for similar reasons by selecting their respective “Students of the Month.” The idea behind our “Outstanding Cougar Awards” is to reward students who do not often receive academic accolades but have made significant strides in having Academic excellence, Character, or Excellent Communication (A.C.E.). Each staff member is given the option to award one student each quarter. We celebrate with a luncheon where the staff member is able to share with those in attendance why their student is being recognized. Students who excel academically are honored at the Department Awards.</p> <p>Athletes exemplify the expected school-wide learning results through the Code of Conduct, a document to be signed by the athlete and a parent/guardian. The Code of Conduct outlines the expected behavioral standards set forth upon our athletes and their parents (see Appendix).</p> | <p>Award</p> <ul style="list-style-type: none"> <li>• Department Awards</li> <li>• Code of Conduct (Athletics)</li> </ul> |

### Curriculum Embedded Assessments

**Indicator:** The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Prompt:** *Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                |
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| <p>CELDT testing takes place in the fall of each year. The results are used to determine the students’ proficiency in the English language and then used to place the students in appropriate classes. The results can be accessed through Infinite Campus. Parents are notified by sending home a letter stating results and are sometimes contacted by a community liaison.</p> <p>In the English department, the 2<sup>nd</sup> Quarter Benchmark Writing Test is graded by the entire department with agreed upon common rubrics. The writing tests are part of a four-part assessment of whether or not students remain in the advanced placement program. For twelfth graders in regular College Prep English IV, the Senior Exit Project is a requirement for graduation. The project includes extensive research and multiple pieces of writing, culminating with a multi-media presentation.</p> <p>The math department uses common assessments (quizzes, unit tests,</p> | <ul style="list-style-type: none"> <li>• CELDT Scores</li> <li>• Parent Letters</li> <li>• Student Essay</li> <li>• Senior Exit Project</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                 |
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| <p>benchmarks, finals) to evaluate students' performance across math courses. This is done to enable teachers to share teaching strategies and approaches that may be employed to heighten student achievement. The use of guided practice in solving problems is widely used in the department to give students strategies for solving problems. Further, the use of spiraled warm-ups allows students to go back to previous learning and utilize past concepts in solving problems. The focus is heavy on CAHSEE prep in the Algebra 1 and Geometry courses. All math classes concentrate heavily on CST prep. These strategies are especially important in teaching the critical academic need of improving proficiency in Algebra 1 as well as improving the students' pass rate on the CAHSEE in math.</p> <p>Half Moon Bay High School created the SAS (Student Academic Support) class, which focuses on low performing underclassmen. We offer two zero period classes: one period is designated for ninth graders and ELL students while the other period targets tenth graders. The course curriculum covers both Math and English standards. Students are able to "graduate out" with an overall GPA of 2.0 or higher at the end of each grading period.</p> | <ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• CAHSEE Prep</li> <li>• CST</li> <li>• SAS classes</li> </ul> |

## Student Feedback

**Indicator:** Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results.

**Prompt:** *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                              |
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| <p>Half Moon Bay High School has several forms of student feedback that are used to monitor student progress. Many courses have incorporated reflections in which students think about their learning process. The Science Department incorporates Gallery Walks and mini-posters as well as student feedback and self-reflection on student grades to monitor student progress. World History and US History incorporate learning logs that students use to reflect on what academic standards they have achieved. English uses journals that incorporate student feedback as well as peer editing on processed pieces. Math classes incorporate the mini and large white boards to receive immediate student feedback on individual student's progress. In addition, QWizdom is used sporadically to provide instant, electronic feedback.</p> <p>The Leadership class enacted the Renaissance Program, which began in the fall of 2010. The program helps address the expected school-</p> | <ul style="list-style-type: none"> <li>• Gallery Walks</li> <li>• Learning Logs</li> <li>• English Writing Journals</li> <li>• White Boards</li> <li>• Qwizdom</li> <li>• Renaissance</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                         |
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| <p>wide learning results by promoting a sense of appreciation of the individual gifts each person brings to Half Moon Bay High School. Our Leadership teacher attended the National Renaissance conference in Los Angeles in 2011 in an effort to expand the program. The goal of Renaissance is to recognize every student, teacher, staff, and parent/community member. If people feel recognized and connected to the school, their performance will increase and test scores will inevitably rise.</p> <p>Renaissance expanded to the assemblies with the FFA dance, teacher dance, band performance at the Homecoming assembly, teacher slide show of high school pictures, musical and talent show performance, and removal of Battle of the Sexes assembly, negative sayings and Bow Down, etc. Student-made birthday cards are given to every student. Our Leadership class has also created recognition through Spirit for Cupcakes on Fridays, Club/Staff BBQs, Homecoming theme (voted on by students), and cougar paws with every student's name in C/D wings and the Library. As part of Homecoming, the Giant Relay had 140 participants and the Leadership class made capes for all the students involved.</p> <p>Challenge Day started in the spring of 2012. Challenge Day is an educational program designed to stop bullying through awareness and knowledge and to improve school culture by teaching students about diversity, truth and full expression. Student participation is voluntary and there is a maximum of 100 students who are allowed to take part in the event. In January 2013, Half Moon Bay High School held its second Challenge Day on campus.</p> <p>These days are filled with fun, where students get to know peers and the adult (staff/parents) participants. There were 25 adults that have participated the past two years. As the day goes on, the activities got more serious. This gives students an opportunity to talk about things they may not have talked about before and share with their peers. This also gives them a chance to see that everyone in the room has a story and the story is often deeper than what we see on the surface.</p> <p>The Counseling Department conducts annual student surveys at the end of each school year. All students complete a survey. The surveys for 9-11 grade students collect information about school culture and climate and also about student behavior, extracurricular activities and interests outside of school. The seniors complete a unique survey which collects information about students' post high school plans (i.e. college, work, etc.) and about student opinion and evaluation of the PLP program.</p> | <ul style="list-style-type: none"> <li>• Challenge Day</li> <li>• Student Survey</li> </ul> |

## Modification of the Teaching/Learning Process

**Indicator:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                 |
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| Half Moon Bay High school uses School Loop to document student achievement within academic areas. Counselors collect student data to track students who fail classes. Those students are then called in by counselors and encouraged to attend after school tutoring based on academic need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• School Loop</li></ul>                                                                                       |
| Many different groups at Half Moon Bay High School utilize weekly grade checks assessing student progress, including coaches of sports and parents. From these grade checks, some programs recommend or require mandatory attendance to after school tutoring based on student needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Student Progress Reports</li><li>• Quarterly Report Cards</li><li>• Weekly Progress Reports</li></ul>       |
| With every Tuesday designated as late start for students, specific days are assigned for Subject Area Collaboration. Besides the daily collaboration that naturally occurs among teachers, these days allot an uninterrupted hour for teachers within subject areas to analyze, discuss, and collaborate on decisions and changes that need to be made in the curricular and instructional approaches. Moreover, there are designated Data Analysis days (one in the first quarter and the other during the third quarter) when departments are given more extensive time to examine the results of the benchmark tests and determine preparedness for the CST exam. This is an additional opportunity for teachers to make any changes necessary towards curriculum and instructional methods. English, Social Studies, Math, and World Language departments are utilizing EADMS to create and analyze common assessments. | <ul style="list-style-type: none"><li>• Subject Area Collaboration</li><li>• Data Analysis Days</li><li>• Benchmark Exams</li><li>• EADMS</li></ul> |

## Monitoring of Student Growth

**Indicator:** The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school-wide learning results.

**Prompt:** *Provide representative examples of how progress of all students toward meeting the academic standards and expected school-wide learning results is monitored.*

| Findings                                                                                                                                                                                            | Supporting Evidence                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Half Moon Bay High School's graduation requirements outline the academic plan for all students so that students are able to approach graduation knowing that they have a variety of pathway options | <ul style="list-style-type: none"><li>• Graduation Requirements</li><li>• PLP's</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>available post graduation. Counselors meet with each student three to five times a year for PLP's (Personal Learning Plans) to help plan their course selection and to monitor progress towards meeting the academic standards. The PLP program has been implemented to assist students and parents in creating and following four-year academic plans. PLP meetings prepare students for graduation, post-high school educational and or career goals and monitor progress towards meeting academic standards. All freshmen students have individual meetings with their assigned counselor and parent/guardian during the spring semester to develop and discuss four-year plans, goals and strategies for success.</p> <p>As per the results of benchmark exams, CST scores, and CAHSEE scores, students are meeting or exceeding the district standards in English, Math, Science and Social Studies (see Chapter 1). Given the success we are witnessing in the classroom, the Half Moon Bay High School staff continues to focus on methods and common practices to aid in steadily increasing test results.</p> | <ul style="list-style-type: none"> <li>• Community Service Hours</li> <li>• Essays</li> <li>• Oral Presentations</li> <li>• Guest Speakers</li> <li>• Classroom Observations</li> <li>• Benchmark Exams</li> <li>• CST Scores</li> <li>• CAHSEE Scores</li> </ul> |

## D1 and D2. Assessment and Accountability: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting these criteria.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The efforts that Half Moon Bay High School staff has directed towards assessment and accountability also encourages achievement of our expected school-wide learning results:</p> <p style="text-align: center;"><b>Half Moon Bay High School<br/>Expected School-wide Learning Results</b></p> <p style="text-align: center;">Academic Achievement<br/>Citizenship<br/>Excellence in Communication</p> | <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Problem Solving</li> <li>• Communication Skills</li> <li>• Verbal/Written/Nonverbal</li> <li>• Web Design Skills</li> <li>• Yearbook Layout</li> <li>• Collaboration</li> <li>• Self-Directed Learning</li> <li>• Class Participation</li> <li>• Community Service Requirement for Graduation</li> </ul> |

### D3 and D4. Assessment and Accountability Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?*

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

### CRITERION D3 AND D4 INDICATORS AND PROMPTS

#### Assessment and Monitoring Process

**Indicator:** The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

**Prompt:** *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The district pays for and requires staff to create, administer, and analyze benchmark exams in core classes at Half Moon Bay High School. This process takes place during department collaboration time and designated data analysis days. In the analysis of these exams, teachers identify a critical standard or objective that students have struggled with on past CSTs and/or on the benchmark exam. The teachers then discuss best practices for these topics and create a plan to address these needs and how to further monitor students' progress towards achieving the standard. | <ul style="list-style-type: none"><li>• Common Assessments</li><li>• Benchmark Exams</li><li>• Subject Area Collaboration</li><li>• Data Analysis Days</li></ul> |
| The district also pays for and provides staff training on the program EADMS. With its resource banks of multiple test questions for several subjects, EADMS allows teachers to create benchmark exams in the program. There is also the option of submitting only an answer key if the test is created on a different program. Either way, EADMS allows for quick and organized analysis of the benchmark exams according to state standard.                                                                                                                                                | <ul style="list-style-type: none"><li>• EADMS</li></ul>                                                                                                          |
| District and site resources are utilized to send AP teachers to trainings during the year. The training sessions ensure that teachers are successfully using the AP curriculum design and it is fully implemented at Half Moon Bay High School.                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• AP Conferences</li></ul>                                                                                                 |
| Several departments utilize common assessments to aid in the process of monitoring student progress. These departments include Science,                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Common Assessments</li></ul>                                                                                             |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting Evidence                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Math, World Language, Physical Education, and Freshmen State Req/World Studies. The creation of these common assessments is often the product of the subject area collaboration time allotted on Tuesdays. Analysis and discussion take place during the collaboration days as well and the Data Analysis Days provided during the first and third quarters.                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Subject Area Collaboration</li> <li>• Data Analysis Days</li> <li>• Infinite Campus</li> </ul> |
| Half Moon Bay High School teachers are able to access student information for CST scores, CELDT scores, transcripts, and CAHSEE results on Infinite Campus. It is designed to help teachers assess and monitor student progress. Parents are able to access student grades through School Loop to monitor their child's progress in current courses. Students are able to access their grades through School Loop as well. Both parents and students can utilize School Loop to email any member of the Half Moon Bay High School staff. | <ul style="list-style-type: none"> <li>• School Loop</li> </ul>                                                                         |
| Students and parents are involved in the assessment and monitoring process of student progress in numerous ways. Counselors meet with each individual student two to four times a year to discuss their PLP (Personal Learning Plan). Besides planning the student coursework, counselors, along with each student and their parents, also take advantage of this time together to monitor student progress.                                                                                                                             | <ul style="list-style-type: none"> <li>• PLP's</li> </ul>                                                                               |
| A team (student's special education case manager, teachers, counselor, administration, parents, and the student) work cohesively to determine the student's academic and/or behavioral goals for his/her IEP. A similar group focuses on students that do not qualify for the special education department but may still benefit from accommodations. This group will create a 504 for these students.                                                                                                                                   | <ul style="list-style-type: none"> <li>• IEP</li> <li>• 504s</li> </ul>                                                                 |
| SST teams, which may include parents, teachers, counselors, school psychologists, administration, and any other concerned person, are brought together to help monitor and advise toward student progress.                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• SST (Student Study Team)</li> </ul>                                                            |

## Reporting Student Progress

**Indicator:** There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results.

**Prompt:** *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                                              |
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| <p>In order to keep parents involved in their student's progress toward meeting academic needs, Half Moon Bay High School sends home Progress Reports (halfway point of each quarter) and Report Cards (end of each quarter and semester). Parents have access to their student's grades at any time through School Loop. Parents are encouraged to contact teachers through email using School Loop, as the process is simplified by having registered accounts. Half Moon Bay High School also publishes school news on the website, including links to current school data.</p> <p>In addition, a school newsletter, <i>Changing Tides</i>, is mailed to parents' homes quarterly. The standard format consists of a principal's letter, current news, important information regarding academics, athletics, and extracurricular activities, and relevant data illustrating Half Moon Bay High School's progress toward academic standards and the expected school-wide learning results.</p> <p>In the English Department, individual student progress is monitored through digital portfolios, with work accumulated over the four years. In all classrooms, displayed student work illustrates achievement of academic standards and expected school-wide learning results. Classrooms and digital lockers are accessible by parents.</p> | <ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Report Cards</li> <li>• School Loop</li> <li>• School Newsletter</li> <li>• Students' Digital Portfolios</li> <li>• Student Work</li> </ul> |

### Modifications Based on Assessment Results

**Indicator:** The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**Prompt:** *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Benchmark assessments are given quarterly in core classes. The exams are graded in EADMS, which is accessible by Half Moon Bay High School as well as by the district. Results can be viewed in EADMS, aiding staff in identifying students' current understanding and to modify their lessons for the future if needed. District-approved Data Analysis Days allow staff the time to analyze results of the benchmark exams within departments. The departments set goals that focus on improving student learning and striving towards achievement of academic standards. Department members later collaborate in order to achieve positive results. The district provides funding for department release days where departments are allotted time to work on common assessment building and curriculum</p> | <ul style="list-style-type: none"> <li>• Benchmark Exams</li> <li>• EADMS</li> <li>• Data Analysis Days</li> <li>• Department Goals</li> <li>• Department Release Days</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| alignment.                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                         |
| To address assessment results, Half Moon Bay High School found the need to provide extra support for students scoring below proficient. In 2010, the SAS class became available to students for elective credit. The class curriculum is evolving but its foundation is based on achieving state standards in the core classes.                                                                                                                     | <ul style="list-style-type: none"> <li>• Support Classes (SAS)</li> </ul>               |
| After school tutoring is available to every student at Half Moon Bay High School. The program is held in the library Monday through Friday and is funded by our parent groups (Parent Advisory Council and Boosters Athletic Corporation). Half Moon Bay High School teachers staff the tutoring, with the biggest student needs being in Math and English. The expectation is that this additional academic support will improve student learning. | <ul style="list-style-type: none"> <li>• BACPAC Afterschool Tutoring Program</li> </ul> |
| To give added meaning to the state standardized testing, Half Moon Bay High School created an incentive for students in the form of grade bumps. If a student scores a 4 or 5 on any individual CST, then that student will receive a grade bump in its corresponding course.                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Grade Bumps</li> </ul>                         |
| District resources are used to implement a site leadership team that collaborates with the Half Moon Bay High School staff and the district to create a plan for professional development for the upcoming school year. The basis of the plan is both data and needs-driven.                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Professional Development Plan</li> </ul>       |

### D3 and D4. Assessment and Accountability: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| There is a need for multiple teaching strategies to best serve students, regardless of learning ability or language barriers. Therefore, SDAIE strategies are implemented school-wide. These strategies are used to help students get the information in multiple ways and help with the information they need to know. | <ul style="list-style-type: none"> <li>• Student Work</li> </ul>    |
| Warm-ups and guided practice are prevalent in classrooms daily, with focus on building upon prior knowledge to better understand the day's concept. Preparation materials (i.e. CAHSEE workbooks, CST released questions, etc.) are utilized to get students ready for                                                  | <ul style="list-style-type: none"> <li>• Guided Practice</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <p>upcoming standardized testing as well as connect daily lessons to state standards.</p> <p>Selected teachers from all sites collaborate as part of the district-wide ELA and Math Committees. In the K-12 vertical articulation, these committees address impacting issues within the subject area. For example, the Math Committee focused on how to increase the number of 8<sup>th</sup> graders passing Algebra 1. Over the course of the school year and several meetings, the committee identified the issue, discovered the causes, and then selected the pathway towards achieving the goal. The committees continue to meet during the 2012-13 school year.</p> | <ul style="list-style-type: none"> <li>• District-wide ELA and Math Committees</li> </ul> |

## **WASC CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY: STRENGTHS AND GROWTH NEEDS**

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Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Variety of Assessment types, both formative (white boards, entrance/exit tickets, verbal check for understanding) and summative (benchmark exams, common assessments, CST).
- Collaboration within departments, analyzing and modifying course work and assessments based on results in EADMS from benchmark exams and finals as well as results from CST scores.
- Providing incentives (grade bumps) for student performance for the CST.
- Accessible and utilized forms of communication between staff and parents/students through School Loop (email, homework assignments, grades, class policies) and district and school websites.
- Online daily attendance accessible to parents through Infinite Campus and School Loop.
- Increased parental involvement (course selection, importance of state standardized tests, post-high school options) with ELAC and middle school parents and students.
- District-wide ELA and Math Committees as part of K-12 articulation.

### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Increase department collaboration, with a focus on aligning curriculum to the upcoming Common Core State Standards and revising curricular maps and pacing guides.
- Continue collaboration towards common assessments, similar coursework, grading, and aligned planning calendars for all subject areas.
- Further development of tutoring program to include positive reinforcement and to encourage students to attend and include communication with the classroom teacher.
- Further incorporate district-wide placement tests (Math, ELD, advanced or honor classes), especially for use in the transition from middle school to high school.
- Increase emphasis on vertical articulation.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

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|                      |                                                    |
|----------------------|----------------------------------------------------|
| <b>Patty Clavijo</b> | <b>FG Leader, Visual Arts, World Language, ELD</b> |
| Alyssa Neilson       | English                                            |
| Amy Treanor          | Math                                               |
| Barbara Hedrick      | Science                                            |
| Susan Steach         | Physical Education                                 |
| Pat Olson            | Social Science                                     |
| Diane Chau           | Special Education                                  |
| Jill Lusear          | World Language                                     |
| Sayuri Buritica      | Counseling                                         |
| Crystal Rigley       | Social Science, Leadership                         |
| Diane Paoli          | Classified Staff                                   |
| Jill Jacobson        | Parent                                             |
|                      | Leadership Student                                 |
|                      | Leadership Student                                 |

## E1. School Culture and Student Support Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*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?*

### CRITERION E1 INDICATORS AND PROMPTS

#### Regular Parent Involvement

**Indicator:** The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

**Prompt:** *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Half Moon Bay High School employs multiple strategies to encourage parental and community involvement first by facilitating frequent communication by a variety of means, reinforcing our "E" ESLR, excellence in communication. The school website, hmbhs.schoolloop.com, is continuously updated, provides links to all the resources and departments available on campus, displays upcoming school activities, announcements, class websites, athletics, PAC, BAC and ELAC Parent Clubs, and information for alumni, videos and photos of student events and work. The usefulness of our school website does not end there; at one click, the entire website can be translated into nine languages, including Spanish. | <ul style="list-style-type: none"><li>• School Loop</li><li>• School Website</li><li>• FaceBook /HMBHS</li><li>• Twitter @HMBHS</li><li>• YouTube /HMBHS</li></ul> |
| In addition, social networking has become increasingly used to spread student work stories through the Internet. Half Moon Bay High School currently has accounts through FaceBook, Twitter, and YouTube.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                    |
| Global Connect is an automated phone service used on a regular basis to notify parents of upcoming events like calendar changes, registration, test dates, as well as to inform parents of student absences. The calls are made in English and Spanish.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Global Connect broadcast reports</li></ul>                                                                                 |
| All teachers communicate pertinent course information to students and parents via School Loop, funded by the Parent Advisory Committee. Teachers use this system to post assignments, publicize their teaching calendars, and provide links to educational websites. All teachers post grades at a minimum of nine times a year, although many do so more often. In the beginning of every school year, the Social Studies Department holds a sign-up campaign for students and                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• School Loop</li><li>• Parent survey</li><li>• PAC financial support</li></ul>                                              |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>parents alike. The Principal and counselors hold sign up sessions for Spanish Speaking parents at Moon Ridge (local neighborhood Community Center) and ELAC meetings. The parent survey indicates 70% use School Loop everyday and 96% say their children do as well.</p> <p>School Loop is considered such an important tool that when the school district discussed eliminating it and replacing it with Infinite Campus, parents and teachers strongly reacted in favor of keeping it because of its ease of use and superior abilities to communicate grades, homework and information. PAC has agreed to continue paying for School Loop, considering it an essential communication tool.</p> <p>Half Moon Bay's publications keep stakeholders informed about school events and happenings. <i>Changing Tides</i> is an e-newsletter published quarterly that includes messages from the Principal and news from each department and various clubs. Our student newspaper, the <i>Paw Print</i>, and daily student broadcast announcements, cover campus events and provide outlets for student opinion. The Daily Announcements are published on School Loop and posted in the office and library. Publications like the newsletter are also physically handed out to parents or mailed to parents at their request.</p> <p>In addition to communication, many organizations exist for parents, students and members of the community to be involved in decision making at Half Moon Bay High School.</p> <p>The School Site Council is comprised of administration, faculty, staff, parents and students. The purpose of the School Site Council is to review and monitor the programs and categorical funds that support the school's Single Site Plan for Student Achievement. Sign-up forms are available on the school website in English and Spanish. Meeting information is clearly posted on the school-web site. The Site plan is also posted on line.</p> <p>The Parent Advisory Council is a vital part of the Half Moon Bay learning community. PAC donates annually thousands of dollars for classroom supplies and equipment, student programs, student services (counseling, and library), and funds the after school homework club called the BAC PAC (funded by Boosters Athletic Club and PAC), where students can receive one-on-one afterschool tutoring from Half Moon Bay Math, English and other teachers. In</p> | <ul style="list-style-type: none"> <li>• <i>Changing Tides</i> Newsletter</li> <li>• <i>The Paw Print</i> Student Newspaper</li> <li>• Daily Announcements</li> <li>• TV Broadcast</li> <li>• Announcements posted in Office/Library/Classes</li> <li>• School Site Council link on school website</li> <li>• Newsletter</li> <li>• Cougar Luncheon</li> <li>• New Leaf Gift Cards</li> <li>• E-script</li> <li>• Funding of Professional</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence                                                                                                                     |
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| <p>2010-2011, PAC contributed over \$90,000 to the High School and the community. In addition to critical financial support, PAC serves as an event planner for the community to help bring funds to the high school. They help with Back to School Night, 8<sup>th</sup> Grade Orientation, Scholarship Night, and Awards Banquet. PAC funds many of our student recognition awards and lunches. PAC provides a monthly electronic newsletter available on School Loop and the campus website.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Development</p> <ul style="list-style-type: none"> <li>• Funding of field trips</li> </ul>                                           |
| <p>The Half Moon Bay High School Boosters Athletics Corp (BAC) is a nonprofit corporation dedicated to supporting athletics at Half Moon Bay High School through volunteerism, community involvement, and fund raising efforts. All BAC proceeds go directly to funding sports programs, equipment purchases, and facility improvements at HMBHS for the continuing development of competitive teams, academically successful athletes, and school and community spirit. In the 2010-2011 school year, HMB Cougar Boosters raised over \$200,000 and distributed it directly into HMBHS athletic programs and facilities. All of this was made possible through the efforts of many volunteers who spent countless hours organizing and collecting gate fees, prepping and running snack bars, planning and executing the Black &amp; Orange Ball and other numerous fundraising efforts. Along with the HMBHS administration, volunteers were also at the heart, planning and contributing physical labor to many of the improvements funded by Boosters such as refurbishing the gym and basketball facilities, adding new bleachers and improving the snack bar</p> | <ul style="list-style-type: none"> <li>• Black and Orange Ball</li> <li>• Cougars Boosters website</li> </ul>                           |
| <p>ELAC is a parent-run organization for Spanish-speaking families where they can voice concerns, ask questions, and learn more about how to become involved in HMBHS and their student's education. It also provides an opportunity to connect with other parents. During ELAC meetings there are presentations about pertinent topics such as preparing for college, financial aid, adolescent drug and alcohol abuse, community resources, and how to help students succeed academically.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• ELAC website</li> </ul>                                                                        |
| <p>Cabrillo Education Fund (CEF) is another parent and community organization that provides significant financial support to Half Moon Bay High School, as well as to the elementary and intermediate schools in Cabrillo Unified School District. CEF is a non-profit organization that raises funds to preserve and enhance educational opportunities for all Half Moon Bay public school students through a broad-based community effort. In 2011-2012, CEF contributed \$11,000 to the Half Moon Bay High School community. Their support has provided funding for classes such as AP sections and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Cabrillo Education Fund</li> <li>• Starlight Soiree</li> <li>• Half Moon Bay Review</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                                                                                                                                                                                          |
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| <p>Web Design/Animation. They are working with the district to develop a relevant Career and Technical Education program to prepare students for future professions.</p> <p>While Half Moon Bay is a diverse community, two groups make up the majority of our student population, those from English and Spanish speaking backgrounds. Involving our Spanish Speaking families is a priority.</p> <ol style="list-style-type: none"> <li>1. Bilingual Resource Team (bilingual liaison, bilingual counselor, bilingual Principal and bilingual parents) design and host several ELAC (English Learner Advisory Council) meetings that have detailed parent trainings on School Loop, which has a Spanish interface, IC, transcripts, college financial aid, navigating school services, student recognition, CELDT/reclassification ceremonies, etc. The high school and junior high ELAC groups hold joint meetings at least once a year. They average 50-100 parents/students each event.</li> <li>2. ELAC parents host faculty luncheons, sponsor scholarships, sit on Site Council and collaborate with PAC and boosters on school fundraisers. Parent involvement is increasing.</li> <li>3. We issue Spanish calls through Global Connect monthly at minimum. Spanish Speaking families have indicated that this is the preferred mode of communication as many don't consistently use email. The liaison also makes individual calls to households for personal invitations and as well as for teacher/classroom concerns (on teacher's behalf).</li> <li>4. All parent nights are translated using headsets, bilingual personnel or Puente Club student volunteers who are trained to translate.</li> <li>5. Our quarterly newsletter also goes out in both Spanish and English on School Loop and is handed out at ELAC meetings and in counseling offices at PLPs, as well as all other written materials from the site.</li> <li>6. Our comprehensive PLP Program (personal learning plan program - biggest in the Bay Area, award winning) involves meeting not only with students, but with whole families multiple times throughout the year.</li> <li>7. We held our first annual Cinco de Mayo festival in 2011 which was completely parent/student organized with the help of Puente Club.</li> <li>8. The student handbook is translated into Spanish and is available on the school website. Numerous documents are uploaded to the website in Spanish, and the entire site can be translated to Spanish with the click of one link.</li> </ol> | <ul style="list-style-type: none"> <li>• Bilingual Liaison</li> <li>• ELAC</li> <li>• Global Connect</li> <li>• Website</li> <li>• Newsletter</li> <li>• School Loop</li> <li>• Cinco de Mayo Fiesta</li> <li>• Puente Club</li> <li>• Weekly Progress Reports</li> <li>• Collaboration with PASS program</li> <li>• ELAC Reclassification Dinner</li> </ul> |

## Use of Community Resources

**Indicator:** The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**Prompt:** *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                           |
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| Half Moon High School is the hub of our coastal community and students have the opportunity to engage at a community level in many ways. First, they are required to complete 35 community service hours for graduation reinforcing our "C" ESLR, character. Community service opportunities are advertised through the Social Studies Department, and are listed on the school website under Counseling. Many students go above and beyond the minimum requirement to show exemplary character. At the end of the year the graduating senior with the most service credits is recognized with a scholarship and the student who best exemplifies A.C.E. (Academic Achievement, Character, and Excellent Communication) is selected to be the Outstanding Cougar of the year. | <ul style="list-style-type: none"><li>• 35 hours documented on Community Service Form</li></ul>                                                                                                                               |
| School events, from the latest in sports, academic successes, student volunteerism, to activism by parents on behalf of schools, is regularly reported in the <i>Half Moon Bay Review</i> , a community newspaper published once a week and available online. The Review has made great efforts to report on school happenings as well as to promote reading by offering free class sets of newspapers to teachers to incorporate into their curriculum.                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• HMB Review</li><li>• hmbreview.com</li><li>• Journalism class</li></ul>                                                                                                               |
| The <i>Paw Print</i> , the student newspaper produced by the Journalism class, will partner with the community newspaper, <i>Half Moon Bay Review</i> , to circulate students' work to the entire community, rather than just on campus. The <i>Half Moon Bay Review</i> plans to publish The <i>Paw Print</i> periodically as an insert in future issues. <i>Half Moon Bay Review</i> staff work with Journalism students through guest lectures, and plan to offer students opportunities to work as guest reporters for the paper.                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| Making learning come alive by inviting guest speakers, organizing special programs, and offering field trips is an integral part of each department and co-curricular activities throughout the year. Some departments, like World Language, incorporate outside learning goals into their yearly goals. In the 2011-2012 school year alone, guest authors and poets, historical and political figures, models for life drawing, career speakers, college representatives, Sheriff's department, San Mateo County Disabilities Association, French Exchange students, Mission Mural Field Trip, Big Sister Little Sister                                                                                                                                                      | <ul style="list-style-type: none"><li>• Department and Club Field Trips</li><li>• Sheriff Department Drug Presentation</li><li>• EOP Workshops for Seniors</li><li>• CSM counselors for all Community College Bound</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Camping Trip, Ski Club trip, and the Fitzgerald Marine Reserve Fieldtrip are just a small sample of the many ways the greater community is involved within the school day.</p> <p>SDC students participate in weekly field trips in the community to practice life skills like how to mail a letter, purchase lunch, being responsible, etc. Special Olympics, scheduled quarterly, allow students to travel outside of the community to show off their team work and sports skills with students from other schools. Twice a year, students travel to a local farm to plant seeds and then return to investigate their growth as part of <i>The HEAL Project</i>, a home grown, hands on, CA academic standards Science-based curriculum and comprehensive set of programs.</p> <p>Half Moon Bay High School offers individual services for the Regional Occupation Program (ROP), administered collaboratively by Half Moon Bay High School and the Redwood City County Office, which provides school-to-career preparation classes for juniors and seniors. These meetings are designed to help students learn about career choices, develop job training, and gain skills useful in post-high school endeavors. Most meetings occur regularly throughout the year, and some include internships.</p> <p>Our Workability Program, overseen by Tom Owens, the Transitional Specialist on campus, is a vocational program for our SDC students.</p> <p>Thanks to a state grant, this job placement program provides transportation and an on-site job coach for students to work at a local business in order to learn work skills. If the employer would like the student to continue employment after the 90 day training period, the student receives a job and the employer will continue paying the student.</p> <p>Students in the Visual and Performing Arts interact regularly with the community. Art students participate annually in the Half Moon Bay Pumpkin Festival by face painting. They also participate in regional and national competitions like the U.S. Congressional Art Competition, San Mateo County "Our California Landscape" for which winners are selected every year. Open Studio Night is an annual tradition to provide every student with the opportunity to display their best work in a gallery setting. In March 2012 approximately 500 art students, their parents and invited guests attended. The Annual HMBHS Gallery Art Show is held every year at a local Art Gallery. This prestigious show is made up of the 50 best works of art from the school year.</p> | <p>seniors</p> <ul style="list-style-type: none"> <li>• Disabilities Awareness Week</li> <li>• Special Olympics</li> <li>• HEAL project</li> <li>• ROP classes</li> <li>• Workability program</li> <li>• Annual Gallery Art Show</li> <li>• Coastal Art's League</li> <li>• Coastside Calendar</li> <li>• Award Certificates form Art contests</li> <li>• Open Studio Night</li> <li>• Coastal Art's League Gallery</li> <li>• Band room trophies</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                         |
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| <p>The music program at HMBHS, supported by the Music Boosters, a parent fundraising organization, is very involved in bringing concert orchestra, marching band and choral singing to the school. The band room trophy case is a testament to the high quality that the music program has achieved. There are over 50 community events and competitions in which the Music Department participates, too numerous to include here.</p>       | <ul style="list-style-type: none"> <li>• Music Boosters web site</li> </ul> |
| <p>The new Industrial Arts Club fundraises in the community to help make improvements in the shop. Last year, the philanthropic organization, Odd Fellows, donated \$3000 for students that were unable to come up with the \$45 donation for shop class. A donation of materials by one of our Cougar families allowed the shop classroom to be remodeled in order to accommodate 34 instead of 27 students as it was originally built.</p> | <ul style="list-style-type: none"> <li>• Industrial Arts club</li> </ul>    |

### Parent/Community and Student Achievement

**Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/expected school-wide learning results through the curricular/co-curricular program.

**Prompt:** *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected school-wide learning results through the curricular/co-curricular program?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                     |
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| <p>Prior to 2010, communicating student achievement of our Expected School-wide Learning Results was met by hanging posters in every classroom and understanding them as teachers. They were not explicitly communicated to the greater school community in a meaningful way. Through this current self-study process, the stakeholders who collaborated in Focus Group A really saw the need to rethink our ESLRs and how we implement them. As a result of the work done in Chapter A, most teachers and administrators felt that we created usable, measurable, and understandable ESLRs that have more direct relevancy for stakeholders.</p> | <ul style="list-style-type: none"> <li>• 2013 WASC self-study process</li> </ul>                                                                                                                                        |
| <p>This fall, we started a full campaign to communicate our new ESLRs: Academic Excellence-Citizenship-Excellence in Communication (A.C.E.). We began by holding informational meetings with the Leadership Team and Academic Council. During professional development time and departmental meetings, teachers continued the conversation about how to integrate our ESLRs in every class.</p>                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Leadership Meeting</li> <li>• Academic Council Meeting</li> <li>• Site Council Meeting</li> <li>• PAC meeting</li> <li>• Leadership Class</li> <li>• Staff Meetings</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>In addition to ESLR posters in every classroom and on our school website, teachers made an effort to make sure students were explicitly taught what it means to be A.C.E. We connected our Renaissance Program's "Outstanding Cougar" qualifications to A.C.E., as well as added a feature on Infinite Campus called Positive Referrals. This addition helped teachers to select a reason for the referral based on a specific ESLR. The feature was piloted in the late fall of 2012 and we look forward to see its expanded use by teachers soon. Individual teachers are making efforts to personalize A.C.E. for their own academic content areas:</p> <ul style="list-style-type: none"> <li>• The Art department incorporated A.C.E. in daily journal prompts during which students reflected upon and published what it means to be an Art A.C.E. Grades, like participation points, are then based upon the extent to which each student upholds their contract.</li> <li>• Ms. Rocha's selects her Mathletes based on a student's meeting a particular ESLR. A large poster outside of her classroom communicates who the ACE students are.</li> <li>• In Mrs. Clavijo's French Class, students described what it means to be a language A.C.E. through a lesson on imperatives and then decided which French imperatives best translated the spirit of our Expected Schoolwide Learning Results.</li> <li>• Ms. Neilson's Journalism students wrote articles about the new academic standards in the school newspaper.</li> </ul> <p>Our principal, Ms. Silvestri, along with participation of our broadcasting students, made several video clips about each ESLR that were broadcast on morning announcements twice a month in the fall. She will continue to communicate to the student body about how to be an A.C.E. student as a regular feature of the daily news.</p> <p>Parents have been informed about our academic standards through the school website, student hand book, Parent Advisory Council meetings, and <i>Changing Tides</i> quarterly newsletter. This information is all located on SchoolLoop and parents are able to communicate with counselors, administrators and teachers and have access to school information and student grades 24 hours a day through their School Loop account. Our ESLRs are listed on the Web site.</p> | <ul style="list-style-type: none"> <li>• Professional Development days</li> <li>• ESLR Posters</li> <li>• School website</li> <li>• Student handbook</li> <li>• Outstanding Cougar Selection Form</li> <li>• Infinite Campus Positive Referrals</li> </ul><br><ul style="list-style-type: none"> <li>• Student generated posters, class work</li> <li>• <i>Paw Print</i> student generated news articles</li> </ul><br><ul style="list-style-type: none"> <li>• Principal's broadcasts on the Daily Announcements</li> </ul><br><ul style="list-style-type: none"> <li>• PAC meetings</li> <li>• <i>Changing Tides</i></li> <li>• Student Handbook</li> <li>• <i>Half Moon Bay</i> Review article</li> </ul> |

## E1. School Culture and Student Support: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                             |
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| <p>We gauge our success in encouraging parental and community involvement, especially with the teaching/learning process, through a few significant events that happened over the last two years. Despite these recent years of budget cuts and financial difficulty, the community voted to support education in the Cabrillo Unified School District by passing a parcel tax, Measure E, with 70.8% approval rating in 2008, to fund daily instruction. In addition, the Measure S bond was passed, with 50.3% approval, to update infrastructure and bring our school district into the 21st century.</p> | <ul style="list-style-type: none"><li>• Measure S</li><li>• Measure E</li></ul>                                                                                                 |
| <p>When teachers face budget constraints that impact the classroom, parents react whether by donating boxes of tissue, or money for class sections. Four groups impact academics and co-curricular activities at Half Moon Bay High School: Parent Advisory Committee (PAC), Boosters Athletic Corp. (BAC), English Learner Advisory Council (ELAC) and the Cabrillo Education Fund (CEF). Since 2010, each group created successful fundraisers that involve the entire community and helped fund many programs that would have otherwise been limited or cut all together.</p>                             | <ul style="list-style-type: none"><li>• PAC Long Branch Ranch Fundraiser</li><li>• PAC Drive One for Your School: Ford Fundraiser</li><li>• BAC Black and Orange Ball</li></ul> |
| <p>Community support continues to grow for our teaching/learning process. Even the Chamber of Commerce holds a special fundraiser for district teachers to help with the extra costs of buying supplies for their classes and distributes the money to all teachers who attend their annual event.</p>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Chamber of Commerce event</li></ul>                                                                                                     |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                    |
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| <p>The criterion of this section impacts the school's addressing our fifth critical academic need as outlined in Chapter 3. Our school climate has significantly improved since our last self-study to which we attribute many factors, including the hard work done by our Leadership teacher, the creation of objectively measureable ESLRs, and the data collection that informs us about the effectiveness of current interventions. We could not build an extra preparatory period into the schedule for an activities teacher, but the Leadership teacher</p> | <ul style="list-style-type: none"><li>• Commitment to incorporate our ESLRs in a more measurable and meaningful way</li><li>• Stipend for Leadership Teacher</li></ul> |

now receives a stipend and release time when needed. Our redesigned Expected School-wide Learning Results are objectively measurable. The teachers and administration have explicitly presented the ESLRs in each class with examples of how to be successful. Student work analysis forms and the Outstanding Cougar nomination forms include rubrics. Teachers can now make positive referrals that are linked to each specific ESLR on Infinite Campus. The student survey results, along with attendance and graduation data, point to intervention programs that are working. The data demonstrates that more students are in class every day and more students are making positive and healthy life choices with less referrals, which has resulted in more students meeting the Expected School-wide Learning Results.

## E2. School Culture and Student Support Criterion

**Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?*

### CRITERION E2 INDICATORS AND PROMPTS

#### Safe, Clean, and Orderly Environment

**Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

**Prompt:** *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                           |
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| <p>Every year the Safety Committee, whose members include classified staff, certificated staff, administration, and parents/community members, reviews and updates the Emergency Preparedness Plan. It outlines the school's pupil protection policy, responsibilities of school personnel in case of emergency, actions to take during specific emergencies, procedures for releasing students, and disturbances on campus. Throughout the year, all staff and students participate in regular fire, earthquake and lockdown drills. This group is also actively engaged in implementing the district Anti-bullying initiatives.</p> <p>As part of this initiative, Leadership Team reviewed the student dress code policy in the beginning of 2012 and began a vigorous</p> | <ul style="list-style-type: none"> <li>• Emergency Preparedness Plan</li> <li>• Drill record</li> <li>• Anti-bullying Initiative</li> <li>• Dress code enforcement</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>enforcement of the code in September 2012, getting teacher buy in to enforce it, backed up with strong administrative support. Not all students have bought in, but the conversation has started as to why dress code is important for safety and anti-bullying in relation to our ESLRs concerning character and communication.</p> <p>Half Moon Bay High School Administrators make themselves highly visible to the students before and after school, during lunch time and passing periods. Administrators can effectively communicate with each other and the office with the use of walkie-talkies. Students are often seen engaging in conversations with administrators on the “quad.”</p> <p>All classrooms have telephones and computers that allow contact with the front office, secretaries, counselors, other class room teachers and administrators. Budget cuts have limited the work hours of office staff, forcing administration and classified staff to wear extra hats so that phones are not always readily answered. Administrators are out of their offices monitoring campus by walkie-talkie, not always reachable by phone, when an emergency arises in the classroom. This has caused a security concern that has been addressed by the Safety Committee. The Committee has recommended an update to the phone system to include additional locations to the All Page system, as well as inquiring about the use of dialing 9-1-1 from classroom phones. On January 29, 2013, the Safety Committee confirmed when 9-1-1 is dialed from any teacher phone on campus, all phones in the main office ring with a distinct tone, notifying them of the emergency. This will be added to the Emergency Preparedness Plan and communicated to the staff in a faculty meeting, as well as to the front office staff so they are aware of the expectation to communicate the location of the emergency to administration via walkie-talkie.</p> <p>The local and state police provide a presentation to faculty to keep us informed concerning local and statewide gang activity. This helps the teachers watch for students that might be influenced or attracted to gang activity.</p> <p>Safety in the class room is of particular concern to Industrial Arts and Science and Art classes. The use of safety quizzes, safety review and demonstrations provides a safe and comfortable environment for all the students enrolled in these particularly hazardous laboratory courses.</p> <p>Students can move about the campus during their day feeling safe. Many teachers greet their students at the beginning of class by</p> | <ul style="list-style-type: none"> <li>• Teacher Supervision Schedule</li> <li>• Classroom phone system; Efficient electronic communication</li> <li>• Safety Committee agenda and minutes</li> <li>• Professional development on gang/drug, bullying</li> <li>• Shop uses quizzes &amp; tests about safety</li> <li>• Science department demos use of safety equipment (eye wash/ fire blanket)</li> <li>• Bathrooms are locked when abuse</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>standing at the door. Our school tardy policy, initiated in 2009 has dramatically increased the percentage of students who are on time each class period and ready to learn. Those students who are late are "locked out" and must report to the office for a late pass and receive a detention. A full description of the Tardy Policy can be found in the Student Handbook in the appendix.</p> <p>Our new hall pass system, initiated in 2010, has contributed to fewer students out in the hallways to go to the bathroom or lockers. A student leaving a classroom for an excused reason must carry a color coded pass that identifies from where the student has come. Thanks to collaboration, many teachers share similar policies limiting the number of opportunities students may leave a classroom with positive consequences. For example, in some classes, students may receive extra credit points for unused bathroom passes per quarter.</p> <p>Student bathrooms are regularly checked by Campus Security and administrators. The 2011 acquisition of four security cameras was controversial among the student body, but the monitoring of campus ensures better security. Graffiti on campus is quickly addressed and eliminated.</p> <p>Students can attend extracurricular activities without undue concern for their safety. Teachers are assigned to supervise extracurricular activities including athletic events and dances. Visitors to campus during the school day are monitored by administration and Campus Security. Even substitute teachers wear an ID badge. At least one administrator (and often a staff member) attends each after school or weekend event that is sponsored by the school. School spirit has increased so much that more and more activities requiring teacher supervision have been created. This has created a shortage of available teachers to supervise all events.</p> <p>Parents, teachers, students and administrators are always discussing ways to improve the safety and beauty of the campus. New fencing and gates were installed in 2011 to control the flow of traffic and provide a more secure environment. Student parking lots are patrolled and are locked during class time. Students can still leave campus for lunch but the tardy policy has ensured that they return to school on time for their classes after lunch.</p> <p>In 2010, new orange and black lunch tables were purchased and placed in the quad to encourage students to stay on campus at lunch by improving the spaces in which students gather. At lunch time, it is common to see students eating and studying in small groups in the quad. This year, 2012, new hydro seeding is underway to beautify the</p> | <ul style="list-style-type: none"> <li>warrants</li> <li>• Students need a pass to leave class</li> <li>• Security cameras on campus</li> <li>• Admin keeps pictures of graffiti (to I.D. taggers)</li> <li>• Graffiti painted over immediately but recorded with photographs</li> <li>• Efficient tardy policy/lock-out</li> <li>• Hallway passes</li> <li>• Condition of grounds and buildings</li> <li>• Lack of graffiti</li> <li>• Teacher co-curricular schedule</li> <li>• Supervisors wear orange jackets</li> <li>• Breathalyzer used at football games &amp; dances</li> <li>• Adult &amp; visitors check in office and wear I.D. badges (even substitute teachers)</li> <li>• New fencing around school</li> <li>• Gates &amp; student parking lot locked</li> <li>• Parking lots are patrolled</li> <li>• Student lunch tables in quad (new orange ones)</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                              |
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| <p>lawn area between the library and football field so that students and the community have a beautiful place to gather and share meals at lunch and during sporting events. The library is also open during lunch as are many teachers' classrooms, providing a safe, inviting environment for students.</p> <p>Over the years, budget cuts reduced the number of classified staff who took care of the landscape on campus. Since 2009, parent groups believing that a beautiful campus leads to better school safety and climate, worked with the district administration and the classified union to find a solution to maintain the beauty of the campus. Four times a year, parents, students, administration and community members volunteer to plant, weed, paint, and power wash the campus. Detention students pick up litter during the school week. The result has been greater school pride in a campus that looks cared for, by a community who prioritizes students and learning.</p> <p>At the beginning of each school year all students receive handbooks that contain the school rules and the consequences for infractions of those rules. This handbook is also available on the school website in English and Spanish. Freshman social studies teachers use the handbook as a curricular unit and test students on the rules for the school. This assures all students understand the tardy policy, the discipline policy and the consequences for infractions.</p> <p>Each year, Freshman and Sophomore students attend a presentation by Kaiser Permanente entitled "Secrets." This is a drama devoted to HIV issues that face today's young adults. In addition, just prior to the 2014 Prom, the "Every 15 Minutes" program has been scheduled. This is in collaboration with the California Highway Patrol, and an agreement is in place for them to provide up to \$9,999.99 of funding. The basis of the 2-day event is to give students an up close view of teen drinking and driving. It is the hope of HMBHS administration that this event can be scheduled every four years.</p> <p>A SOY counselor is available 2 days a week on campus to counsel students who have been referred by their counselors, teachers or self-referral for help for a variety of health issues, including drug counseling and anger management.</p> | <ul style="list-style-type: none"> <li>• Quarterly PAC sponsored Campus beautification week-ends</li> <li>• Student handbook</li> <li>• "Secrets" a HIV-drama presented by Kaiser</li> <li>• Every 15 Minutes program scheduled for 2014 prior to prom (CHP)</li> <li>• SOY counselor</li> </ul> |

## High Expectations/Concern for Students

**Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Prompt:** *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>In addition to safety, enhancing school climate has been a major focus for all stakeholders since 2007. Recognition programs have reinforced our Expected School-wide Learning Results resulting in increasing campus spirit. This renewed spirit is measured and tracked by Leadership class through a variety of ways, including counting the number of students who wear orange and black every Friday.</p> <p>The administration, along with Leadership class, promoted the Renaissance Program to recognize student achievement, exceptional Cougar spirit and personal responsibility in quarterly luncheons, school assemblies, classroom visits by Leadership students and daily televised announcements. Many departments also hold their own recognition through "shout outs" and awards. This recognition carries through to staff meetings as well, where colleagues share positive happenings about each other. Students are recognized for their citizenship and involvement in school activities as well as on the athletic field.</p> <p>Administration encourages teachers to use Infinite Campus to make fast referrals, not only to counter negative behaviors, but to reward students who show excellent Cougar Spirit which is linked to an ESLR. When making a positive referral, teachers select an ESLR from a pull-down menu that corresponds to the reason for recognition.</p> <p>According to the latest student survey, students generally feel safe and connected to their campus, but 56% say students are not respectful of each other especially in terms of race, and 49% state they do not care about doing well in school. In response, the counseling department initiated, secured funding for, and organized Challenge Day in 2012 and 2013. The 2013 Day was even more successful than 2012, with 100 students (an increase of 20 from 2012) participating. It was intended to encourage students to make the campus a safe and inclusive place where bullying, teasing, and harassment is not tolerated. The students who participated had strong reactions to the day and were motivated to make a commitment to bettering the school community.</p> | <ul style="list-style-type: none"><li>• Outstanding Cougar recognition linked to ESLR</li><li>• Infinite Campus positive referral system linked to ESLRs</li><li>• Departmental recognition linked to ESLRs: Matheletes; Physical Education student of the month; Social science recognition</li><li>• Positive referrals in Infinite Campus</li><li>• Site Council Funding of Challenge Day</li></ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                            |
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| The San Mateo County Sheriff's Office, in conjunction with the Cabrillo Unified School District and the City of Half Moon Bay, organize Youth Summits. The most recent was in March of 2012, with planning already occurring for the 2013 version. This event is geared towards junior high and high school students as a way for teenagers to address their concerns in the community. | <ul style="list-style-type: none"> <li>Youth Summit</li> </ul> |

### Atmosphere of Trust, Respect and Professionalism

**Indicator:** The school has an atmosphere of trust, respect and professionalism.

**Prompt:** *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting Evidence                                                                                                                               |
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| Our High School counseling staff works closely with each student, not only with their academic goals, but offering a safe place to discuss personal and private concerns. Counselors have a code of confidentiality for all students but in particular our school respects the need for the confidentiality required by law for special education students.                                                | <ul style="list-style-type: none"> <li>Confidentiality with counselors</li> <li>Special education students have strict confidentiality</li> </ul> |
| Our Spanish speaking families are provided translated documents and presentations in their native language. The inclusion of our ELAC families allows our Spanish speaking students to feel more informed and included in school activities.                                                                                                                                                               | <ul style="list-style-type: none"> <li>Admin confidentiality with students</li> <li>ELAC has same parent presentations in Spanish</li> </ul>      |
| HMBHS faculty enjoys showing their enthusiasm for our school as a meaningful learning environment by wearing HMBHS "gear" every Friday. Administration has been generous in helping provide clothing for teachers that demonstrate our commitment to our school. Faculty show their encouragement and concern for their students' achievement by wearing specially designed T-shirts during testing times. | <ul style="list-style-type: none"> <li>Staff clothing particularly on Fridays</li> <li>Shirts for CAHSEE &amp; CST tests</li> </ul>               |
| The student survey indicates that students feel strongly or very strongly that counselors, teachers and administration respect them and that they can reach out to teachers for academic support. Over 70% of parents surveyed also feel this way.                                                                                                                                                         | <ul style="list-style-type: none"> <li>Student Survey</li> <li>Parent Survey</li> </ul>                                                           |

## E2. School Culture and Student Support: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                   |
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| <p>The Sandy Hook school shootings in December 2012, and other recent violence on school campuses, reminded our school community of the need to continually address our safety standards. The superintendent immediately communicated to the entire school community about safety measures that each school site continues to take to prevent a tragedy of this caliber from repeating itself on each campus. In addition, a District-wide safety meeting was convened on January 7, 2013 to address any concerns and to update the unified Safety Plan of the District. HMBHS called an emergency Safety Meeting on January 29, 2013, to report the findings from the District safety meeting. HMBHS's Safety Committee met and identified additional safety concerns that have been added to the development of the Master Facilities Plan (see Appendix). These include upgrading classroom doors to lock from interior, additional Campus Security personnel, window coverings, and additional access to PA system from alternative location.</p> | <ul style="list-style-type: none"><li>• Superintendent's response to school shootings</li><li>• Safety Committee meeting agenda and minutes</li></ul> |
| <p>As of the writing of this document, solar arrays are being constructed on our campus. The district and Assistant Principal communicated safety measures to all stakeholders through daily news broadcasts and announcements linked to the school website.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Solar Array construction safety announcements</li></ul>                                                       |
| <p>In addition, since January 2013, we are helping students address the safe and responsible use of social media and new technology with broadcasts of Public Safety Announcements from our partnership with a local firm, Sgrouples.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Sgrouples</li><li>• Announcements</li><li>• School website</li><li>• Social Media</li></ul>                   |

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                                     |
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| <p>Addressing our fifth CAN has been very successful as indicated by our student survey where a great number of students polled felt that the campus was a safe, clean and orderly place that nurtures learning. The addition of events like Challenge Day and Youth Summit have continued to show students the importance of a positive school culture and climate as it relates to their achievement, so much so that</p> | <ul style="list-style-type: none"><li>• Challenge Day Participation</li><li>• Youth Summit Participation</li><li>• Leadership Class successes</li></ul> |

| Findings                                                        | Supporting Evidence                                                |
|-----------------------------------------------------------------|--------------------------------------------------------------------|
| students themselves are getting more involved in this endeavor. | <ul style="list-style-type: none"> <li>• Student Survey</li> </ul> |

### E3 and E4. School Culture and Student Support Criterion

**Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).**

*E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?*

*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?*

### CRITERION E3 AND E4 INDICATORS AND PROMPTS

#### Adequate Personalized Support

**Indicator:** The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

**Prompt:** *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting Evidence                                                                       |
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| Helping students know what is expected of them is the first way we support students in being successful. The student handbook is published every year in English and Spanish and distributed with first-day packets to every Freshman during orientation. New students who arrive throughout the school year are also provided the handbook. The Handbook is a guide for students and their parents in understanding and being informed about the school's policies, programs, expectations, schedules, and contact information. It also includes information on graduation requirements and discipline practices. Assistant Principals perform handbook visits to all Social Studies classrooms within the first week of school, explaining important updates for returning students and giving thorough overview for Freshmen. | <ul style="list-style-type: none"> <li>• Student Handbook</li> </ul>                      |
| The Counseling Department at Half Moon Bay High School has developed and continues to improve the PLP or Personal Learning Plan Program to ensure that all students receive academically focused counseling services specific to their needs at each grade level. (9th grade is seen five times, 10 <sup>th</sup> is seen three times, 11 <sup>th</sup> is seen three                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• PLPs</li> <li>• 9th grade 4 year Plan</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting Evidence                                                                                                                                                                                                                                                                                                                                     |
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| <p>times and 12<sup>th</sup> grade is seen four times. Please refer to our school website under counseling tab for an updated schedule.</p> <p>All 9<sup>th</sup> grade students and parents are seen for individual meetings starting second semester in which the counselor creates a 4 year plan and discusses academic and career resources.</p> <p>The Counseling department makes referrals to different agencies when a student is not meeting the ESLRs. Students who struggle with family problems, addictions, need anger management, etc. meet monthly with our SOY counselor and three times a year with county mental health.</p> <p>The Special Education department also makes referrals to county mental health and informs parents/students about Medi-Cal covered services and the assessment process for IEP.</p> <p>Students who struggle with academic success are referred to after school tutoring or may be placed in an academic support class.</p> <p>Administration, School Psychologist, Counselors and Alternative Education lead teacher hold bi-monthly meetings to discuss best placement for students who are at risk of not graduating.</p> <p>IEP-at-a-Glance provides information about each special education student's individual needs so that certificated staff can provide modifications and accommodations for homework and in-class assignments. All IEP-at-a-Glance forms are accessible through Infinite Campus for each member of a student's learning team.</p> <p>In addition to teachers being able to easily access individual learning plans of each student, the special education department created an IEP meeting master schedule for the whole school so that more teachers would be able to attend meetings by reducing scheduling conflicts.</p> <p>Counselors hold SST meetings with teachers, parent and administrator for students that are not being successful after tier one interventions. They create a support plan for the student and if needed after 12 weeks will hold another SST to address whether the student needs more interventions such as SPED testing or 504 etc.</p> <p>Counselors are case managers for students with 504 plans in which they monitor student progress, advocate and make sure accommodations are in place for class and home work. The counselor makes classroom observations, collects work samples and other data</p> | <ul style="list-style-type: none"> <li>• El Centro</li> <li>• Referrals for SOY</li> <li>• County Mental Health</li> <li>• Tutoring</li> <li>• Strategic Academic Support</li> <li>• SPT (Student Placement Team)</li> <li>• IEP-at-a-Glance</li> <li>• IEP meeting master schedule</li> <li>• Student Study Team</li> <li>• 504 case manger</li> </ul> |

| Findings                                                                                    | Supporting Evidence |
|---------------------------------------------------------------------------------------------|---------------------|
| in order to create an initial report for SST meetings in regards to establishing 504 plans. |                     |

## Direct Connections

**Indicator:** The school has direct connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

**Prompt:** *How direct are the connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                                                                                                  |
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| <p>All of HMBHS's programs relate to a student's ability to excel academically (A), show personal responsibility through citizenship (C) and communicate effectively (E) so that they may realize their college and career goals. Many of these have already been mentioned; others include:</p> <ul style="list-style-type: none"> <li>• Personal Learning Plans - Counselors meet at least twice a year with each grade level to provide a college and career curriculum as well as guidance in regards to course choices and selection to help each student meet their academic and career goals.</li> <li>• Challenge Day is funded by our Site Council in recognition of the importance of addressing bullying and other negative interactions between students. This dynamic, guided group counseling event is offered yearly and supports approximately 100 students.</li> <li>• PSAT Now What? (Spanish &amp; English) informational sessions</li> <li>• College &amp; Financial Aid Night (Spanish &amp; English) are funded yearly by our parents through PAC.</li> <li>• ELAC meeting themes have directly addressed A.C.E. standards: Reclassification &amp; CELDT; Gang Awareness &amp; Presentation (collaborated with San Mateo Sheriff deputies), College &amp; Beyond (collaborating with Migrant Ed &amp; Educators for Fair Consideration) for Latino students and DREAMers</li> <li>• Bi-lingual Resource Counselor, funded by Title III, supports the ELAC committee in supporting the Latino population and their needs. Provides translation and meets with families individually to discuss student progress and grades</li> <li>• Community Service requirement is part of Government class</li> </ul> | <ul style="list-style-type: none"> <li>• PLP</li> <li>• Challenge Day</li> <li>• College Planning Night</li> <li>• ELAC Meetings</li> <li>• Bi-lingual Resource Counselor</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                                   |
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| that every Senior must pass. It directly addresses the expectation that students develop into good citizens by volunteering 35 hours or more in their community. Many opportunities to volunteer within the school year as well as during the summer months are advertised on the daily announcements and School Loop.                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Community Service</li> </ul>                                                 |
| Through this current self-study process we redefined our ESLRs and began the important work of implementing them throughout our educational program. While they are implicitly connected to all of our services and resources, they are currently only explicitly connected to our Renaissance Program for student recognition and Infinite Campus under positive referrals. In the past, we allocated resources based on our Site Plan goals, not the ESLRs. Again, with the adoption of our new ESLRs, we will be making changes and more direct connections with intentionality in the future. | <ul style="list-style-type: none"> <li>• Renaissance Program</li> <li>• Infinite Campus positive referrals</li> </ul> |

### Strategies Used for Student Growth/Development

**Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt:** *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school-wide profiles, and processes and procedures for interventions that address retention and redirection.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence                                                                                                                      |
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| Making students feel connected to counselors, teachers and each other has been an important goal for us to address all of our critical areas of need.                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                          |
| Before entering Half Moon Bay High School, incoming 9 <sup>th</sup> graders are invited to visit the campus to learn about the activities and opportunities that are available. Many current 8 <sup>th</sup> graders sign up to shadow a 9 <sup>th</sup> grader and thus can see what the typical day is like for a Freshman at Half Moon Bay High School. Additionally, in September, Back to School Night is held where parents are given a sample schedule and thus can sit in on the various teacher presentations. Then in October, Half Moon Bay High School holds an | <ul style="list-style-type: none"> <li>• Shadowing</li> <li>• Back to School Night</li> <li>• 8<sup>th</sup> Grade Open House</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                               |
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| <p>Open House and invites all 8<sup>th</sup> graders and their parents. The community is made aware of this event through letters and a robo-phone call. At Open House, each and every department makes a presentation about the classes, curriculum and the availability of AP courses. There are also presentations by the administrative team in the Student Center and a mini Club Jam is held so that current 8<sup>th</sup> graders can see all the clubs that are available.</p>                                                                                                                                                                                              |                                                                                                                                                                   |
| <p>Upon entering Half Moon Bay High School, Freshmen are introduced to their counselors in their Social Studies classes in September. Students then meet with their counselor in a more informal small group setting. The counseling office has three full-time counselors. Each handles a case load of approximately 320 students. Students then meet their counselors on a regular basis over the course of their four-year career and create a Personal Learning Plan that sets them on the path to college (9<sup>th</sup> grade is seen five times, 10<sup>th</sup> is seen three times, 11<sup>th</sup> is seen three times and 12<sup>th</sup> grade is seen four times).</p> | <ul style="list-style-type: none"> <li>• PLP's</li> <li>• Counseling Team</li> <li>• Website</li> </ul>                                                           |
| <p>This connection starts at Cunha Middle School. High School counselors and middle school counselors meet twice a year to discuss student's course placement from 8<sup>th</sup> to 9<sup>th</sup> grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Articulation with the middle school</li> <li>• Transition Plans</li> <li>• SAS classes</li> <li>• Achieve3000</li> </ul> |
| <p>This articulation also takes place between the school psychologist and Special Education department chairs of HMBHS and Cunha. The high school counselors meet with each parent and review the schedule and transition plan for all incoming 9<sup>th</sup> grade special education students.</p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                   |
| <p>Incoming Freshman indentified and needing additional academic support are enrolled in a 0 period Strategic Academic Support class to help them maintain a 2.0 or better average. Sophomore and Junior students needing credit recovery and CAHSEE prep are also enrolled in a separate 0 period Strategic Academic Support Class. Beginning in January 2013, all S.A.S students began using a new on line learning program called Achieve3000. This program promises to help weak readers improve their lexile level so that they can more successfully access content reading.</p>                                                                                               |                                                                                                                                                                   |
| <p>Each counselor audits transcripts three times a year for Juniors and Seniors, and once a year for Freshmen and Sophomores, to provide the opportunity for students to recoup lost credits through AVENTA (online credit recovery), Summer School and Adult Education. This audit ensures that students are maintaining their A-G requirement and are on track to graduate. Counselors also audit students' course sheets during class registration to ensure that A-G and graduation</p>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Transcript Audits</li> <li>• D and F list</li> <li>• AVENTA, Summer School and Adult Education</li> </ul>                |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting Evidence                                                                                            |
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| <p>requirements are being met. In addition, they meet with all students receiving Ds and Fs each semester to provide academic counseling and intervention and support for the student.</p> <p>When English Language Learners are identified, the counselors review their credits and place them in the most appropriate ELD Program and pathway to graduation. All of our counselors speak Spanish to assist the majority of ELD students and their parents. Student academic progress is monitored through counseling at quarter intervals. The parent group, ELAC, hosts seven parent meetings a year to address reclassification, CELDT testing, the meaning of API scores, College Knowledge, support for undocumented students (AB 504), filling out the FAFSA, as well as to discuss personal or social concerns in the community. For example, in the spring of 2012, counselors discussed the fact that our Hispanic/Latino population has increased high school graduation rates but the Class of 2012 A-G eligibility was only 13%.</p> | <ul style="list-style-type: none"> <li>• ELAC</li> <li>• ELD Pathways</li> <li>• Community Liaisons</li> </ul> |

## Support Services and Learning

**Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the ELL, GATE, special education and other programs.

**Prompt:** *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the ELL, GATE, special education and other programs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Supporting Evidence                                                                                      |
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| <p>We have many support services that are directly related to student learning within and outside the classroom which specifically include all student learning groups. Many have already been addressed elsewhere in this chapter. Here are some additional programs:</p> <ul style="list-style-type: none"> <li>• Naviance - supported by parents and funded by PAC - is a brand new school-wide college and career readiness program that helps connect academic achievement to post-secondary goals. A one-stop shop for students and families, Naviance helps connect what students do in the classroom to their life goals, including finding colleges and careers based on their personal skills and areas of interest. The program gathers and compiles data to guide counselors and administrators in their practice in regards to preparing students for college and career. This program will be in addition to the PLP so that students and parents can more easily track their progress</li> </ul> | <ul style="list-style-type: none"> <li>• Naviance online college and Career readiness Program</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Supporting Evidence |
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| <p>toward meeting their goals. Juniors and Seniors are being connected and trained in the use of the program during the second semester 2013. All grades will be using the program as a supplement to the PLP by 2014.</p> <ul style="list-style-type: none"> <li>• In regards to preparing students for college and career, the counseling department also offers students the Hispanic/Latino College Fair Field Trip (funded by Title III). This past December, approximately 42 Hispanic/Latino students in the 11th and 12th grade attended. In addition, there is the Canada College Field Trip for Preview Day offered to all 12th graders.</li> <li>• Outdoor Education is a program that matches qualified high school seniors with 6th graders for a week of camping and curriculum about the environment. Seniors must apply and have teacher recommendations that show they are strong A.C.E. students. Seniors may earn community service for the experience.</li> <li>• AVID will be piloted in the Fall of 2013 and will be funded by title III and Categorical Funds. Categorical Funds are being spent to fund an AVID I course that supports first-generation college bound students preparing for college through AVID curriculum and college-going activities. Students will be placed in AVID I based on counselor recommendation, interest, eligibility requirements, and commitment to the program.</li> <li>• Achieve3000 is another newly adopted online program being piloted by ELD and Special Education teachers to increase the lexile level of their readers so they are more successful in accessing their content classes, as well as more prepared for college and career readiness.</li> <li>• AVENTA is an online class offered during the school year, as well as in the summer, for all students who need credit recovery.</li> </ul> |                     |

### Equal Access to Curriculum and Support

**Indicator:** All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Prompt:** *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                              |
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| <p>All students have access to a challenging, relevant and coherent curriculum because the design of our Master Schedule is student driven. Sections are organized to prevent conflict with other classes that students need and want. More AP and college electives, like Animation and Journalism, have been added to the Master schedule to reflect subjects in which students are interested. Some AP classes are offered in multiple sections to prevent overlap of popular classes that would cause schedule conflict. While each department has specific academic requirements for entrance into AP and Advanced level courses, the counseling department offers waivers for students who do not meet the requirements but would like to take the course anyway. This allows for open access to AP and Advanced courses for all students.</p> | <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• New AP electives added to Master Schedule</li> <li>• AP requirement waiver forms</li> </ul>  |
| <p>Early intervention strategies are shared by administration and in teacher collaboration time to promote a smooth start of the year, especially for Freshmen Strategic Academic Support. SAS classes are offered to Freshmen classified ELD III, who struggled in middle school. They are conducted before the regular school day begins, during 0 period, to provide additional academic support and to help students feel connected to Half Moon Bay High School. Students are motivated to "graduate" out of 0 period at the end of each quarter if they earn all Cs or better. SAS is also offered as a separate 0 period class to 10th and 11th graders needing CAHSEE preparation and AVENTA credit recovery.</p>                                                                                                                            | <ul style="list-style-type: none"> <li>• Early Intervention Initiative</li> <li>• Credit Recovery Classes like AVENTA</li> </ul>                                 |
| <p>Since this topic has been an important academic need for us to address, every department has grappled with accessibility to curriculum in departmental meeting and collaboration time. Here is a sampling of departmental progress toward addressing the CAN:</p> <p><b>ENGLISH</b></p> <p>All mainstream English courses are A-G approved. Students who are in college preparation courses, including Special Education students and English Language Learners, who want to take advanced or AP courses are encouraged to do so if their performance in relation to the prerequisites supports that decision (see SPG in Appendix for prerequisites for advanced and AP courses). If students don't meet all prerequisites, teacher recommendation is used to encourage students who show</p>                                                    | <ul style="list-style-type: none"> <li>• Departmental Progress Reports</li> <li>• Widening eligibility for AP classes</li> <li>• A-G approved classes</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                               |
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| <p>potential for success but may not meet the specified criteria. Teachers, counselors, and administrators discuss with students and their parents if they support signing a waiver for the specified criteria in particular instances. All students can elect to enroll in an advanced or AP course if they and their parents sign a waiver understanding that the student doesn't meet minimum requirements.</p>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                   |
| <p><b>ELD</b></p> <p>Pathways are clearly established so that students are on track to be reclassified fully English proficient as soon as possible while also meeting graduation requirements. The department has achieved A-G approval for ELD III. This provides a pathway for students who enter HMBHS in ELD III an opportunity apply to a CSU or UC university.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• ELD III A-G approved</li> <li>• SDAIE classes</li> </ul> |
| <p>Social studies and math departments have implemented a formalized co-teaching structure so that ELD students who receive special education services have additional support. Crystal Rigley, a SDAIE social studies teacher, works with Diane Chau, a resource teacher to monitor and assist students. David Jones, a math teacher, works with Keith Holden, a resource teacher to do the same. These teachers work diligently to collaborate and provide the support necessary for student success. The collaborative process gives teachers the opportunity to scaffold differentiated instruction that addresses ELD and Special Education needs. Additionally, it informs these core-subject teachers about strategies for addressing the needs of ELD students who are not part of the Special Education program.</p> | <ul style="list-style-type: none"> <li>• Collaborative Model</li> </ul>                           |
| <p>The Achieve3000 program is an on-line instructional service specifically used to implement differentiated instruction. It provides texts, lessons, and assessments for K-12 reading levels. This program also allows teachers to give immediate feedback so students can get clear sense of their progress without waiting for paper copies to be evaluated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Achieve3000</li> </ul>                                   |
| <p><b>SOCIAL STUDIES</b></p> <p>All classes in the department are A-G approved. New courses like Mass Media and AP European History are in the process, awaiting approval.</p> <p>AP classes are open to as many as possible with the suggested prerequisites: Previous History and English teacher approval; score of 3 or better on the current ELA <i>and</i> previous History</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• A-G approval of all classes</li> </ul>                   |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>CSTs; Grades: A or B in previous History; Passing score on second quarter English department benchmark writing assessment</p> <p>SDAIE Social Studies classes with a special education co-teacher are offered for students who have difficulty in Social Studies, especially ELD students and special education students. Achieve3000, as mentioned earlier is also being implemented in these support classes to help increase reading lexile levels.</p> <p><b>SPECIAL EDUCATION</b></p> <p>CAHSEE preparation has been added to our Basic Independent Study curriculum in order to help more students succeed. Special education now has a collaborative model for Algebra Readiness, Algebra, Geometry, and Social Sciences. Our department plans to introduce a collaborative model in English and eventually Science.</p> <p>Inclusion is also part of the Special Day Class model. Students many take art, sculpture, music, physical education, Spanish along with the help of an aide who works in tandem with the content area teacher to help each student access the curriculum.</p> <p>Achieve3000 is being piloted in January 2013 to increase student lexile reading levels.</p> <p><b>SCIENCE</b></p> <p>All courses in the science department are rigorous, scaffolded and meet the A-G requirements. Students can build skills in the Earth Science course and then move on to Biology and Chemistry. At that point, all offerings in the science department are open to them.</p> <p>Since mathematics is the language of science, the department has a prerequisite for Biology to ensure that the student will be ready for the mathematical applications necessary to understand all levels of science.</p> <p>All students are encouraged to take as much science as possible in the belief that it builds skills in vocabulary acquisition, reading comprehension, writing, analysis, and mathematics that will be useful to them in all academic areas. Laboratory activities are collaborative and hands on, both advantageous for all science students, but especially for special education and ELL students. All the science teachers make themselves available for extra</p> | <ul style="list-style-type: none"> <li>• SDAIE classes</li> <li>• Collaborative Model</li> <li>• Inclusion model</li> <li>• Collaborative Model</li> </ul><br><ul style="list-style-type: none"> <li>• CAHSEE Preparation in Basic Independent Study</li> </ul><br><ul style="list-style-type: none"> <li>• Scaffolded lessons</li> <li>• Hands on Lab activities</li> </ul><br><ul style="list-style-type: none"> <li>• Pathways for all students to meet science requirements</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>help.</p> <p><b>VISUAL ARTS</b></p> <p>There is a culture of strong collaboration between all art teachers to discuss common lesson delivery and assessment expectations. The department offers full inclusion at all levels. Teachers work hands on with each aide to train them for the specifics of supporting students in an art classroom. Scaffolds for writing assignments are available for language learners and special education students. Scaffolds are also used for students who show weakness in writing skills</p> <p>In the spring of 2012, the department decided to restructure the entire entry level art program to better align with Career Technology Education (CTE) classes. Starting in 2014, a new class called Art Spectrum will be required of students wishing to pursue 2D, 3D and Animation classes in order to ensure that all students in the program begin with a sound foundation in the principles of design and elements of art.</p> <p><b>PHYSICAL EDUCATION</b></p> <p>The curriculum fully implements the 2005 California Physical Education Standards. The department has worked closely with the Assistant Principal to redesign syllabi, course objectives, and schedules to align with the Standards. Teachers have scheduled Standards-based workshop attendance for the spring of 2013 to further understand Standards-based instruction.</p> <p>Students are completing Core 1-2 and Core 3-4 at a much higher rate due in part to a new grading rubric. The department is currently in the process of creating different Junior and Senior elective classes to continue students' Physical Education enrichment.</p> <p><b>MATH</b></p> <p>Math recently had the approval of the CUSD school board to implement a course that follows Algebra 2, called College Prep Math, which will ensure more students are prepared for success at the college level. A plan is currently in place to start enrollment for the course in Spring of 2013.</p> <p>The department continues to expand its course offerings with Advanced Algebra II, Advanced PreCalculus, and AP Calculus BC. These are all UC/CSU A-G approved or are in the process. AP Calculus BC is in the process of going through the College</p> | <ul style="list-style-type: none"> <li>• Full inclusion art program</li> <li>• Department trained aides</li> <li>• New Art Spectrum entry way class</li> <li>• Implementation of new CA Physical Education standards</li> <li>• Workshop attendance</li> <li>• New grading rubrics resulting in greater student success</li> <li>• Expanded course offering for all students: College Prep Math, Advanced Algebra II; Advanced Pre-calculus; AP Calculus BC</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Supporting Evidence                                                            |
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| <p>Board Audit.</p> <p>Future courses are in the development stage, including Algebra 1 Enhanced and Geometry Enhanced, which are co-taught courses (with a resource teacher) to offer support for the struggling student. We are currently in the process of seeking CUSD board approval and then UC/CSU A-G approval.</p> <p><b>WORLD LANGUAGES</b></p> <p>Offers two pathways to Spanish learners. One is the traditional Spanish I through AP Language for non-Spanish speakers. The other pathway was created specifically for native Spanish speakers and students who have gone through the District's Spanish Immersion Program. Two classes were created and A-G approved; Spanish for Spanish Speakers 1 and 2. The purpose was to provide more ELL students the opportunity to access AP Language and AP Spanish Literature by helping them take advantage of the great gift of language they already possess.</p> | <ul style="list-style-type: none"> <li>Spanish for Spanish Speakers</li> </ul> |

## Co-Curricular Activities

**Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results.

**Prompt:** *To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results?*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Supporting Evidence                                                                                                                  |
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| <p>We have a wide variety of clubs here at Half Moon Bay High School that provides many opportunities for students to practice A.C.E. All students are informed about clubs through the daily TV announcements on the campus news. Half Moon Bay High School holds a Club Jam in the main quad every fall. Every club sets up a table in the quad area and the club President and advisor are available to answer questions about that particular club. All students of all backgrounds have access to all clubs. Club meetings are held at lunch and after school. Many clubs, such as Puente Club and Interact Club, oversee activities that involve going out into the community. See Chapter I for extensive listing of clubs and respective advisors.</p> <p>Puente Club celebrates and expands awareness of Hispanic/Latino culture on campus. Puente Club hosts a number of cultural events on campus, both during school hours and after school, that reach out to the community and include Hispanic/Latino parents in the school culture. They are able to hold these cultural events at the school with the support of local businesses. Biannually, Puente Club hosts a</p> | <ul style="list-style-type: none"> <li>Clubs</li> <li>Club Jam</li> <li>Middle School Tutoring</li> <li>Outdoor Education</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Supporting Evidence                                                                                             |
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| <p>holiday festival, as well as a Cinco de Mayo festival, that encourages the Hispanic/Latino families to attend. This year, Puente is designing a Mural to communicate their perception of student life at Half Moon Bay High.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |
| <p>Half Moon Bay High School offers a variety of sports programs to increase student involvement and participation. Sports teams include football, soccer (boys and girls), water polo (boys and girls), gymnastics, cheer and dance, baseball, cross country, track, tennis (boys and girls), wrestling (boys and girls), basketball (boys and girls), swim (boys and girls), golf, surfing, and softball. Student participation depends on academic standing by maintaining a C or better (ESLR Academic Excellence). They must sign the Cougar Code of Conduct and agree to adhere to increased expectations of behavior (ESLR Citizenship).</p>                            | <ul style="list-style-type: none"> <li>• BAC Boosters</li> <li>• Cougar Code of Conduct</li> </ul>              |
| <p>At Half Moon Bay High School we broadcast Daily TV News on the campus TV station at the beginning of 3<sup>rd</sup> period. This is an activity available to all students. Students handle all production and editing. Students work as director, floor manager, technical director, audio, producer and talent. Students are also responsible for writing and producing news segments once per week as they go out in the field and into classrooms to report on various news and events around campus. Daily Trivia is a popular feature at the end of every news report that engages the entire school to listen and participate (ESLR Excellence in Communication).</p> | <ul style="list-style-type: none"> <li>• Mass Media Class</li> <li>• TV News</li> <li>• Daily Trivia</li> </ul> |
| <p><i>Musical</i><br/>Every March, the school puts on a musical in which the whole community participates. Over 70 students were involved in the 2012 production of <i>Les Miserables</i>. <i>Curtains</i> is currently underway as the 2013 production. Professional musicians in our community and students alike participate in the orchestra. Parents and former students assist in making sets and costumes, etc. (ESLR Academic Excellence, Citizenship and Excellence in Communication)</p>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Spring Musical</li> </ul>                                              |
| <p><i>Yearbook</i><br/>There is an application process for Yearbook. 35 students are in the Yearbook class and work all year long to create the school yearbook. In 2011, the Yearbook class won an award for their cover.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Yearbook</li> </ul>                                                    |
| <p><i>Leadership</i><br/>Leadership has been instrumental in instilling a more positive school spirit since our last WASC visit. The students have to apply and attend a tryout to get into this class. Leadership students fundraise in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Leadership Class; students attendance at National</li> </ul>           |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>order to attend summer leadership conferences. This class includes the Executive Body, which encompasses the Student Body President, Vice President, Treasurer, Secretary and School Board Representative. In the 2012-2013 school year, the Vice President will also be the School Board Representative. The students in this class run all student activities on campus (A.C.E.).</p> <p>Leadership tracks data for school spirit in a variety of ways, including counting how many students wear orange and black every Friday, how many students participate in homecoming events, etc. The class with the highest number of accumulated spirit points wins a special day of activities, as the Class of the Year, in the spring (ESLRC).</p> <p>This 2012-13 leadership class undertook an important study first semester about our achievement gap, researching what it is, and analyzing the data at our school. Students are being empowered to address this critical area and propose solutions from within the student body. They will be communicating their findings and proposing solutions second semester.</p> <p>At Half Moon Bay High School we have a very involved Homecoming Week. Each class level contends in Homecoming competitions and students are responsible for creating a class dance, class skit, and class float, among other activities. Student leaders get involved in Homecoming roles and supervise others in the completion of all activities. Parents and other members of the community get involved through donations and also act as judges at the various performances. On Wednesday, many students get involved in the Giant Relay Race and Tug 'O' War and then the campus has a special assembly on Friday.</p> <p>Before the start of school in August, incoming freshmen attend a freshman orientation where they receive their class schedules and attend an assembly given by the administration and counselors. Leadership students take the freshmen on tours of campus and answer any of their questions. During this time, parents attend an assembly to get acquainted with the school, learn about parent involvement, school services, and meet each other. There is a free lunch provided by the parent group PAC where students, parents, and staff can mingle and become integrated in the school community.</p> <p>Half Moon Bay High School students work and volunteer as tutors at the other campus sites throughout the district. Students tutor at the middle school and at the local library helping younger students with</p> | <p>Renaissance Conference in Florida; CADA conference in Santa Barbara</p> <ul style="list-style-type: none"> <li>• Leadership Spirit activities:</li> <li>• Homecoming</li> <li>• Spirit Data</li> <li>• Winter Formal</li> <li>• Talent Show</li> <li>• Battle of the Bands</li> <li>• 4 Assemblies</li> <li>• 3 Dances</li> <li>• Freshmen Orientation</li> <li>• Lunchtime activities</li> <li>• Tuesday Announcements</li> <li>• CST assembly</li> <li>• Freshman Orientation</li> <li>• Achievement Gap Student Study</li> </ul><br><ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Campus Beautification</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Supporting Evidence |
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| <p>language arts, math, social studies, science and other curriculum. Half Moon Bay High school students also volunteer for an entire week working as camp counselors when the 6<sup>th</sup> graders at Cunha Middle School go to Outdoor Camp in early December. Our students act as mentors and supervisors during this week.</p> <p>Beautification of the campus has been an important improvement over the last 3 years. Not only do parents, students, and teachers gather 4 times a year to improve the school grounds, every week Teacher Aides take care of the task of recycling in every classroom.</p> |                     |

### Student Involvement in Curricular/Co-Curricular Activities

**Indicator:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Prompt:** *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                        |
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| <p>The ASB Accountant manages the finances of all clubs on campus. In this current school year, there are 40 financially active clubs (see Chapter I for an extensive listing with respective advisors). In order to receive reimbursements for purchases, clubs must present minutes that include attendance records. Clubs that show no financial activity usually indicate that they are inactive. The Accountant verifies club activity by notifying the teacher club advisor before funds are removed from an inactive club's account.</p> <p>Club photos in the yearbook are another way we gauge the vibrancy of student involvement in extracurricular activities.</p> <p>Leadership students collect data on homecoming involvement through counting the amount of spirit points that classes receive based on their attendance at dances and homecoming events as well as participation on dress up days. The class with the most points wins a party at the end of the year.</p> <p>While new clubs are always being proposed and realized, there is a general consensus by Leadership class that students are not participating as robustly as desired considering the sincere work that Leadership students have done over the last two years. For instance, Leadership class cancelled the traditional Winter Formal because so few students showed interest in attending.</p> <p>According to the student survey, more students value participation in</p> | <ul style="list-style-type: none"> <li>• ASB accounting of actively funded clubs</li> <li>• Club Yearbook photos</li> <li>• Leadership Homecoming Spirit Points</li> <li>• Attendance at dances</li> </ul> |

| Findings                                                                                                                                                                                                     | Supporting Evidence                                                            |
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| sports than in clubs. The sports roster data presented in Chapter I suggest that involvement in athletics has decreased since our last self-study, possibly due to our decreased overall student population. | <ul style="list-style-type: none"> <li>• Participation in athletics</li> </ul> |

## Student Perceptions

**Indicator:** The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**Prompt:** *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Supporting Evidence                                                                                                                                                                               |
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| <p>Two years ago, Leadership teacher Crystal Rigley, created an online student survey that was presented by the counselors and executed in social studies class to engage all students in 2012. Counselors and administrators reviewed and analyzed the results and then presented them to the staff at our yearly data review staff meeting.</p> <p>For example, according to the survey, 80% of students feel that there are adequate opportunities to get involved in school and 76% feel connected to their school thanks to this climate and culture. Most students feel spirited yet many responded their lack of desire to attend ticketed activities like dances and sporting events.</p> <p>Students are able to participate in deciding what student support is needed and how it is conducted through participation on important decision making boards. An ASB executive board student sits on the school board and has full voting rights. An ASB vice president sits on site council and the ASB president presides on the PAC board.</p> <p>Leadership students meet regularly as needed with administration in order to get approval for activities. Administration also visits Leadership class to notify them of important issues or policy changes that affect the study body in order to get their feedback</p> | <ul style="list-style-type: none"> <li>• Student Survey</li> <li>• ASB student representation on the school board, site council and PAC</li> <li>• Administration visits to Leadership</li> </ul> |

## E3 and E4. School Culture and Student Support: Additional Findings

**Indicator:** Consider other information that impacts the degree to which the school is meeting these criteria.

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

| Findings                                                          | Supporting Evidence                                                    |
|-------------------------------------------------------------------|------------------------------------------------------------------------|
| Since 2008, our school community has greatly improved climate and | <ul style="list-style-type: none"> <li>• Parent and student</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>culture and has fought seriously to maintain the important support services that directly impact student success despite our severe budget crisis. During this time, over successive years, the CUSD School Board made budgetary decisions that severely threatened to compromise the progress Half Moon Bay High School was making toward increasing student achievement. Year after year, counseling and Assistant Principal positions were threatened to be cut, excellent new teachers were pink slipped, paraprofessional hours were reduced, support staff was eliminated, and administrators and teachers alike were expected to take on more responsibilities with reduced compensation.</p> <p>Many teachers participate on committees and run clubs outside of their teaching obligations. The increased class sizes and work demands with less resources placed upon teachers has caused many to focus less on committees and clubs. Some teachers who used to mentor students in order to become effective leaders of clubs no longer have the time to do this, resulting in some clubs that are not as active as desired by students. The student survey suggests that students recognize the many opportunities to be involved on campus, yet some do not take the opportunity.</p> <p>The parent and student community stood alongside teachers, counselors and administrators in support of our program by attending school board meetings to find different solutions to drastic cuts that would deeply impact student achievement. They successfully convinced the school board to stop the cuts by offering up financial support through increased taxes and direct donations to community groups like CEF, BAC and PAC.</p> <p>In addition, since the beginning of the economic recession, the number of ELD students enrolled in HMBHS has plummeted significantly. This is particularly the case with newcomers. This drop in enrollment, coupled with a reduction in funding, has required that we make changes to the master schedule this last year. To provide an example of how dramatically this decline in ELD enrollment was during the 2009 and 2010 academic year, ELD III alone had between twenty and twenty-five students. This year the number is below twenty in ELD I, III, III, and IV. The changes are reflected in consolidating ELD students into one class of focused ELD instruction and two periods of Strategic Academic Support (SAS). The SAS course provides targeted English instruction, CAHSEE preparation, cross-curricular support, and general study and test taking skills.</p> <p>Since our last visitation, staff turnover due to pink slips and reduced</p> | <p>support at school board meeting to defeat cuts in key student services like counseling</p> <ul style="list-style-type: none"> <li>• Fundraising measures to secure quality education by CEF, PAC, BAC</li> <li>• Impact of budget cuts on Teacher Club Advisors</li> <li>• Student Survey</li> <li>• Measure E</li> <li>• Measure S</li> <li>• Recessions impact on ELD program resulting in: <ul style="list-style-type: none"> <li>• Consolidated ELD classes</li> <li>• Mainstream SDAIE classes</li> <li>• Support classes</li> </ul> </li> <li>• Teacher turnover in</li> </ul> |

| Findings                                                                                                                                                                                                                                                                                                                                                               | Supporting Evidence |
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| sections has impacted many departments, but especially ELD and special education SDC, where lack of consistent leadership and teaching has impacted curriculum implementation and continuity of programs. Reduced sections impact the number of electives a special education student may take, resulting in a student repeating a course, like Art I, multiple times. | ELD and SDC         |

**Prompt:** *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

| Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supporting Evidence                                                                                                                                                                                                                                                                                                                                                  |
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| We can attribute our improving school climate to many factors including the hard work done by our Leadership teacher, the creation of objectively measureable ESLRs, and the data collection that informs us about the effectiveness of current interventions. We could not build an extra preparatory period into the schedule for an activities teacher, but the Leadership teacher now receives a stipend and release time when needed. Our redesigned Expected School-wide Learning Results are objectively measurable. The teachers and administration have explicitly presented the ESLRs in each class with examples of how to be successful. Student work analysis forms and the Outstanding Cougar nomination forms include rubrics. Teachers can now make positive referrals that are linked to each specific ESLR on Infinite Campus. The student survey results, along with attendance and graduation data point to intervention programs that are working to get more students in class every day. More students are making positive and healthy life choices with less referrals which has resulted in more students meeting the Expected School-wide Learning Results. | <ul style="list-style-type: none"> <li>• Stipend for Leadership teacher in lieu of extra prep</li> <li>• Redesigned ESLRs that are measureable and meaningful</li> <li>• Renaissance Nomination form and Infinite Campus Positive Referral with ESLR rubric</li> <li>• Student Survey Results</li> <li>• Attendance, Tardy, Detention and Suspension data</li> </ul> |

## **WASC CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH: STRENGTHS AND GROWTH NEEDS**

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### **Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- Providing equal access by mainstreaming English Language Learners and Special Education students; we are providing more AP sections, which has increased the number of AP students; by providing more A-G courses and offering new online programs that promote college and career readiness (AVENTA, Achieve3000, and Naviance), and more of our students will be eligible to apply for college. In addition, AVID will be offered in the fall of 2013.
- We have increased communication with Spanish speaking families through the use of School Loop, GlobalConnect, translation services, and translated documents published on our website (as well as the full translation of the website). Clubs and parent groups are connected as evidenced by greater participation.
- The community of Half Moon Bay believes that the high school is the hub of the community and supports education in many ways, including voter approved parcel tax to fund education and bond measure to build 21st century infrastructure.
- Safety has improved because of a multitude of initiatives, including adding extra staff supervision, surveillance cameras, Challenge Day, and a district-wide focus on anti-bullying.
- Tardy/Attendance rates have improved with more students getting to class on time and attending daily. This has contributed to Half Moon Bay High School having some of the highest graduation rates in San Mateo County because students are present and learning every day.
- Greater student recognition with the Renaissance program and Leadership initiatives, which include quarterly Cougar Luncheons and grade bumps, has improved Cougar achievement and test scores.

### **Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Continue to directly connect our ESLRs to curricular and co-curricular activities.
- Continue to stress character education so that students are more respectful of each other and of themselves.
- Explore ways for students to organize new events, while at the same time making sure there is enough supervision without placing more demands on staff that is already stretched thin.



## **Chapter V**

### **School-wide Action Plan**

## **DEVELOPMENT OF THE SCHOOL-WIDE ACTION PLAN**

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In August of 2012, the faculty met during our professional development day to review the available data and to begin discussing a school-wide vision and plan for the next six years. We broke out into Pods and began to dream about what we wanted for the high school and where we saw our school community in 2019. Following a brainstorm, we conducted a gallery walk and each staff member identified their top five initiatives that they wanted to drive our WASC Action Plan. The brainstorm and identified action areas were compiled and presented to Academic Council and Leadership Team. Some faculty members began working on initiatives immediately such as the creation of an AVID class. That course was created, included in the Student Planning and Course Selection Guide, and taken to the Cabrillo Board of Education as a discussion item in December. The course received approval January 2013. In addition, funding was approved for this course by the School Site Council. Other initiatives align with our Critical Areas of Need, and there has been ongoing discussion as to our commitment and intention of including them in our Action Plan.

Once the rough draft of the Self-study was completed and reviewed in November of 2012, the staff met both in faculty meetings and during several collaboration days to develop the Action Plan. The Critical Areas of Need were reviewed and various home groups met to determine how and what actions they will take in the next six years to achieve specific goals and address the CAN's. Two professional development days were specifically designated in January and February to continue working on the completion of the Action Plan before presenting it to Academic Council, Leadership Team, and School Site Council for review and approval.

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

**Rationale:** As a district and site, we have been concerned with the achievement gap between our high performing subgroup, Caucasian, and our significant subgroups (SED, ELL, SPED, Hispanic/Latino). While most subgroups have made significant gains in the past three years, our ELL subgroup has recently declined. After reviewing the 2011-2012 CST data, it clearly reflects a 16 point decline in the overall ELL API scores. Based on this data, the staff determined that a focus and emphasis on our students classified as ELL would become one of our Critical Areas of Need. Furthermore, this identified need and Action Plan align with several of the goals in our Single Plan for Student Achievement which was adopted and approved by the Cabrillo Board of Education in May 2012.

**Supporting 2011-2012 Data:**

- Academic Core
- UC/CSU Eligibility
- Student Grades
- CAHSEE Pass/Proficiency Rates
- CST Proficiency Rates
- CELDT Language Proficiency Rates
- Benchmark Examinations

**6-YEAR GROWTH TARGETS:**

- Increase in the number of students meeting CSU/UC eligibility
- Increase in the number of students completing the Academic Core
- Increase in the number of students performing at proficient or above on the CAHSEE and CST
- Increase the enrollment in upper level Advanced/AP classes of underrepresented subgroups
- Decrease in D/F rates for all subgroups

**ESLRS ADDRESSED:** Academic Excellence and Excellence in Communication

| Monitor Progress Tools:                                                                                                                                                                                                                                                                                                                                                                                                    | Report Progress:                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>• Review and analyze CST and CAHSEE scores in English Language Arts</li> <li>• Benchmark exams/common assessments</li> <li>• Early Assessment program results</li> <li>• CELDT scores</li> <li>• % of students eligible for reclassification to RFEP</li> <li>• Attendance and behavior records</li> <li>• Department curriculum binders: goals/assessments/data reports</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Academic Council</li> <li>• Pods</li> <li>• School site Council</li> <li>• Leadership Team</li> <li>• District Leadership Cabinet meetings and Triennial PLC's</li> <li>• ELAC</li> <li>• School Board Meetings</li> </ul> |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                                                                                                                                                               | Responsible Person(s)               | Resources                                                                          | Assessment of Improvement                                                               | Timeline                                            | Reporting                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|
| The English Department will continue to closely examine benchmark data from 1st & 3rd quarter benchmarks to improve areas of instruction with the goal of increasing rigor and incorporating more test preparation. This will be accomplished by refining data analysis practices that involve the use of EADMS and by instituting more collaborative time for essay grading and data analysis dependant on funding | Teachers and Department Chair(s)    | Release time/\$1,000 PAC PD Fund                                                   | Notes from Q1& Q3 data days, collaboration schedule, department meeting agendas/minutes | Biannually 2013-2019                                | English Department Chair(s), Assistant Principal of C & I |
| The English Department will align pacing guides and benchmark tests with new national standards – Common Core. Collaborate with other departments to incorporate the ELA common core standards across subject areas;                                                                                                                                                                                                | Teachers and Department Chair(s)    | Collaboration time and Super Tuesdays.<br><br>Department Release Day (PAC PD Fund) | PD Day agendas/notes, collaboration schedule topics                                     | Ongoing<br><br>Annual department release in January | English Department Chair(s), Assistant Principal of C&I   |
| The English Department will continue to calibrate teacher evaluation of the second quarter writing benchmark so that there is continuity throughout the department.                                                                                                                                                                                                                                                 | Teachers and Department Chair(s)    | Collaboration time and Super Tuesdays.<br><br>Department Release Day (PAC PD Fund) | PD Day agendas/notes, collaboration schedule topics                                     | Ongoing                                             | English Department Chair(s), Assistant Principal of C&I   |
| English Department continues to revise and improve our common quarterly writing applications which are given to all students in each grade level.                                                                                                                                                                                                                                                                   | Dept. Chair and level team teachers | Subject area collaboration and release day                                         | ELA department minutes, student work, ELA benchmark and curriculum binders              | Ongoing                                             | Dept. Chair and English teachers                          |
| The English Department will revise one quarterly benchmark to meet the                                                                                                                                                                                                                                                                                                                                              | Dept. Chair/English                 | Subject area collaboration                                                         | Department curriculum binders/share drive, department                                   | Fall of 2013-2014                                   | Dept. Chair and English teachers                          |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Responsible Person(s)                                                | Resources                                                                   | Assessment of Improvement                                                                                                                                | Timeline                | Reporting                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------|
| Common Core Standards and focus on this timed writing prompt as a level team. Develop a corresponding rubric based on Common Core evaluation criteria.                                                                                                                                                                                                                                                                                                                                                                                                      | teachers/<br>Assistant<br>Principal of C&I                           |                                                                             | minutes/discussion notes,<br>benchmark results/templates, CST<br>results and EAP                                                                         |                         |                                                                                  |
| The English Department will research contemporary and multi-cultural literature to expand their literature options in order to increase student engagement in reading and seek board adoption of core literature.                                                                                                                                                                                                                                                                                                                                           | Dept.<br>Chair/English<br>teachers/<br>Assistant<br>Principal of C&I | Subject area<br>collaboration<br><br>Lost book<br>funds and local<br>grants | Core novel lists by grade level,<br>literature adoption process                                                                                          | Ongoing                 | English<br>Department<br>Chair(s),<br>teachers,<br>Assistant<br>Principal of C&I |
| The English Language Development department will continue to use differentiated curriculum, collaborative learning strategies, and project- based assessments to improve ELL performance. ELD and SAS teachers will continue to follow the vertical alignment with the English Department so that once ELL students are RFEP they will make a successful transition to college prep. English. Starting this Spring ELD and SAS teachers will begin implementing the Achieve3000 program to help increase lexile reading levels of underperforming students. | Department<br>Chair/ Assistant<br>Principal of C&I                   | Subject Area<br>collaboration<br><br>Super Tuesdays                         | District ELA committee agendas/<br>minutes, articulation notes w/<br>Cunha, lesson plans, data from<br>Achieve3000, student schedules<br>and transcripts | Spring 2013-<br>Ongoing | Dept. Chair/<br>Principal/<br>Superintendent of<br>C & I                         |
| Continue focusing Professional Development on closing the achievement gap, specifically in the areas of differentiated instruction, and                                                                                                                                                                                                                                                                                                                                                                                                                     | Teachers, ELD<br>instructor,<br>Assistant                            | Workshop fees,<br>Release time<br>(PAC funding)                             | Workshop attendance, Super<br>Tuesday agendas, site professional<br>development plan                                                                     | Ongoing                 | Teacher reports to<br>Dept. Chair(s)<br>Assistant                                |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                                                                          | Responsible Person(s)                               | Resources                                                                          | Assessment of Improvement                                                                                                                                                                                              | Timeline                                                     | Reporting                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------|
| teaching academic literacy for English Learner success in the content areas                                                                                                                                                                                                                                                    | Principal C&I                                       |                                                                                    |                                                                                                                                                                                                                        |                                                              | Principal of C&I                                   |
| Continue to identify focal students for targeted intervention in Strategic Academic Support classes, credit recovery, AVID, and Adult Education programs during the school year                                                                                                                                                | Counselors<br>Student Placement Team<br>Teacher(s)  | Subject area collaboration time                                                    | Published list of focal students, passing rate, staff dev. agenda and department minutes. Monitor student progress in credit recovery and academic classes based on grade improvement                                  | Annual enrollment and ongoing evaluation throughout the year | Counselor/Lead teacher/ Assistant Principal of C&I |
| The revised Freshman Studies course will incorporate study skills and academic vocabulary. This will be achieved by working with the English department and Special Program Resource teachers to reinforce and adopt school-wide intervention strategies in the areas of test taking and study skills.                         | Dept. Chair/<br>Assistant Principal of C&I          | Subject area collaboration time                                                    | Social Studies curriculum guides                                                                                                                                                                                       | Ongoing                                                      | Dept. Chair                                        |
| Special education will continue to provide English Language Arts CAHSEE preparation lessons in their Independent Study curriculum.                                                                                                                                                                                             | Dept. Chair/teachers                                | Subject area collaboration time                                                    | Department curriculum binders/share drive, department minutes/discussion notes, lesson plans, benchmark results, CAHSEE results                                                                                        | Fall of 2012-<br>Ongoing                                     | Dept. Chair/<br>Assistant Principal of C&I         |
| Basic English classes will continue to work on ELA goals and objectives written into students' IEPs. In addition, the Special Education Department is gradually moving to an inclusion/co-teaching model in English so that 9 <sup>th</sup> grade English students who would have been previously instructed in a small, self- | Special Education and English Dept. Chairs/teachers | Subject area collaboration time<br><br>Release time<br><br>County Office Trainings | Department curriculum binders/share drive, department minutes/discussion notes, lesson plans, collaboration agendas, Review of services for students with IEP's, improvement on standardized tests and benchmark exams | Fall of 2013-<br>Ongoing                                     | Dept. Chairs/<br>Assistant Principal of C&I        |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                                                            | Responsible Person(s)                                          | Resources                                                                   | Assessment of Improvement                                                                                                  | Timeline              | Reporting                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------|
| contained classroom will be mainstreamed into general education classes with support from a Resource Specialist teacher.                                                                                                                                                                                         |                                                                | Professional Development                                                    |                                                                                                                            |                       |                                                            |
| Social Studies will revise EADMS benchmark tests for all levels at the ends of 1 <sup>st</sup> & 3 <sup>rd</sup> quarters in order to align with the Common Core Standards.                                                                                                                                      | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I     | Subject area<br>collaboration<br>and<br>Professional<br>Development<br>Plan | EADMS local assessments,<br>PD Day agendas/notes,<br>collaboration schedule topics                                         | Spring 2013-<br>2014  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| All departments will continue to transition all pacing guides and benchmark exams to align with the recent adoption of the new common core standards                                                                                                                                                             | Dept Chairs,<br>Assistant<br>Principal of C&I                  | Subject area<br>collaboration                                               | Course syllabi, curriculum guides,<br>lesson plans, benchmark exams,<br>folders in the H:drive                             | Spring 2013-<br>2014  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| Departments will begin to collaborate across disciplines to create interdisciplinary projects and writing assignments                                                                                                                                                                                            | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I     | Subject Area<br>collaboration<br>and Super<br>Tuesday s                     | Department curriculum<br>binders/share drive, department<br>meeting agendas and<br>minutes/discussion notes,               | Fall 2013-<br>ongoing | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| The Science Department will continue to incorporate direct instruction related to reading comprehension, note taking skills from textbook, vocabulary acquisition, academic language. Emphasis is on depth rather than breadth including designing inquiry and analysis-based labs as per common core standards. | Science Dept.,<br>Dept. Chair<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration<br>and Super<br>Tuesdays                      | Course syllabi, School Loop,<br>curriculum guides, lesson plans,<br>classroom observation feedback,<br>written lab reports | Ongoing               | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| The Music Department will continue to incorporate the study of genre, theme, foreshadowing, and history/culture into all music classes                                                                                                                                                                           | Dept. Chair/<br>Assistant<br>Principal of C&I                  | Subject Area<br>collaboration                                               | Course syllabi, curriculum guides,<br>lesson plans, meeting minutes and<br>agendas                                         | Ongoing               | Dept. Chair/<br>Assistant<br>Principal of C&I              |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                                                       | Responsible Person(s)                                      | Resources                     | Assessment of Improvement                                                                       | Timeline              | Reporting                                     |
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| and participate in the implementation of the Common Core Standards by collaborating with teachers in other departments on projects and writing assignments.                                                                                                                                                 |                                                            |                               |                                                                                                 |                       |                                               |
| The Art Department will continue to develop daily writing in all entry level courses and begin to align writing prompts and processed pieces to the Common Core Standards.                                                                                                                                  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration | Course syllabi, School Loop,<br>curriculum guides, lesson plans,<br>meeting minutes and agendas | Ongoing               | Dept. Chair/<br>Assistant<br>Principal of C&I |
| The World Language Department will learn what the CAHSEE essay writing format is so that written assignments within the department can mirror the CAHSEE's format and reinforce the skills required to pass.                                                                                                | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration | Course syllabi, lesson plans,<br>meeting minutes and agendas                                    | Fall 2013-<br>Ongoing | Dept. Chair/<br>Assistant<br>Principal of C&I |
| In order to implement the Common Core Standards, the Physical Education Department will continue the classroom unit in Core 1-2 which involves reading, writing, and discussion about health, physical exercise, and nutrition.                                                                             | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration | Course syllabi, School Loop,<br>curriculum guides, lesson plans                                 | Ongoing               | Dept. Chair/<br>Assistant<br>Principal of C&I |
| Continue to fund site bilingual liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Language Learner Pathway toward College Readiness, college entrance information, financial aid, graduation criteria, and reclassification. | Bilingual<br>Liaison/<br>Assistant<br>Principal of C&I     | Categorical<br>Funds          | Liaison parent communication<br>logs, conference reports, ELAC<br>minutes                       | Ongoing               | School Site<br>Council/Principal              |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                                                                                                     | Responsible Person(s)                                           | Resources                                                   | Assessment of Improvement                                                                                | Timeline             | Reporting                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------|
| Align the ELD pacing guide to the Common Core and then to ELA. Teachers will refine their quarterly benchmark exams, organize the results, analyze the data, and reflect upon teaching practices                                                                          | ELD and ELA Department<br>Chairs/ Assistant<br>Principal of C&I | Subject Area collaboration                                  | Curriculum maps, pacing guides, common assessments, data templates, data discussion notes, unit plans    | Spring 2013-2014     | Dept. Chairs/<br>Assistant<br>Principal of C&I |
| Continue providing additional English Language Development support section for level 2 and 3 and Strategic Academic Support (zero period for ELL who have been RFEP). ELD, social studies SDAIE, and SAS teachers are beginning to use the Achieve3000 program.           | Principal                                                       | Categorical funding and district allocated sections         | Master schedule, ELD curriculum binders/share drive, benchmark exams and pacing guides for these classes | Ongoing              | Principal                                      |
| Continue using EADMS to collect longitudinal data that is disaggregated for English Learners for the CST, CAHSEE, CELDT and benchmark exams across core content areas.                                                                                                    | Department Chairs/Teachers/<br>Assistant<br>Principal of C&I    | Subject Area collaboration<br><br>Super Tuesdays            | Data analysis reports in department binders, agendas and department meeting minutes                      | Ongoing              | Dept. Chairs/<br>Assistant<br>Principal of C&I |
| Focus staff development on SDAIE strategies to support ELL's in the mainstream content areas                                                                                                                                                                              | Department Chairs/<br>Leadership Team/ Principal                | Subject Area collaboration<br><br>Super Tuesdays            | Professional Development Plan, PD agenda, staff survey, professional development evaluation              | Fall of 2013-ongoing | Department Chairs/Leadership Team/ Principal   |
| Use zero period strategic Academic Support class for ELL students to improve transition of long term ELL's into mainstream college prep classes in all content areas with an emphasis on English and Math. Prepare students who have yet to pass the CAHSEE for the exam. | Counselors/<br>Assistant<br>Principal of C&I                    | Categorical funding or general funds for section allocation | Master schedule, resource teacher, counselor monitoring, grades                                          | Annually             | Principal                                      |
| Award the Seal of Biliteracy                                                                                                                                                                                                                                              | Counselors/<br>Bilingual                                        | County and                                                  | Board agenda, transcripts                                                                                | Annually             | Principal/<br>Assistant                        |

**Action Plan #1:** Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under-performing subgroup of English Language Learners.

| Tasks                                                                                                                                                                                             | Responsible Person(s)                        | Resources                                                                   | Assessment of Improvement                                                                                                                                  | Timeline                                                                                    | Reporting                 |
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|                                                                                                                                                                                                   | Resource Counselor                           | district office                                                             |                                                                                                                                                            |                                                                                             | Superintendent of C & I   |
| Collaborate with migrant education to provide services including credit recovery through the PASS program and additional tutoring and support for these students.                                 | Counselors, Migrant Ed, PASS program teacher | Migrant Ed funding                                                          | Monitor student progress and attendance in PASS credit recovery programs and HMBHS courses.                                                                | Ongoing                                                                                     | PASS teacher, Migrant Ed  |
| Counselors audit transcripts and grade reports to identify high needs students, monitor progress, and implement interventions as necessary. ELL students are connected with appropriate services. | Counselors                                   | Subject Area collaboration<br><br>Summer release days                       | Monitor student progress in credit recovery and academic classes based on grade improvement, document meetings and other interventions in Infinite Campus. | Ongoing, but scheduled at the start of the year, 1st quarter, and semester grading periods. | Counselors                |
| Organize college fair field trip for Latino students in 11 & 12th grades.                                                                                                                         | Counselors                                   | College fair funding/ Title III funds                                       | Attendance records, College application and attendance rates.                                                                                              | Annually                                                                                    | Counselors/Principal      |
| Continue to offer an AVID course to meet the needs of students, primarily those who are first generation college bound                                                                            | Counselors, Principal                        | Categorical funds                                                           | Student enrollment, data collection for students UC/CSU eligible, enrollment data and tracking for college                                                 | Ongoing                                                                                     | Counselors/Principal      |
| Continue to consider and explore alternative bell schedules to possibly provide more instructional time to meet the needs of all learners                                                         | Leadership Team/Pods                         | Faculty Meetings/Leadership Team meetings/School visitations (PAC PD funds) | Meeting minutes and agendas                                                                                                                                | Began Fall of 2012-Ongoing                                                                  | Leadership Team/Principal |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as ELL, SPED, and SED.

**Rationale:** Our school has posted slight gains on the math CST's over the past three years when comparing by subject test. Overall, the percent scoring proficient and advanced has seen an increase of 7%. However, there has been a slight decline in student performance overall by our significant subgroups. For example SPED decreased the number scoring proficient and above by 2.8%, and ELL decreased the number scoring proficient and above by 1.47%. In addition, our district has placed an emphasis on SMART goals to improve student performance in math. We are currently in the process of looking at data and aligning curriculum K-12 in our district math committee.

**Supporting 2011-2012 Data:**

- CAHSEE Pass/Proficiency Rates
- CST Proficiency Rates
- Student Grades
- Benchmark Examinations

**6-YEAR GROWTH TARGETS:**

- Increase in the number of students performing at proficient or above on the CAHSEE math and math CST
- Increase the enrollment in upper level Advanced/AP classes of underrepresented subgroups
- Decrease in D/F rates for all subgroups

**ESLRS ADDRESSED:** Academic Excellence

| Monitor Progress Tools:                                                                                                                                                                                                                                                                                                                                                                                                                          | Report Progress:                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The annual California Standards Test in Math</li> <li>• CAHSEE Census results</li> <li>• Benchmark exams/common assessments</li> <li>• Department curriculum binders: goals/assessments/data reports</li> <li>• Review and analyze CST and CAHSEE scores in math.</li> <li>• Early Assessment Program results</li> <li>• CSM placement exam and reports</li> <li>• Student placement reports</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Academic Council</li> <li>• Pods</li> <li>• School site Council</li> <li>• Leadership Team</li> <li>• District Leadership Cabinet meetings and Triennial PLC's</li> <li>• ELAC</li> <li>• School Board Meetings</li> </ul> |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED.

| Tasks                                                                                                                                                                                                                                                                                                                                                                                        | Responsible Person(s)                                                              | Resources                                                            | Assessment of Improvement                                                                                                                                                                                                      | Timeline                                       | Reporting                                                      |
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| The Math department will utilize professional development training to help plan collaboration time for aligning curriculum to the Common Core Standards. Teachers will align pacing guides to the Common Core Standards, refine benchmark exams, analyze results and reflect upon teaching practices. Teachers will continue to expand the use of EADMS for local/state assessment analysis. | Department Chair/<br>Teachers/Assistant<br>Principal of C & I                      | Subject Area<br>collaboration/Super<br>Tuesdays<br><br>CEF/PAC Funds | Curriculum maps, pacing guides, common assessments, data templates, data discussion notes, department curriculum binders, department agendas, benchmark results/templates, CST and EAP results, Professional Development Plan. | Spring 2013-<br>Ongoing                        | Math Department<br>Chair, Assistant<br>Principal of C & I      |
| Continue after school tutor center with a math emphasis by expanding math tutoring to four days a week.                                                                                                                                                                                                                                                                                      | Math Department<br>Chair/Tutor Center<br>Director                                  | BAC/PAC funds                                                        | Tutor center sign in sheets, D/F lists, % of students repeating math course, % of students moving on to next level                                                                                                             | Fall 2013-<br>Ongoing                          | Math Department<br>Chair, Tutor<br>Director, Head<br>Counselor |
| Offer an Intensive Summer Intervention class for targeted Algebra Readiness students to bridge students to Algebra 1                                                                                                                                                                                                                                                                         | Teachers/ Middle and<br>HMBHS Principals/<br>Counselors/Summer<br>School Principal | Categorical Funds                                                    | Master schedule (students transitioning out of Algebra Readiness, grade reports, CST)                                                                                                                                          | Annually<br>pending<br>funding<br>availability | Summer School<br>Principal/Counselors                          |
| Continue to offer College Prep Math course that ensures students are able to complete college level math coursework. Work with counselors on student enrollment.                                                                                                                                                                                                                             | Teachers/Math<br>Department Chair/<br>counselors                                   | General fund<br>section allocation                                   | Master schedule, Curriculum binders, unit plans, lesson plans, benchmark results                                                                                                                                               | Fall 2013-<br>Ongoing                          | Department<br>Chair/Principal                                  |
| Continue to expand our math course offerings with Advanced Algebra II, Advanced Pre-Calculus, AP Calculus BC, Enhanced Algebra 1, and Enhanced Geometry. These are all UC/CSU A-G approved or in the process. The AP Calculus BC course is in the process of going                                                                                                                           | Department Chair/<br>Teachers/Assistant<br>Principal of C & I                      | Subject Area<br>collaboration/Super<br>Tuesdays                      | Master schedule, Board agenda, curriculum binders, unit plans, lesson plans                                                                                                                                                    | Expected<br>completion<br>date: Fall<br>2013   | Department Chair/<br>Teachers/Assistant<br>Principal of C & I  |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED.

| Tasks                                                                                                                                                                                                                                                                                                                                       | Responsible Person(s)                                         | Resources                                                                                                                   | Assessment of Improvement                                                                                                                                                                                                                   | Timeline                                                                                                      | Reporting                                                    |
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| through the College Board Audit.                                                                                                                                                                                                                                                                                                            |                                                               |                                                                                                                             |                                                                                                                                                                                                                                             |                                                                                                               |                                                              |
| Continue to offer AP Statistics and AP Calculus to 2 sections each                                                                                                                                                                                                                                                                          | Department Chair/<br>Teachers<br>Assistant Principal of C & I | General fund<br>section allocation<br>and Academic Fund (PAC)                                                               | Master schedule, course guide                                                                                                                                                                                                               | Ongoing                                                                                                       | Math Department<br>Chair and Assistant<br>Principal of C & I |
| The Math department will continue its' monthly student recognition program called "Mathletes"                                                                                                                                                                                                                                               | Department Chair/<br>Teachers                                 | PAC                                                                                                                         | Class recognition boards,<br>student surveys, grade reports,<br>CST and benchmark results                                                                                                                                                   | Ongoing                                                                                                       | Department Chair/<br>Teachers                                |
| The Special Education department will continue to provide Math CAHSEE preparation lessons in their Independent Study curriculum.                                                                                                                                                                                                            | Dept. Chair/teachers                                          | Subject area<br>collaboration time                                                                                          | Department curriculum<br>binders/share drive, department<br>minutes/discussion notes, lesson<br>plans, benchmark results,<br>CAHSEE results                                                                                                 | Fall of 2012-<br>Ongoing                                                                                      | Dept. Chair/<br>Assistant Principal<br>of C&I                |
| The Special Education department will continue to team with the math department to provide a fully implemented math pathway for students who were previously instructed in a Basic Math class taught solely by a Resource Teacher. This pathway will now be designated as "Enhanced." The Department Chair will be seeking UC/A-G approval. | Special Education and<br>Math Dept.<br>Chairs/teachers        | Subject area<br>collaboration time<br><br>Release time<br><br>County Office<br>Trainings<br><br>Professional<br>Development | Department curriculum<br>binders/share drive, department<br>minutes/discussion notes, lesson<br>plans, collaboration agendas,<br>Review of services for students<br>with IEP's, improvement on<br>standardized tests and<br>benchmark exams | Fall of 2011-<br>Ongoing<br><br>Spring 2013<br>for UC/A-G<br>approval of<br>the<br>"Enhanced"<br>math classes | Dept. Chairs/<br>Assistant Principal<br>of C&I               |
| Continue to award "grade bumps" for proficient and advanced scores on the CST.                                                                                                                                                                                                                                                              | Department Chair/<br>Teachers                                 | Subject Area<br>collaboration                                                                                               | CST results and trend data                                                                                                                                                                                                                  | Annually in<br>the fall                                                                                       | Department<br>Chairs/Assistant<br>Principal of C & I         |
| The Science department will continue to identify and embed                                                                                                                                                                                                                                                                                  | Department Chair/<br>Science Teachers                         | Subject Area<br>collaboration/Super                                                                                         | Curriculum maps, department<br>minutes, unit plans, exams, and                                                                                                                                                                              | Ongoing                                                                                                       | Science and Math<br>Department                               |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED.

| Tasks                                                                                                                                                                                  | Responsible Person(s)           | Resources                      | Assessment of Improvement                                                                  | Timeline                                    | Reporting                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------|
| essential math standards into their content instruction in all science courses                                                                                                         |                                 | Tuesdays                       | lab reports, Professional development plan and meeting minutes                             |                                             | Chairs/Assistant Principal of C & I                                    |
| The Music department will incorporate direct instruction of mathematical concepts as it relates to musical metering                                                                    | Department Chair/ Music Teacher | Subject Area collaboration     | Lessons plans, collaboration and department meeting notes                                  | Ongoing                                     | Art Department Chair                                                   |
| Art and Industrial Arts departments will integrate math skills into the curriculum for use in entry level courses at least once per quarter                                            | Department Chair/ Art Teachers  | Subject Area collaboration     | Lessons plans, collaboration and department meeting notes                                  | Ongoing                                     | Art Department Chair                                                   |
| Explore the option of a math placement exam as an additional pre-requisite to ensure that students are correctly placed into classes, and therefore, will experience academic success. | Department Chair/ Teachers      | Subject Area collaboration     | Collaboration and department meeting notes, Student Planning Guide                         | Spring 2013, implementing Fall/January 2014 | Department Chairs of math and Counseling/ Assistant Principal of C & I |
| Counselors will encourage math tutoring and remind students of the importance of doing well on the CST's to earn grade bumps.                                                          | Counselors                      | No additional funding required | PLP agendas, individual student meetings as documented in Infinite Campus                  | Ongoing                                     | Counselors                                                             |
| During course registration and PLPs, counselors highly recommend that students take 4 years of math, although only 3 years are required.                                               | Counselors                      | No additional funding required | Increased enrollment in higher level math courses (Algebra II and higher), master schedule | Ongoing                                     | Department Chairs/Assistant Principal of C & I                         |

**Action Plan #3:** Increase the graduation rate among all identified cohorts, and continue focusing on an increase in the number of students who are UC/CSU eligible.

**Rationale:** With the change in how we are now being assessed in terms of our Adequate Yearly Progress and the move to ranking based on graduation cohort rates, we have decided to create a 6-year plan to address our graduation rate. This portion of the Action Plan addressed our ESLRs in their entirety. We are dedicated to ensuring that our students have the best post-secondary options available to them. These are dependent upon receiving a high school diploma in addition to being UC/CSU eligible. We will continue to focus on that as a subset of this portion of the plan.

**Supporting 2011-2012 Data:**

- Academic Core
- UC/CSU Eligibility
- Student Grades
- CAHSEE Pass Rate
- Counseling PLP's
- Senior Exit Survey

**6-YEAR GROWTH TARGETS:**

- Increase in the number of students meeting CSU/UC eligibility
- Increase in the number of students completing the Academic Core with C's or above
- Increase in the number of students who pass the Census CAHSEE on the first attempt
- Increase the overall enrollment in upper level Advanced/AP classes with a special emphasis placed on underrepresented/subgroups populations
- Improve rigor in 9<sup>th</sup> and 10<sup>th</sup> grade feeder courses to improve student success and matriculation in upper level Advanced/AP courses

**ESLRS ADDRESSED:** Academic Excellence, Citizenship, and Excellence in Communication

| <b>Monitor Progress Tools:</b>                                                                                                                                                                                                                                                                                                                                                                                        | <b>Report Progress:</b>                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Transcript analysis/tracking of graduating seniors/Infinite Campus query</li> <li>• Annual senior exit surveys,</li> <li>• Annual PLP survey</li> <li>• Discipline (Attendance/suspension) data</li> <li>• EAP, EPT (CSU placement test)</li> <li>• Secure funding and implement Naviance to track senior acceptance</li> <li>• Staff, student and parent surveys</li> </ul> | <ul style="list-style-type: none"> <li>• % of students in the following subgroups enrolled in college prep and advanced coursework: Caucasian, Hispanic/Latino, English Language Learner, Students with disabilities, Socio-Economically disadvantaged</li> <li>• Analyze survey data on an annual basis</li> <li>• Query and track graduating senior acceptance and enrollment into 2 and</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                  |
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| <ul style="list-style-type: none"> <li>• Disaggregated Data reports from the adopted data analysis tool</li> <li>• The aligned/combined long range School Wide Action Plan/Site Plan</li> <li>• District/site professional development plan</li> <li>• Revised ESLRs and corresponding rubric</li> <li>• Continue to increase student recognition through the Renaissance model</li> <li>• Professional development surveys</li> </ul> | 4-year colleges and universities |
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**Action Plan #3:** Increase the graduation rate among all identified cohorts, and continue focusing on an increase in the number of students who are UC/CSU eligible.

| Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Responsible Person(s)                                        | Resources                                                                                         | Assessment of Improvement                                                                                                                                   | Timeline | Reporting                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------|
| <p>Continue to Implement the English Language Learner Pathway towards College Readiness (a 4 year course of study designed to make English Language Learners CSU eligible upon graduation) Pathway design also includes:</p> <ul style="list-style-type: none"> <li>• Use zero period English Language Learner Development support class for “long term” ELL students (Strategic Academic Support )</li> <li>• Articulate with Cunha to provide services for ELL students and provide a system they buy into.</li> <li>• Additional English Language Development support section for ELD level 2</li> </ul> | Middle and HMBHS Principals/Counselors/ ELD Department Chair | Super Tuesday for articulation with Cunha/section allocation with general and categorical funding | Personal Learning Plans evaluated annually by counseling and Resource Teacher, Master schedule, grade reports, % repeating content area courses, attendance | Ongoing  | Principal/Counseling Department Chair          |
| English department will institute stronger vertical alignment between advanced and AP courses. Increase rigor at lower levels to better prepare students for the writing and abstract thinking demands of AP. Continue to prepare students for success on the EAP assessment.                                                                                                                                                                                                                                                                                                                               | Department Chair/ Teachers                                   | Subject Area collaboration/Super Tuesdays/Release Day (PAC PD funds)                              | English department agendas, minutes, writing calibration analysis, Master schedule, UC/A-G approval notification, placement test, EAP, and AP results       | Ongoing  | Department Chairs/Assistant Principal of C & I |
| Continue offering Spanish for Spanish Speakers levels 1 and 2 to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Department Chair/ Teachers                                   | General funds section allocation                                                                  | Master schedule, PLP monitoring, % of students on                                                                                                           | Ongoing  | Department Chairs/Assistant                    |

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| Tasks                                                                                                                                                                                                                                                                  | Responsible Person(s)                                                          | Resources                                            | Assessment of Improvement                                                          | Timeline | Reporting                                      |
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| strengthen literacy skills and prepare Latino students for earlier access to AP Spanish 4 and 5 and to achieve the Seal of Biliteracy.                                                                                                                                 |                                                                                |                                                      | college prep track for science                                                     |          | Principal of C & I                             |
| Continue to expand 9 <sup>th</sup> grade science enrollment by offering UC/CSU A-G approved Earth science course for incoming 9 <sup>th</sup> graders. Collaboration with middle school counselors and science teachers will aid in appropriate placement of students. | Department Chairs/Assistant Principal of C & I                                 | General funds section allocation                     | Master schedule, course description guide, EAP for math, % CSU/UC eligibility      | Ongoing  | Department Chairs/Assistant Principal of C & I |
| Continue to offer our math course offerings with Advanced Algebra II, Advanced Pre-Calculus, and AP Calculus BC. These are all UC/CSU A-G approved or in the process. The AP Calculus BC is in the process of going through the College Board Audit.                   | Department Chairs/Assistant Principal of C & I                                 | General funds section allocation                     | Master schedule, course description guide, EAP for math, % CSU/UC eligibility      | Ongoing  | Department Chairs/Assistant Principal of C & I |
| Continue to offer UC and college board approved science electives such as Marine Ecology, AP Environmental Science, AP Biology, Physics, and AP Physics                                                                                                                | Science Department chair/ teachers/ Assistant Principal of C & I               | AP workshop and summer institutes (PAC and AP funds) | AP audit, master schedule                                                          | Ongoing  | Department Chairs/Assistant Principal of C & I |
| Special education will continue to provide specialized academic instruction to students and will continue the IEP process to provide for the least restrictive environment.                                                                                            | Special Education Department chair/Case managers/Counselors/ Resource Teachers | IEP release days<br>Collaboration Time               | Student IEP's, transcript audits, master schedule, student schedules, lesson plans | Ongoing  | Department Chair/Assistant Principal of C & I  |
| Counseling & parent sponsored                                                                                                                                                                                                                                          | Counselors, PAC,                                                               | Migrant Education                                    | Parent attendance at events                                                        | Annually | Counseling                                     |

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| Tasks                                                                                                                                                                                                                                             | Responsible Person(s)                                                                  | Resources                                  | Assessment of Improvement                                                                                                   | Timeline                            | Reporting                                                             |
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| parent education nights, including College Night, Financial Aid Night, Scholarship Night and ELAC meetings and Spanish Speaking Parents Back-to-School Night. Spanish translation is provided for all parent events.                              | community based organizations for presentations & resources                            | funding for speakers at ELAC meetings      |                                                                                                                             |                                     | department chair/Assistant Principal of C & I                         |
| Counseling department holds application workshops throughout application filing period as part of senior PLP workshops                                                                                                                            | Counselors                                                                             | BAC/PAC                                    | Event attendance, parent surveys/feedback, PLP logs, Agendas, announcements, parent surveys                                 | Annually each fall                  | Counseling department chair/Assistant Principal of C & I              |
| Improve school culture and climate-continue to enhance freshman orientation with more student and parent involvement, support the re-organization of student government to empower student voice and participation, adopt the renaissance program | Counselors/Leadership class/Activities Director/ Assistant Principal of Pupil Services | Release time in the summer                 | School spirit and school climate survey, orientation feedback, senior exit survey                                           | Annually each August                | Counselors/Activities Director/ Assistant Principal of Pupil Services |
| Continue to offer BAC/PAC homework hangout/tutor center staffed by credentialed faculty 4-5 days per week                                                                                                                                         | Teachers/Tutor Center Director/Principal                                               | BAC/PAC                                    | Sign in sheets, eligibility rosters                                                                                         | Ongoing                             | Tutor Center Director/Principal                                       |
| Begin cross planning for Art curriculum within technology courses and developing digital design/graphic design pre-requisite course within the web/animation pathway                                                                              | Department chair/teachers/ Assistant Principal of Technology                           | Subject Area collaboration/ Super Tuesdays | Curriculum maps, department minutes, unit plans, exams, digital projects, Professional development plan and meeting minutes | Fall 2013-projected completion 2015 | Department chair/Assistant Principal of C & I                         |
| Continue to grow and enhance PLP program for continued monitoring                                                                                                                                                                                 | Counselors                                                                             | Subject Area collaboration/                | PLP curriculum map, dept agendas, student surveys                                                                           | Ongoing                             | Department chair/Assistant                                            |

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| Tasks                                                                                                                                                              | Responsible Person(s)                                                     | Resources                                               | Assessment of Improvement                                                                                                 | Timeline                              | Reporting                                                |
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| of progress and student empowerment through information and self-exploration.                                                                                      |                                                                           | Super Tuesdays                                          |                                                                                                                           |                                       | Principal of C & I                                       |
| Transition to a standards based 9 <sup>th</sup> grade core and 10 <sup>th</sup> grade core in order to heighten standards based achievement in Physical Education. | Department chair/teachers/ Assistant Principal                            | Subject Area collaboration/ Super Tuesdays              | Master schedule, PE curriculum guides                                                                                     | Ongoing                               | Department chair/Assistant Principal of C & I            |
| Create and implement a rubric to assess student achievement on the new ESLRs.                                                                                      | Leadership Team/Pods/ Department Chairs/Principal                         | Faculty and Team-designated meeting time                | Meeting team agendas, minutes, and sign-in sheets                                                                         | Fall 2013-2014                        | Leadership Team/Principal                                |
| Intensive Summer Intervention for targeted Algebra Readiness students to bridge students to Algebra 1                                                              | Teachers/ Middle and HMBHS Principals/Counselors/ Summer School Principal | Categorical Funds                                       | Master schedule (students transitioning out of Algebra Readiness, grade reports, CST)                                     | Annually pending funding availability | Summer School Principal/Counselors                       |
| Continue zero period credit recovery during the school year to maintain both UC/CSU eligibility and graduation eligibility                                         | Resource teacher/ Assistant Principal of C & I                            | Categorical Funding and general fund section allocation | % UC/CSU eligibility tracking, graduation track monitoring and AVENTA pass rate monitoring by counseling, master schedule | Ongoing                               | Counseling Department chair/Assistant Principal of C & I |
| Continue to offer a credit recovery program during summer session to ensure students remain on track for graduation and college eligibility                        | Principal/Counselors/ Summer School Principal                             | Categorical Funds                                       | Graduation rate, UC/CSU eligibility data, transcript audits                                                               | Annually pending funding availability | Summer School Principal/Counselors                       |
| Continue to implement comprehensive senior exit surveys and PLP surveys for each grade level; modify survey based on student/teacher/counselor feedback            | Counseling Department chair/ Counselors/ Assistant Principal of C & I     | PLP days                                                | Survey results, survey reports                                                                                            | Annually in the spring                | Counseling Department chair/Assistant Principal of C & I |

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| Tasks                                                                                                                                                                | Responsible Person(s)                                                 | Resources                                                               | Assessment of Improvement                                                                                                 | Timeline                                      | Reporting                                                |
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| Referrals to SOY, El Centro, CMH for counseling and social/emotional support and collaborate regularly with these entities                                           | Counseling Department chair/ Counselors/ Assistant Principal of C & I | One-on-one counseling sessions/SOY funding through Pyramid Alternatives | Survey results, event sign in sheets, discipline records on bullying behavior/student conflicts, conflict resolution logs | Ongoing                                       | Counseling Department chair/Assistant Principal of C & I |
| Partner with Talk, Listen, Community (TLC), a community collaborative, to bring relevant Education workshops to the Coastsides.                                      | Counseling Department chair                                           | Evening commitments                                                     | Attendance at TLC events and number of events held. Participation of TLC in site based events.                            | Ongoing                                       | Counseling Department chair                              |
| The Counseling departments will continue to sponsor Challenge Day to address school climate, bullying, tolerance, and school safety                                  | Counselors/School Site Council/Principal                              | School Site Council and PAC funds                                       | Event participation, activity agendas, development of ongoing programming after event                                     | Annually, ideally in 1 <sup>st</sup> semester | Counseling Department chair/Principal                    |
| Consider an alternative credit recovery program and options to better meet the needs of students and to provide more academic rigor to the recovery program concept. | Department Chairs                                                     | Collaboration time                                                      | Meeting minutes and agendas                                                                                               | Fall of 2013- Ongoing                         | Department Chairs/Principal                              |