APPENDIX

A. Acronym Listing
B. Bell Schedule
C. Campus Map
D. Cougar Code of Conduct
E. Department Goals
F. District Mission and Goals
G. Emergency Preparedness Plan
H. Established School-wide Learning Results
I. Master Facilities Plan
J. Master Schedule
K. Personal Learning Plan Schedule
L. Professional Development Schedule
M. Single Plan for Student Achievement
N. Student Placement Guide
O. Survey Results: Parents
P. Survey Results: Staff
Q. Survey Results: Students

Appendix A:

Acronym Listing

- 504: Section 504 of the Rehabilitation Act of 1973
- A.C.E.: Academic Achievement, Citizenship, Excellence in communication. This is our school's ESLR (see below)
- AP: Advanced Placement refers to college level courses at the high school
- API: Academic Performance Indicator
- AVID: Advancement Via Individual Determination
- AYP: Adequate Yearly Progress
- BAC: Boosters Advisory Council is the main fundraising organization for Athletics Department
- BTSA: Beginning Teacher Support and Assessment
- CABE: California Association for Bilingual Education
- CAPA: life skills test, Corrective And Preventive Action
- CAHSEE: California High School Exit Exam
- CALPASS: California Partnership for Achieving Student Success
- CANs: Critical Areas of Need
- CSEA: California School Employees Association
- CDE: California Department of Education
- CEF: Cabrillo Education Fund
- CELDT: California English Language Development Test
- CLAD: Cross-Cultural Language and Academic Development
- CSM: College of San Mateo is a nearby community college that hosts Middle College for our students
- CST: California Standardized Test
- CTE: Career Technical Education
- CUSD: Cabrillo Unified School District
- CUTA: Cabrillo Unified Teacher's Association
- EAP: Early Assessment Program
- EADMS: Educational Assessment Data Management System
- EIA: Education Improvement Act, funds
- ELAC: English Learner Advisory Counsel
- ELD: English Language Development
- ELL: English Language Learner
- ELM: Entry-Level Mathematics Test (for CSU placement)
- EOPS: Extended Opportunity Programs and Services provides workshops and information for college readiness for underrepresented college student populations
- EPT: English Placement Test (for CSU placement)
- ERWC: Expository Reading and Writing Course (part of the EAP program)
- ESLR: Expected School-wide Learning Result (the standards upon which students are evaluated for their college and career readiness)
- HEAL: Health, Environment, Agriculture, Learning
- IC: Infinite Campus
- IEP: Individualized Education Plan
- Measure E: local bond to fund 21st century schools and infrastructure local parcel tax to fund teacher and staff positions
- Measure S: local bond to fund 21st century schools and infrastructure

- NCLB: No Child Left Behind
- PAC: Parent Advisory Council is the fundraising organization for academic programs
- PD: Professional Development
- PLP: Personal Learning Plan is a 4 year college and career readiness plan that every student creates with their counselor
- Pod: what we call our cross curricular groups of teachers who discuss topics related to our ESLRs as directed by the Leadership Committee
- ROP: Regional Occupation Program
- RSP: Resource Specialist Program for special education students
- SAS: Strategic Academic Support Class
- SDC: Special Day Class
- SDAIE: Specially designed academic instruction in English
- SOY: Save our Youth Counseling services
- SPSA: Single Plan for Student Achievement
- STEM: Science, Technology, Engineering, and Math

Appendix B:

Bell Schedule

Half Moon Bay High School
Cabrillo Unified School District
Lewis Foster Drive, Half Moon Bay, CA 94019
650-712-7200 • hmbhs.schoolloop.com

2012 – 2013 BELL SCHEDULES

REGULAR DAY (M/W/Th/F)

0 Period	6:40 – 7:40
1st Period	7:45 – 8:44
2nd Period	8:49 – 9:47
Brunch	9:47 – 9:57
3rd Period	10:02 – 11:05
4th Period	11:10 – 12:08
Lunch	12:08 – 12:48
5th Period	12:53 – 1:52
6th Period	1:57 – 2:56

ASSEMBLY

0 Period	6:40 - 7:40
1st Period	7:45 – 8:34
2nd Period	8:39 – 9:27
Brunch	9:27 – 9:37
3rd Period	9:42 – 10:35
4th Period	10:40 – 11:28
Assembly	11:28 – 12:28
Lunch	12:28 – 1:08
5th Period	1:13 – 2:02
6th Period	2:07 – 2:56

Collaboration Tuesday

Collaboration	7:45 – 8:45
1st Period	8:50 – 9:38
Brunch	9:38 – 9:48
2nd Period	9:53 – 10:41
3rd Period	10:46 – 11:38
Lunch	11:38 – 12:18
4th Period	12:23 – 1:10
5th Period	1:15 – 2:03
6th Period	2:08 – 2:56

FINAL EXAM DAYS

December 18, 19, 20, 2012
June 11, 12, 13, 2013

0 Period	6:40 – 7:40
1st Exam	7:45 – 9:45
Break	9:45 – 10:00
2nd Exam	10:05 – 12:05

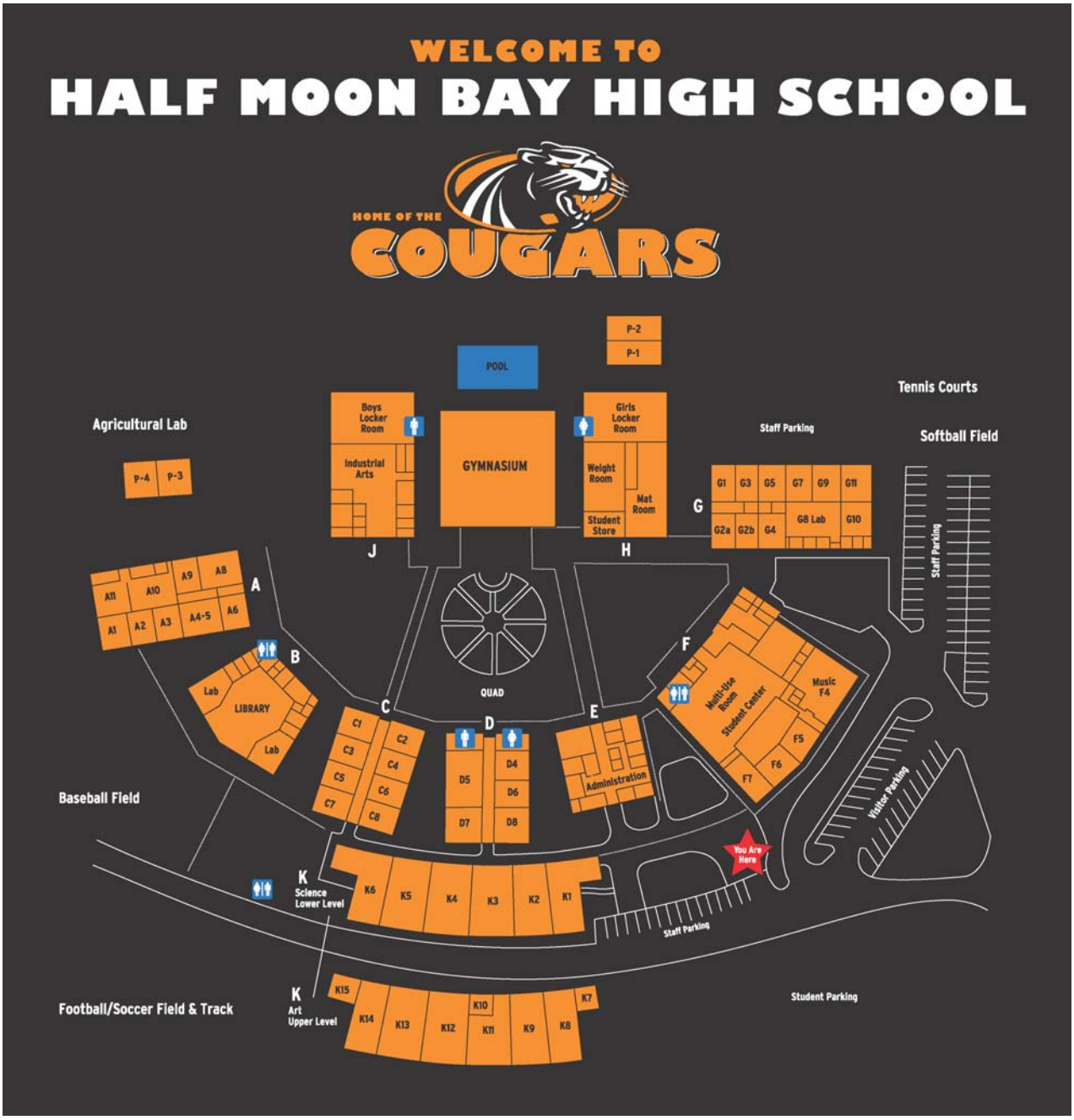
SUPER TUESDAY
Collaboration/Early Release Tuesdays

(8/22/12, 9/11/12, 11/13/12, 1/8/2013, 2/5/13, 3/12/13, & 4/16/13)

Collaboration	7:45 – 8:45
1st Period	8:50 – 9:24
Brunch	9:24 – 9:34
2nd Period	9:39 – 10:12
3rd Period	10:17 – 10:55
Lunch	10:55 – 11:35
4th Period	11:40 – 12:13
5th Period	12:18 – 12:52
6th Period	12:57 – 1:30

Appendix C:

Campus Map


WELCOME TO
HALF MOON BAY HIGH SCHOOL
HOME OF THE
COUGARS
P-2
P-1
POOL
Tennis Courts
Softball Field
Agricultural Lab
Boys Locker Room
Industrial Arts
GYMNASIUM
Girls Locker Room
Weight Room
Mat Room
Student Store
Staff Parking
P-4
P-3
G1
G3
G5
G7
G9
G11
G2a
G2b
G4
G8 Lab
G10
G
J
H
A
A11
A10
A9
A8
A1
A2
A3
A4-5
A6
B
Lab
LIBRARY
Lab
C
C1
C2
C3
C4
C5
C6
C7
C8
QUAD
D
D5
D4
D6
D7
D8
E
Administration
F
Multi-Use Room
Student Center
Music F4
F5
F6
F7
Staff Parking
Visitor Parking
Baseball Field
You Are Here
K
Science Lower Level
K6
K5
K4
K3
K2
K1
Staff Parking
Football/Soccer Field & Track
K
Art Upper Level
K15
K14
K13
K12
K10
K11
K9
K8
K7
Student Parking

Appendix D:

Cougar Code of Conduct

(Revised: June 20, 2012)

HALF MOON BAY HIGH SCHOOL

Mascot: Cougar Colors: Orange and Black
Address: Lewis Foster Dr.
Half Moon Bay, CA 94019
Telephone: 650-712-7200
Fax: 650-712-7232
Website: hmbhs.schoolloop.com
Athletic Director: Justin Ferdinand (ferdinandj@cabrillo.k12.ca.us)
A.P. of Athletics: Jarrett Dooley (dooleyj@cabrillo.k12.ca.us)
Principal: Allison Silvestri (silvestria@cabrillo.k12.ca.us)

FALL SPORTS
(First practice is August 10, 2012)
Football
Volleyball
Cross Country
Cheer
Girls Tennis
Boys/Girls Water Polo

WINTER SPORTS
(First practice is October 29, 2012)
Boys/Girls Basketball
Boys/Girls Soccer
Wrestling
Dance

SPRING SPORTS
(First practice is January 28)
Baseball
Boys Golf
Softball
Swimming
Track and Field
Gymnastics
Boys Tennis

For more information on sports and specific schedules,
check school website, or contact the head coach or athletic director.

Mission Statement

Half Moon Bay High School Athletics aspires to be an outstanding educational-athletic organization that provides a high quality experience to every student-athlete and a safe, welcoming environment for all. A high quality experience is one in which every student-athlete:

- Is coached using the principles of positive coaching and "pursuing victory with honor".
- Feels like an important part of the team regardless of performance.
- Understands that being a Cougar Athlete is both a privilege and a responsibility.
- Learns "life lessons" that have value beyond the playing field.

- Learns the skills, tactics and strategies of the game and improves as a player.

We are committed to creating a positive culture in which coaches, parents, teachers/staff, fans, officials and athletes work together to achieve our mission.

As a member of Half Moon Bay High School Athletics you represent more than just yourself. Your actions on and off the field can reflect both positively and negatively upon many people. As a Cougar Athlete you represent:

1. Yourself
2. Your family
3. Your coaches
4. Your School
5. Your community
6. All the Cougar players who came before you.

Being a Cougar Athlete is both a privilege and a responsibility. The following is a Code of Conduct you will be expected to follow. It will be strictly adhered to.

Athletes strive to:

- Place academics first.
- At all times represent their school in a positive manner.
- Be on time; be enthusiastic, dependable, loyal and cooperative.
- Be responsible and open to coaching.
- Be a team player and support their teammates.
- Abide by the general rules of discipline as established for you by the CIF (California Interscholastic Federation) , CIF- CCS (Central Coast Section), (PAL) Peninsula Athletic League, CUSD (Cabrillo Unified School District) and Half Moon Bay High School.
- Strive to improve.
- Maturely accept constructive criticism and take responsibility for his/her actions.
- Use appropriate language.

1. Eligibility

   Students wishing to participate on an interscholastic team must meet the following eligibility criteria. These rules are the result of the combined effort of five different groups; CIF, CIF-CCS, PAL, CUSD/HMBHS and the NFHS (National Federation of High Schools).

   1. A minimum of a 2.0 GPA maintained during the previous grading period (2nd semester, year prior for Fall season, 1st quarter for Winter season, and 2nd semester for Spring season). Subsequent grading periods during a season will also be utilized to determine ongoing eligibility. Each grading period has a posting date which those grades become effective on. After that date, NO changes/ additions can be made to rosters based on revisions to the posted grades, except for teacher error. Exception: 1st quarter freshmen are eligible until end of 1st quarter. See Section 7 for academic eligibility reinstatement.

      In the event of an "incomplete" grade mark: the student-athlete is ineligible to participate in any competitions until a letter grade is given, and a 2.0 GPA is determined by the A.D. and/or administration.
   2. Must be carrying 20 units per semester.
   3. Must meet residential eligibility requirements. (more info: www.cifccs.org, under "Eligibility")

      Simple rule: When a student transfers schools (changes from School "A" to School "B")

regardless of the reason for the change, the new school (School "B") must take steps to ensure the athletic eligibility of the student. Contact Athletic Director.

4. Doctor's Physical (yellow form in main office at HMBHS)
5. Emergency Card (green form in main office at HMBHS)
6. Athletic Donation: $150 – goes directly towards the cut $60,000 for coaching stipends
7. Concussion Form (valid for one year)
8. Signed Code of Conduct (signature required on back of Emergency Card)

2. Sportsmanship

Being a good sportsman means showing respect to other competitors and everyone involved in the sport. A good player does not let his/her emotions take over, NO MATTER the circumstances.

Sportsmanship defined by CCS Policy: "A person who can take a loss or defeat without complaint or victory without gloating, and who treats his/her opponents with fairness, courtesy and respect."

(We do not speak inappropriately to other teams' players, coaches and/or officials: Officials do not lose a game for a participant or a team. Profanity and vulgarity are unacceptable. Any form of racial slur or insult will be met with harsh consequences. Let our playing make the statement. We will remain composed at all times.)

According to **Cabrillo Board Policy**: student-athletes, coaches, parents/guardians, spectators and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, good citizenship and the Codes of Conduct, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor".

Winning should not be achieved at the cost of integrity.

3. Student Participation Conduct Penalty

Student participation in athletic contests is an honor. Student-athletes are expected to conduct themselves in an exemplary manner at all times. During participation in all CIF competition, a student who is ejected or disqualified from participating in the remainder of a contest will be ineligible for at least the team's next contest. In addition, any student who physically assaults an official shall be banned from interscholastic athletics for the remainder of the student's interscholastic eligibility.

4. Penalties for Competition by Ineligible Athletes

Athletes who compete for their school in CIF contests while ineligible due to violations of CIF or CIF-CCS rules will cause the following mandatory penalty:

Team sports—Forfeiture of contest (s) plus any profit share of playoff profit to school.

Individual sports—Forfeiture of points and awards earned by the ineligible athletes (s).

5. Work Ethic

Winning is not our primary goal. Each player will be dedicated and give 100% effort in practice and in competitions. If you can accomplish this, wins will follow.

6. Tryouts/ Playing time

There are no guarantees for athletes to be included on a team regardless of his/her participation in the previous year. Every player is expected to try out every season. There is also no guarantee of playing time at the F/S, junior varsity, or varsity levels. (See Ryan Act**: "Athletic participation is a privilege, not a right".)**

7. Adding athletes to roster

   Coaches may not add athletes to their roster after the roster deadline which will be prior to first league contest. They also cannot be added after the grading period deadlines. However, if an athlete was academically ineligible at the beginning of the season due to grades from the previous grading period and becomes eligible at the next grading period, that athlete may be added to the roster, at the discretion of the coach, but only under the following conditions:

   1) The athlete's GPA at the previous grading period making him/her ineligible is 1.7 or higher; and
   2) Individual coaches may choose to impose additional conditions to reinstatement; and
   3) The athlete can only be reinstated mid-season, in accordance with the above conditions, once during their HMBHS athletic career.

   Example of academic eligibility reinstatement: a winter sport athlete is determined to be ineligible due to a 1st quarter GPA of 1.85, but becomes academically eligible based a 1st semester GPA of 2.45. Any student who desires to have academic eligibility reinstated must formally make this request to his/her coach in a meeting with the Athletic Director or administrator. Students cannot participate in any team activities until being reinstated by the Athletic Director or administrator.

   Overlapping Sports- In the event a team is still competing when another season begins, coaches are required to leave their rosters open for possible players that are unable to tryout because their previous season is not complete. For example, if a football player wishes to play basketball and basketball tryouts are during the football season, the basketball coach must give the football player an opportunity to try out for the basketball team after the completion of the football season.

8. Be Accountable

   Do not come to Coaches with excuses. You are old enough to take responsibility for your actions. If you're having any kind of problem we can work to fix it together. We do not point fingers and pass blame; that has no place on our TEAM.

9. Attendance: (Team and School)

   You are expected to be on time and attend all practices and team functions. First missed practice/function= Cougar Reminder (C.R.). Second= C.R. Third= C.R. and call home to parent. Fourth= may be released from team. **("C.R.'s"/penalties will vary by sport/team)** Organize your priorities. (1-Family 2- School 3- Athletics) There is no reason to fall behind in school. A **2.0 GPA** is a very reasonable requirement. If you cannot stay organized and on task, something will have to go, and it will be athletics. Also, missed practices during any week, excused or unexcused, may prevent you from participating in that week's contests. Excused missed practice = family emergency, medical doctor visit for injury with prior approval from Coach. Unexcused missed practice = dentist appointment, finish homework/project, detention, birthday party, etc.

   - Any Student-Athlete missing any portion of the school day (**unexcused, i.e. cutting class**) will be ineligible for competition that day. If it doesn't get recognized that day, they will be ineligible for their next competition.
   - "Any player who would normally be eligible for participation on the day of a contest is required to attend four periods regardless of class schedule. Medical appointments are not considered excused absences for this purpose unless prior approval (three days) has been granted by A.D.

- Participation in Physical Education Classes- Any student enrolled in PE cannot participate in competitions and/or practices if they fail to participate in their PE class any given day. (No dress cuts, unexcused absences or medical excuses). All students are expected to run and participate completely, regardless if they have a competition that day." - HMB Athletic Policy

10. Behavior and Academics

    Your behavior on and off campus can and will affect your status on this team. Be smart. Think before you act and speak. Your conduct is as important as your athletic skills. This includes the classroom. Be on time, NEVER cut, participate in the class and show your teachers that you care about your academic success just as much as your athletic success. Academics are the number one priority for high school student-athletes. During the season, students should plan to do projects, homework, and studying outside of practice. Key lessons learned through participating in high school athletics are planning, prioritizing, and understanding one's time limitations. If there is an unavoidable conflict involving athletics and academics, **academics always take priority**. Consequences for missing practices, tournaments, or games may still result. Many times travel to an athletic competition means missing class. Students need to recognize demands that athletics can place on academic attendance and make appropriate choices.

11. Off -Season

    A student-athlete's off season behavior and attendance can affect his/her status on their team. You are expected to be respectful, hard working, punctual and participate whether you are in season or not. The HMBHS Code of Conduct applies to student-athletes year round.

    Drugs/ Alcohol

    By CIF and the HMBHS signed Code of Conduct, students are prohibited from using any form of alcohol, tobacco, illegal drugs, steroids, and performance enhancing drugs while attending a school activity or event. These have no place in an athlete's life. Student-Athletes will be held to zero tolerance for drugs and alcohol. Anytime during the school year, **a student suspended for drugs or alcohol** (i.e.: drunk at school, a football game, prom, etc. = violation of HMBHS student policy code #48900)

    1. **Three consecutive season suspension** (including the current season, regardless of whether or not the student is currently participating in athletics). Effective date for a season is the first legal PAL practice date through the last game including playoffs.

    OR

    2. For a first time offense and with pre-approval, students can earn back their eligibility for their 2nd and/or 3rd seasons by completing **8** hours of family/drug alcohol counseling (at your own expense) and **8** hours of Saturday campus beautification. They are eligible once the administration has acceptable documented completion.

****A second drug offense will include a recommendation for expulsion.****

A student that receives a second applicable offense and is not recommended for expulsion is not eligible for the alternative to suspension (#2 above) and their effective date for participation in athletics is the date of the second offense.

12. Quitting the team/ Removal from team

    Any player who quits a team after the first scheduled contest will not be able to compete in any other sport that season, nor will he/she be able to participate in any sport in any capacity

the following season until the current season is over. For example, if a volleyball player quits after the first game of the volleyball season, she cannot then choose to run cross country, nor may she participate in basketball until the conclusion of the volleyball season. Any player that is removed from a team will be treated as if he quit after the first contest regardless of when the player was removed. Any athlete who loses his/her eligibility because of grades forfeits all right to letters and awards that he/she may have otherwise been entitled to receive for that sport. On occasion, an in-season athlete may find it necessary to drop out of a sport. If this is the case, the following procedure is suggested.

1. Talk with your coach.
2. Report the situation to the Athletic Director.
3. Return all equipment and uniforms issued to you.

Athletes who quit their teams or are removed from the team by the coach at any time during the season will forfeit any awards they would have received.

13. Competition on an Outside Team

    A student on a high school team becomes ineligible if the student practices or competes in a contest on an "outside" team in the same sport, during the student's high school season of sport. This includes club teams.

14. Conflicts with Outside Club Teams

    Participation in our high school team athletics takes precedence over all other outside athletic activities. If conflict occurs, the high school event will come first. Athletes need to make sure their participation in outside club sports in no way negatively affects the team on which they are participating, or they may be asked to leave that team.

15. Locker Room Procedures

    This is your locker room; take care of it and keep it clean! No cleats should ever be worn in the locker room. There should be NO horseplay. Students may not be in the locker room without a certified coach supervising. Any theft or vandalizing will be prosecuted to the full extent.

16. Equipment (Care and Maintenance)

    Athletes are financially responsible for their uniform and any equipment issued them. You need to take care of, and clean, all equipment issued to you. You will be charged (replacement price) for any equipment that is lost or damaged (other than normal wear). All equipment must be turned in as soon as your season is complete. When players lose uniforms or equipments, they may not take part in any other sport until it is returned or paid in full. Graduation privileges may be withheld for failure to return team uniforms, equipment, or pay for such items.

17. Hazing

    Hazing in any form, including initiation which is degrading, is strictly forbidden by California State Law. No student shall conspire to engage in hazing, participate in hazing or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or other person. Persons violating this policy shall be subject to District discipline, misdemeanor penalties and forfeiture or entitlements.

18. Injuries/Sickness

    All Injuries and health issues need to be reported to a coach as promptly as possible. Coaches cannot determine how YOU feel. If you tell a coach you are hurt/ injured, they will remove you from play. If you hand your coach a doctor's note stating you can no longer participate due to injury, then the doctor must also clear you to return to activity with a note.

19. Athletic Awards & Letters

Letter awards are earned by participating on a varsity or frosh/soph squad. In order for a player to letter, minimum standards and requirements must be met. Because of the differences in many sports, each coach will set his/her own award requirements. Athletes who quit their teams or are removed from the team by the coach at any time during the season will forfeit any awards they would have received. Junior Varsity "H" (smaller h) = awarded to all players on the Frosh/Soph roster at the end of the season in good standing. Varsity "H" (larger H) = awarded to all players on the Varsity roster at the end of the season in good standing. Varsity Star= awarded to a 1st Team PAL Varsity Player. Cougar Head = Awarded to a player on their fifth Varsity Star.

20. Coach's Code of Conduct

Our coaches main goal/ objective is to help foster the characteristics in our players that will teach them to be successful, not only on the field or court, but also give them life long tools to become respectful, hard working and successful young men/women.

A. ON FIELD/COURT/MAT - Coaches will be held to the same standards expected of the players in all aspects of the program on the field and in the locker room. We will be on time for practice, properly prepared for the instructions of the day, and will provide the players with affirmative, constructive directions for techniques and the philosophy required in order for the program to be successful. Players are to be specifically directed as to what is expected of them each and every week. Constructive criticism will be used at all times. Coaches will make themselves readily available to clarify any questions that a player might have pertaining to his/her position or responsibility.

B. OFF FIELD/COURT/MAT - Coaches will be held to standards that exceed that of players as they are important mentors for the players. At all times coaches will be a positive reflection of our players, program, and school. In our associations off the field, whether media, parents, boosters, alumni, or friends, we will speak with the highest regard for those involved in our program. This program belongs to ALL of us.

Coaches' Responsibilities

- Understand that academics are #1 priority.
- Be alert to your student's academic performances.
- Provide schedules for practices, tournaments, and games.
- Communicate changes in season schedule in a timely manner.
- Be on time.
- Come prepared for all practices and games.
- Encourage all student-athletes to do their best.
- Apply all school and team rules to all athletes equally.
- Be professional in all actions and words.
- Create a positive environment for our team.
- Communicate your expectations of your athlete and team.
- Communicate with individual athletes as to their role on the team.
- Clearly communicate all NFHS, CIF, HMBHS, PAL, and team rules to athletes and parents.
- Return parent phone calls/emails in a timely manner.
- Explain vacation/absence policy.
- Allow students time away from practice to make-up tests due to athletic competition or to attend tutoring.

21. Parents/ Guardians

Thank you for supporting your son's/ daughter's commitment to their team. It is our hope

that we can all work together and avoid any undermining of one another; and focus rather on positive experiences for our athletes.

Here at Half Moon Bay High School we **"We Honor the Game".** We cheer and support our Cougars; win or lose! We do NOT "boo" or disrespect our opponents, their fans or the officials. Cougar fans know that winning should not be achieved at the cost of integrity. (See #2 Sportsmanship Section)

Parent Responsibilities

- Understand that academics are #1 priority.
- Attend seasonal sport night to learn about your student's team and meet the coaches.
- Help your student-athlete to understand that the team comes before the individual.
- All sporting events are to be alcohol and substance free.
- Schedule appointments, vacations, and college visits outside of school, tournaments, practice, or game time.
- Encourage your student-athlete to know and understand game rules as well as team rules.
- Help your student-athlete to come prepared to do his/her best by encouraging them to be physically and mentally prepared. This includes proper nutrition, sleep, and care of injuries.
- Encourage your student-athlete to communicate appropriately and respectfully with the coach.
- Pay admission fees when appropriate.
- Any events hosted by parents where students are present need to be alcohol and substance free.

22. Communication that coaches can expect from parents:

- Non-confrontational situations.
- Appropriate concerns can be expressed directly to the coaches outside of practice, games, or the playing field.
- Specific questions about philosophy or expectations of their child.
- Notification of any absences prior to practices or games.
- A phone call to set up an appointment to discuss a concern.

Appropriate to discuss:

- Treatment of your child (mentally or physically).
- Ways to help your child improve.
- Concerns about your child's behavior/academic problems.

Inappropriate to discuss:

- Playing time.
- Coaching.
- Team strategy.
- Play calling or substitutions.
- Another athlete.

Steps for resolution:

1. Student-athletes should always discuss any issues first with their coach.
2. Upon student-athletes discussing with their coaches, parents may wish to contact the coach to set up a meeting.
3. Schedule appointment with the Athletic Director.
4. Schedule appointment with the Assistant Principal in charge of Athletics.

"I have read and understand the Half Moon Bay High School Student-Athlete's "Code of Conduct."

Player's name: (print):_____

Player's signature:_____

Parent/Guardian signature:_____

Date: _____

The Code of Conduct is available through your coach or online at:

http://hmbhs.schoolloop.com

Appendix E:

Department Goals

Agriculture Science Department Goals

- Common core standards – reading and writing across the curriculum
- Formal method of problem solving used by all science classes based on given values and unknown values
- New methods for vocabulary acquisition (i.e. social studies department inservice)
- Technology
    - Incorporating tech instruments into reviews & assessments
    - Learning more about virtual labs
    - Graphing data with excel
    - Quantitative and graphical representations of data
    - Using new instruments for agriculture practices (i.e. electronic plant fertilization)

English Department Goals

- Common Core Standards
    - Familiarize with standards
    - Begin aligning with courses and grade levels
    - Work to align current Quarter 1 and Quarter 3 Benchmarks with new Common Core standards
- Pacing Guides
    - Re-establish formal pacing guides
    - Better vertical alignment of writing applications per grade-level
    - Common finals questions which can unify grade level instruction
- AP and Advanced Classes
    - Share curriculum and best practice to create more fluidity of pathway
    - Research a possible electronic portfolio to compile student work for all four years (possibly use Turnitin.com more effectively)
    - Use AP Novel and Play Notes to begin AP preparation in English I-II
    - Students will have notes to review from early years for AP Exams
    - Attend AP Workshops
- Updating and modernizing Grade-level Texts
    - Consider more current texts
    - Expand Adoption of booklist
- Revise Benchmarks and Discuss areas of weakness
    - Edit junior benchmark to make more concise
    - Edit 9-10 benchmark for redundancy of passage
    - Attack areas of weakness as shown by data to improve scores
- WASC
    - Assemble portfolios of student work
    - Prepare English section of WASC document

Math Department Goals

- Common Core Standards
  - Work on alignment of textbooks/teaching methods to common core standards
  - Look into Silicon Valley Education Initiative grants
  - Benchmark revision and instructional methods
- New courses
  - Advanced PreCalculus – UC/CSU A-G needs to be submitted Sept. 16, 2012
  - AP Calculus BC – UC/CSU A-G needs to be submitted Sept. 16, 2012
  - Also needs audit submitted to College Board by January 31, 2013
  - College Prep Math – on hold for now – look into implementing next year

- CAHSEE prep
  - Roll out new warm-ups for sophomores in Algebra 1 and Geometry
  - Before and after pre-test
  - Analyze results in EADMS
  - Test taking strategies

- Focus on CST strands
  - What are we doing well?
  - What can we improve?
  - What ways can we accomplish improvement?
  - Improve benchmarks, and instructional methods, focus on best practices.

- Alignment of curriculum
  - What do students need at the next level?
  - District math committee meetings – work on pacing guide across math spectrum.
  - How can we streamline our approach to maximize student success?
  - Work closely together to find best methods for student success.

- Create Timelines/Plans for Collaboration Tuesdays
  - Subject area teams: Algebra Readiness, Algebra 1, Advanced Geometry, Geometry, Advanced Algebra 2, Algebra 2, PreCalculus, Advanced PreCalculus, AP Calculus AB/BC, AP Statistics

Science Department Goals

- Address common core standards as a whole group
- Probeware as a whole group exercise
- Probeware as a whole group exercise
- Graphing data with excel
- Whole group exercise
- Formal method of problem solving used by all science classes based on given values and unknown values - whole group discussion
- Address common core standards in reference to benchmark exam in subject area groups
- New methods for vocabulary acquisition (ie social studies department inservice), common core

- Formal method of problem solving used by all science classes based on given values and unknown values - subject area discussion
- Quantitative and graphical representations of data, common core
- Virtual labs and common core standards − whole group demonstration
- Address common core standards in reference to benchmark exam in subject area groups
- Common core standards as they relate to lab reports
- Graphing data with excel − where is it appropriate?

Social Studies Department Goals

- Common Core Standards
    - Add literacy components consistent with extant common core standards to the social studies curriculum
- Common Assessments
    - Curriculum maps aligned for all grade levels to permit and create true common assessments for all classes.
- Academic Vocabulary
    - Implement techniques learned in professional development release days to further academic language literacy in social studies
- Note taking strategies:
    - Cornell notes throughout the department
- AP training
    - Nominate and train new AP teachers
- New elective courses
    - Develop for the 2013-14 CPG

Visual and Performing Arts Department Goals

- Common Core Standards
    - Work on alignment of curriculum to common core standards
    - Benchmark revision and instructional methods
    - Revise current goals and objectives to align with common core standards
- New courses
    - Entry level art class – UC/CSU a-g needs to be submitted Sept. 16, 2012
    - Entry level art class submitted to College Board by January 31, 2013 –
    - AP Art History – on hold for now - all approvals have been met except for meeting a Social Studies graduation requirement
- Technology Upgrade
    - Technology grant availability
    - Training for entry level art class teachers
    - Develop a technology plan
- Community Involvement
    - Develop an art advisory committee
- Focus on CST strands
    - What are we doing well?

    - What can we improve?
    - What ways can we accomplish improvement?
    - Improve benchmarks, and instructional methods, focus/share best practices.
- Alignment of curriculum
    - What do students need at the next level?
    - How can we streamline our approach to maximize student success?
    - Continue to work closely together to find best methods for student success.

World Language Department Goals

- Departmental tutoring in the library with rotating schedule for students.
- More field trips – include Spanish 2 and 3 in field trips.
- Common written assessment (essays, paragraph for 1-3) 4 per year

Appendix F:

District Mission and Goals

District Mission and Goals

The mission of the Cabrillo Unified School District - an exemplary learning community committed to valuing our distinct cultural identities - is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development and are fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

Cabrillo Unified School District

District-wide Governance Goals

2012-13

1. *The Cabrillo Unified School District's Governance Team works cohesively together to develop both short and long term plans that support staff and community stakeholders successfully implement each of the following goals.*

2. *The Cabrillo Unified School District's instructional practice meets the academic needs of all students.*

3. *The Cabrillo Unified School District advances broad community support and commitment to our schools, students, employees, and programs.*

4. *The Cabrillo Unified School District values the contributions of employees and has systems in place to ensure employees are part of our decision making processes.*

5. *The Cabrillo Unified School District's fiscal resources are managed in a prudent manner that maximizes educational opportunities for students and retains valued employees.*

6. *The Cabrillo Unified School District's facilities meet the functional demands of our comprehensive educational and community organizations.*

7. *The Cabrillo Unified School District has systems in place that support the health and safety of students and staff.*

Benchmarks for 2012-13

Goals #1: *The Cabrillo Unified School District's Governance Team works cohesively together to develop both short and long term plans that support staff and community stakeholders successfully implement each of the following goals.*

Benchmarks:

1. Hold a series of facilitated governance/boardsmanship retreats with the full governance team (Board Members and Superintendent) to include topics selected by the team.
2. Develop a summative closing report on the status of the existing District Strategic Plan (adopted April, 2005). The report shall include an identification of remaining gaps and needs.
3. Determine a model for a new strategic planning initiative and begin initial work of community outreach within the current school year (18-month goal).

Goal #2: *The Cabrillo Unified School District's instructional practice meets the academic needs of all students.*

Benchmarks:

1. Implement all components of the 2012-2013 Action Plans established by both the District wide English Language Arts Committee and the District wide Mathematics Committee.
2. Increase the percentage of students who achieve at or above the proficient level on the related California Standards Tests.
3. Close the achievement gap for English learners, socio economically disadvantaged students, and students with disabilities while demonstrating growth for all other subgroups of students as measured by the Academic Performance Indicator (API).
4. Conduct an analysis of our programs and instructional practices that serve high achieving students in order to identify unmet needs and develop recommendations to address these issues.
5. Conduct an analysis of our vocational programs in order to identify unmet needs and develop recommendations to address these issues.
6. Prepare, train, and implement steps to transition to the Common Core State Standards including implications for teaching, learning, assessment, and technology considerations.
7. Identify the characteristics of the district's immersion program and develop recommendations to improve the articulation across the program from Kindergarten through graduation.

Goal #3: *The Cabrillo Unified School District advances broad community support and commitment to our schools, students, employees, and programs.*

Benchmarks:

1. The Measure S Citizen's Oversight Committee (COC) is seated and fulfills its duties as described under the Board adopted COC bylaws.
2. A communication plan is developed to provide all community stakeholders with regular updates as to how general fund, parcel tax and facility bonds dollars are utilized; as well as the planning/input process in place to make allocation decisions.
3. Cabrillo Education Foundation Immediate Use donations received by schools are allocated and accounted for through a consistent process that includes input from site-based stakeholders including parent organizations, staff, and administration.

Goal #4: *The Cabrillo Unified School District values the contributions of employees and has systems in place to ensure employees are part of our decision making processes.*

Benchmarks:

1. Expand the Cabrillo Unified School District EMPOWER (Employee/Management Positive Working Relationship) team to include certificated representatives from all school sites in addition to classified staff.
2. Establish monthly meetings with CUTA and CSEA leadership with the Superintendent and Senior Leadership to inform associations of upcoming challenges and potential decision making resolutions.
3. Ensure that all district represented groups (Management, Confidential, Certificated, and Classified) are represented on site/district hiring teams as appropriate.

4. Actively involve all represented employees groups in Interest Based Bargaining (IBB) in preparation for potential 2012-2013 reductions.
5. Utilize web-based technologies to survey employees concerning general district and site-based practices and use the results in adapting/modifying our practices.

Goal #5: *The Cabrillo Unified School District's fiscal resources are managed in a prudent manner that maximizes educational opportunities for students and retains valued employees.*

Benchmarks:

1. Based on the outcome of the November state wide tax initiatives, strategies are devised and implemented to address the District's 2013-2014 structural deficit.
2. A positive self-certification is made on the 2013-14 District Budget and related multi-year projections.
3. Planning for the solar project is completed and project construction is completed by Fall 2013.
4. Assess the efficiency of how district level support and services are provided to the schools, students, employees, and the public.

Goal #6: *The Cabrillo Unified School District's facilities meet the functional demands of our comprehensive educational and community organizations.*

Benchmarks:

1. Finalize a Bond Implementation Plan that includes a detailed project list and related time-table.
2. Review and revise the existing District Facilities Master Plan.

Goal #7: *The Cabrillo Unified School District has systems in place that support the health and safety of students and staff.*

Benchmarks:

1. Distribute the newly developed Anti-Bullying plan and implement the recommendations at each school site.

Appendix G:

Emergency Preparedness Plan

Half Moon Bay High School

2012-2013

Emergency Preparedness Plan

Cabrillo Unified School District
Half Moon Bay, CA 94019

2012-2013 Half Moon Bay High School

Emergency Preparedness Plan

Pupil Protection Policy

The policy of the Governing Board of the Cabrillo Unified School District for pupil protection is as follows:

1. The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and all district personnel.

2. Under no circumstances shall any student be released from the custody of school personnel unless and until such may be done with safety.

3. In the event of a catastrophic emergency, district employees will remain with students until they can be picked up by parents or guardians. If parents are prevented from reaching the schools, the district will provide care and shelter until students and parents can be notified. The schools will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

4. Any adult removing a pupil at a school site will be required to identify themselves to an assigned staff member before being permitted to take a pupil out of school.

Objectives

1. To provide instructions for effective action to minimize injuries and the loss of life among students and school personnel in case of disaster during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for disaster victims.
3. To prepare and train district employees and students to respond properly in emergency situations.
4. To protect school property.

Responsibility of School Personnel in Case of Emergency

All public employees are designated as Disaster Service Workers subject to service as may be assigned to them by their superiors. (Gov. Code. Chapter 8, Section 3100: Should a disaster strike during school or work hours, no employee will leave his/her assignment under any circumstances unless officially released by the superintendent or his/her designee.)

The principal of each school is responsible for all pre-disaster planning and preparedness for his/her school. All students and employees shall receive instruction regarding these plans. (BP 6114)

In the event of an emergency, the principal or his/her designated representative will assume overall direction of disaster procedures for his/her school.

The following alternates are appointed to act in succession in the absence of the principal regarding administration and supervision of all aspects of the emergency plan:

1. Allison Silvestri, Principal
2. Jarrett Dooley, A.P.
3. Ellen Reller, A.P.
4. Kira Gangsei,Counselor
5. Sayuri Buritica, Counselor
6. Robin Olmstead, Counselor

The principal or designee shall inspect the facility. In the event of an earthquake, if the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee (Director of CUSD Emergency Services) to ask the city building inspector or Technical Specialist (see CUSD EOC, Planning Section) to inspect the buildings for structural integrity and equipment adequacy. Until this is done, the building shall not be occupied. (AR 6114.3)

Check points include:

- Large cracks affecting buildings
- Earth slippage affecting buildings
- Water leaks
- Gas leaks
- Electrical breakages

The principal or designee, with the district Safety Officer (see Command Section), shall conduct a joint inspection (American Red Cross/School) of the facility prior to opening a facility for an American Red Cross Shelter. On the Building Inspection Report (Appendix C, pg. 11), documentation of this inspection shall be made for turnover of the facility to the American Red Cross. A copy shall then be sent to the CUSD Emergency Operations Center.

Principal Responsibilities

The principal or his/her designee will assume overall direction of disaster procedures to include:

- Direct evaluation of the buildings(s), using fire signals and procedures required for fire, bomb threats, following cessation of earthquake tremors or any other emergency
- Arrange for transfer of students when their safety is threatened by an emergency
- Issue instructions to teachers if students are to assemble in pre-selected safe areas within the school

Teacher Responsibilities

Every teacher should become thoroughly familiar with the contents of this emergency action guide and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency. Teachers will be responsible for the supervision of the students in their charge to include:

- Giving DROP, COVER, & HOLD command when appropriate (see Earthquake-Major: Action While Indoors section)
- Directing evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders.
- Taking roll when class relocates in an outside or inside assembly area or at another location (see pg. 7B-C for Evacuation Site Map & List)
- Reporting missing students to the attendance location (flag pole – adult runner)
- Students in need of first aid should be accompanied by an adult to the designated triage area – Softball Field.
- Remaining with students until all have been released to an authorized adult, unless authorized to assume other duties, or authorized to leave campus.

Note: If a teacher is left in charge in the principal's absence, then he/she shall first insure the safety and welfare of the class and turn its supervision over to a responsible adult. The teacher in charge shall then implement procedures listed for the principal.

Maintenance/Custodial Responsibilities

Maintenance and custodial staff will be responsible for the use of emergency equipment, the handling of supplies, and the safe use of available utilities to include:

- Surveying and reporting damage to principal
- Assisting rescue operations as required
- Assisting fire fighting efforts until regular fire fighting personnel take over

Search and Rescue Team Responsibilities

The Search and Rescue Team Coordinator is John Carey and is composed of the following members:

Team 1-A, B, P3, P4, Shop, Boys Locker Room, Pool:
Andy Boysen, Bryce Hadley

Team 2-C, D, E, K:
John Carey, Sean Riordan

Team 3-F, G, Mat Room, Girls Locker Room, P1, P2:
Deanna Rocha, Pat Olson

These persons are responsible for searching buildings for missing and/or injured persons, in rooms where the door is unlocked, and any other area of the school campus.

If the above members are in charge of a class at the time of the emergency, they will carry out all Teacher Responsibilities first then find another capable adult to transfer supervision to, who will then follow outlined emergency procedures. The Search and Rescue Team members will then report to the administration building for organization of teams and implementation of search and rescue strategies.

Search and Rescue Team Coordinator:

1. Mobilizes Search and Rescue Teams.
2. Maintains contact with Administration.
3. Receives list of missing/unaccounted students.
4. Checks with Search & Rescue Teams for missing students.

Search and Rescue Teams will do the following (once all Teacher Responsibilities have been fulfilled) after an earthquake/disaster:

1. Teams search assigned areas
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Report findings to Search & Rescue Team Coordinator.
5. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.

Triage Team Responsibilities

The Triage Team is headed by Don Prestosz and is composed of the following members:

Christina Yeakley
Brian Anderson
Susan Steach

These persons are responsible for administering first aid to injured students, teachers, and staff.
If the above members are in charge of a class at the time of the emergency, they will carry out all Teacher Responsibilities first then find another capable adult to transfer supervision to, who will then follow outlined emergency procedures. The Triage Team will then report to the softball field and begin administering first aid.

Triage Team members will:

1. Secure first aid supplies from Office.
2. Set up first aid area on Softball Field.
3. Coordinate Search and Rescue Teams.
4. Determine need for medical assistance.
5. Administer first aid as needed.
6. Keep record of types of injuries and aid provided.
7. Mitigate emotional trauma.
8. Establish a “buddy” system for staff and students.
9. Keep log of students that need follow-through and referrals.

Special Staff Responsibilities

(see Emergency Shot-Off Map located in Appendix C – numbers correspond to locations on map)

#1. Main Electrical Cage –Primary: Oscar Ramirez
Secondary: Keith Holden
#2. Acetylene/Oxygen – Primary: Anthony Agundes
Secondary: Oscar Ramirez
#3. Natural Gas, Main Line – Primary: Anthony Agundes
Secondary: Oscar Ramirez
#4. Natural Gas, Pool – Primary: Oscar Ramirez

Secondary: Anthony Agundes
#5. Water Main – Primary: Oscar Ramirez
Secondary: Keith Holden
#6. Natural Gas, F/G/Kitchen – Primary: John Evans
Secondary: Oscar Ramirez
#7. Sprinkler System F Bldg – Primary: Oscar Ramirez
Secondary: John Evans
#8. Propane K Bldg – Primary: Javier Gutierrez
Secondary: Oscar Ramirez
#9 Gas Main P1/P2 – Primary: Justin Ferdinand
Secondary: Oscar Ramirez
Runners: Campus Security

Earthquake – Major

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings. Disaster simulation exercises shall be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies (CUSD Policy No. 114). The time will be determined by the administration. Every effort will be made to hold these drills at a time most convenient for the continued smooth operation of the school.

Action While Indoors

Parties responsible for each action below are listed in parenthesis after each action.

1. Give DROP, COVER, & HOLD command (admin/teachers/staff).
    a. Get under equipment where available. Otherwise get next to an inside wall or under an inside doorway (students/teachers/staff).
    b. Drop to knees with back to the windows and knees together (students/teachers/staff).
    c. Clasp both hands firmly behind the head, covering the neck (students/teachers/staff).
    d. Bury face in arms, protecting the head (students/teachers/staff)
    e. Stay there until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings (students/teachers/staff).
    f. As soon as possible, teachers shall move students away from windows and out from under heavy suspended light fixtures (teachers).

2. Assess any injuries to students and damage to classroom. If it appears safe, do not evacuate the classroom until instructions are given which relate a safe route to the outside fields (teachers/staff). In the event the teacher determines that it is not safe to remain in the building until the evacuation instructions arrive, the teacher should do the following:
    a. Gain control of students.
    b. Note the name of any injured person, nature of the injury, the location of the person (room number and location in the room).
    c. In the event a person is unable to evacuate due to injury, obstruction, etc., leave the door unlocked. The unlocked door will alert Search and Rescue Teams there is someone inside the room.
    d. Take the attendance book and evacuate. Direct the class to stay together and move in silence to the assigned assembly area outdoors. The teacher must determine the route to the outdoor area if the evacuation route posted in each classroom is deemed unsafe.
    e. Take attendance and send injury information and attendance to the attendance office. If the attendance office has changed location due to structural damage in the administration building, information will be given as to new location.
    f. Render first aid if necessary and/or send injured students to designated triage area located at the softball field.

3. Evacuate the building and move a safe distance away from it. Gain control of the students. Use evacuation route posted in each classroom unless deemed unsafe to do so. If evacuation route is unsafe, select a safe route based

on power line, gas main, water main and building failure and proceed to the far fields. Admonish students not to touch electrical wires and avoid lighting of any burners or stoves until the area is declared safe (teachers/staff).

4. If buildings are declared unsafe, the children will be held on an "evacuation" field or in any safe building on the school grounds. Parents are to realize their children are in the safest possible place at this time and must not rush immediately to the school or attempt to telephone. All roads and communication lines must be held open to facilitate emergency needs.

5. Pre-designated Search and Rescue Teams will be dispatched to explore buildings in search of those persons unable to be evacuated. Special attentions will be paid to those rooms that are left unlocked (Search and Rescue Teams).

6. Parents should stay away from school until the confusion has settled and they can make their way to the school without jamming key traffic arteries. The school is the safest place to be in an earthquake. Parents working "over the hill" must face the fact that it may be a day before they can get to their children. The family should have a plan.

** for physically handicapped students unable to get down the stairs from the 2nd floor of K Building:
The student is to remain in the classroom with the aid. The aid should position herself/himself and the student under a load bearing wall, generally a door frame. (Emergency services will be notified that assistance is required.)

Action While Outdoors

Parties responsible for each action below are listed in parenthesis after each action.

1. Direct students to walk away from buildings, trees, poles, or exposed wires (teachers/staff).

2. Implement DROP, COVER, & HOLD command. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears (all).

3. Stay in the open until the earthquake is over, or until further directions are given (all).

4. Render first aid if necessary and/or send injured students to designated triage area located at the softball field (teachers/staff/Triage Team).

Action Between Classes/Brunch/Lunch/After School

Parties responsible for each action below are listed in parenthesis after each action.

1. Everyone is to implement DROP, COVER, & HOLD (all).

2. When shock ceases, move to the area at a safe distance from buildings. Go to the assigned fire drill location of the next class for attendance (all).

3. Report the names and locations of injured persons as noted above. Render first aid if necessary and/or send injured students to designated triage area located at the softball field (teachers/staff/Triage Team).

4. Follow dismissal procedures outlined later in this plan (teachers/staff).

Bus Driver Action

Parties responsible for each action below are listed in parenthesis after each action.

1. Pull to the side of the road, away from any buildings, poles, trees, wires, overhead structures or bridges, if possible, and issue the DROP, COVER, & HOLD command (bus driver).

2. Set the brakes and turn off the ignition (bus driver).

3. Wait until the earthquake is over before proceeding on the route (bus driver).

4. Contact the director of transportation for instructions (bus driver).

Procedures for Releasing Students

Parties responsible for each action below are listed in parenthesis after each action.

- No student will be allowed to leave unless a parent, guardian, or designee named on the emergency card comes to the school and signs for the release of the student. Under no circumstances should a student be released from school before the regularly scheduled dismissal time unless signed out by parent, guardian, or designee. Students may only be signed out at the attendance office. If the attendance office has changed location due to structural damage in the administration building, information will be given as to new location (admin/staff).

- Eighteen-year-old students may sign their own release form if they have an emancipation letter on file indicating that they may sign their own notes (admin/staff).

- Bus students, if picked up by their parents, will be released. If not, the bus will return the students to school. In the event of a fire on campus, buses will transport students at the regular time, unless otherwise notified. In the event of an earthquake or major disaster, students will not be transported. A parent or guardian must pick up the student (admin/staff).

District Emergency Operations Center (EOC)

Parties responsible for each action below are listed in parenthesis after each action.

The district Emergency Operations Center will:

1. Check on the safety and welfare of employees in the event of an earthquake (admin/dept heads).

2. Evaluate the seriousness of the event in order to determine whether the EOC should be mobilized (superintendent/designee).

3. Be mobilized. Roles will be established and implementation of the emergency plan will take place (admin/staff).

4. Move all vehicles and major equipment to a safe area to prevent further damage from an after-shock (maintenance).

5. Inspect all facilities for safety and serviceability (maintenance).

6. Establish contact with the City of Half Moon Bay Emergency Operations Center located at the Community Center (superintendent/designee).

7. Establish communications with each site and/or send assessment teams to school sites (superintendent/ designee).

Earthquake – Prediction/Warning

Parties responsible for each action below are listed in parenthesis after each action.

In the event a prediction is made of a possible earthquake event, the following actions should be taken:

1. Refer to Earthquake – Major list (all staff).

2. Take precautionary steps at sites to reduce the risk of injury, property loss, or service disruption by doing the following (admin/staff):
    a. Fasten tall filing cabinets or storage lockers to walls or floors.
    b. Attach safety wires to inadequately mounted overhead light fixtures.
    c. Keep curtains or blinds closed to reduce the risks from flying glass.
    d. Remove hazardous shelf objects.
    e. Strap water heaters to wall.
    f. Close entryways where falling hazards could be expected.
    g. Review floor plans in the case of shelter activation.

The following presumes that a valid prediction of an earthquake that would significantly affect the county is in effect:

Confirmation with the City of Half Moon Bay Emergency Operations Center that the city is implementing its earthquake prediction response policy with regard to any prediction message or rumor that may have been received, before carrying out Emergency Preparedness Plan (superintendent/designee).

Fire

The warnings of fire are smoke and flames. The principal of each school shall hold fire drills at least once a month in all elementary and middle schools and at least twice per year in all high schools (Code of Regulations, Title 5, Section 550). The time will be determined by the administration. Every effort will be made to hold these drills at a time most convenient to the continued smooth operation of the school.

Parties responsible for each action below are listed in parenthesis after each action.

1. Direct class to follow directions of all school personnel and immediately move in silence to their designated assembly areas as shown on the evacuation maps posted in each room, or alternate directions issued by the administration if the fire is outside (teachers/staff).

2. Make certain every student has left the classroom. In the event that a person had been injured and you are not able to evacuate someone, leave the door unlocked. This will alert search and rescue teams that there is someone inside the room (teachers/staff).

Give the following information to the attendance office. If the attendance office has changed location due to structural damage in the administration building, information will be given as to new location (teachers/staff):
    1. Your name
    2. The name of any student(s) who cannot evacuate the building
    3. The nature of any injuries
    4. Your attendance

3. Close the doors and accompany your class to the designated assembly area as shown on the evacuation maps posted in each room. Take your roll book (teachers/staff).

4. Upon reaching your assigned assembly area, immediately take attendance and send a student with the attendance form to the coordinating teacher. Coordinating teachers should send one adult runner with all attendance to the flag pole. If the attendance office has changed location due to structural damage in the administration building, information will be given as to new location (teachers/staff).

5. Render first aid if necessary and/or send injured students to designated triage area located at the softball field (teachers/staff/Triage Team).

6. Pre-designated Search and Rescue Teams will be dispatched to explore buildings in search of those persons unable to be evacuated. Special attention will be paid to those rooms that are left unlocked (Search and Rescue Teams).

7. Upon the "all clear" signal, return your class immediately to the regular classroom (teachers/staff).

8. Schedule fire drills (admin).

9. Log legally required fire drills (admin/staff).

10. Fire inspections, at least two times yearly (fire department).

11. Check fire extinguishers to include annual inspection, recharging, replacement (maintenance).

** for physically handicapped students unable to get down the stairs from the 2nd floor of K Building:
-The student is to remain in the classroom with the aid. The classroom door should be shut. (Emergency services will be notified that assistance is required.)

Lockdown - Disturbance on Campus

Parties responsible for each action below are listed in parenthesis after each action.

There are no warnings of a disturbance on campus. These events happen very quickly and we need the staff to respond quickly. The principal of each school shall hold a drill. The time will be determined by the administration. Every effort will be made to hold these drills at a time most convenient to the continued smooth operation of the school.

1. Direct class to follow directions of all school personnel (all staff).
2. If students are outside of the classroom, direct students to the nearest classroom (teachers/staff).
3. Lock the door and close all blinds. Remain quiet in the classroom and do not open the door (teachers/staff).
4. If able to do so, barricade the door and/or windows with any furniture/objects (teachers/staff).
5. Take roll in your classrooms and notify Office of any students that are absent but were previously present – i.e. a student went to the restroom and did not come back (teachers/staff).
6. Render first aid if necessary (teachers/staff/Triage Team).
7. Administration will be dispatched to explore buildings, search, and assist police (admin).
8. Upon an "all clear" signal, you are to remain in your class and follow the directions of the administration (teachers/staff).
9. Schedule drills (admin).
10. Log drills (admin/staff).

** for physically handicapped students unable to get down the stairs from the 2nd floor of K Building:
-The student is to remain in the classroom with the aid.

Lockdown - Disturbance Prediction/Warning

Parties responsible for each action below are listed in parenthesis after each action.

In the event that a disturbance is known to occur, the following actions should be taken:

1. Announcement will be made to all staff members either by a memo or announcement over the speaker system (admin or designee).

2. Refer to Disturbance – Major list (all staff).

Appendix H:

Expected School-wide Learning Results

HMBHS

EXPECTED SCHOOLWIDE LEARNING RESULTS

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

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.

HMBHS

EXPECTATIVAS DE RESULTADOS DE APRENDIZAJE

Logro Académico

Preparación de colegio y carrera
Aprendizaje auto-dirigido
Enfoque basado en estándares

Carácter

Responsabilidad personal
Respeto a la diversidad
Servicio Comunitario

Excelencia en la Comunicación

Escuchar, Hablar, Escribir
Visual
Tecnológico

La misión del Distrito Unificado Escolar Cabrillo- Una comunidad sabía ejemplar comprometida a valorar las identidades culturales del distrito –para desarrollar pensadores críticos y ciudadanos socialmente responsables. Que activamente participan en su aprendizaje individualmente y desarrolladores completamente preparados para enlazar su próxima meta. Nuestro cumplimiento se debe al uso natural de recursos y enlazamiento a la comunidad completa de La Costa y sus compañeros en proveer un plan de estudios riguroso de una manera segura con un ambiente educacional.

Appendix I:

Master Facilities Plan

HMBHS Master Facilities Plan – Site Committee

Student: Anna Morales
Brenda de Jesus Acosta

Parent: Janine Robinson
Joel White
Diane Peranich
Chris Cilia

Classified: Diane Paoli, ASB Clerk
Oscar Ramirez, Custodian
Janet Vrba, Secretary

Certificated: Deanna Rocha, Math Teacher
Justin Ferdinand, Teacher/Athletic Director
Anthony Agundes, Shop Teacher

Admin:: Jarrett Dooley

Needs Identified:

- Surveillance system expansion
- Crosswalks at Main St. and between lower lot stairs and stop sign
- Install four AEDs
- Completely outfit Science, Computer and Library with current equipment & technology
- Aquatic center (retire old pool after completed)
- Performing Arts Center
- New Gym (old pool/outdoor basketball hoops locations)
- Repair/replace greenhouses & shop
- Retrofit football field/track with jumping pits and 2 extra lanes
- New Snack bar/press box at football field
- Storage sheds for Athletics and Physical Education
- Perimeter security system/fencing
- New Outdoor lighting for parking lots and quad
- Upgrade locker rooms
- Replace heating system in existing Gym
- Doors locking from inside on all classrooms
- PA access from secondary and tertiary locations
- Fix blinds in all classrooms and include a small pull-shade for door windows
- Labeling all buildings by Letter from all angles (quad, perimeter, etc.)
- Mold abatement and paint above the tiles in the locker room showers
- Remove glass block wall in office
- New carpet in all classrooms and library
- Alarm expansion to cover all buildings
- Replace all plexiglass with real glass in various locations
- Upgrade B/D student restrooms with new partitions, toilets/sink, paint interior
- Replace all exterior lockers
- Paving parking lots and speed bumps reduced
- Grass area between library and football field renovated to included seating
- Exterior painting of all buildings
- Renovate A, C and G classroom interiors

- Library Textbook Room
- Double the number of drinking fountains available at the football field north end zone
- Renovate old Repo Depo center to become Dance Room
- Campus-wide Wi-Fi
- Urinal in boys bathroom locker room
- C, G and Science classrooms ned more electrical power
- Drinking fountains in locker rooms refinished
- Boys locker room interior paint and fix roof leaks
- Boys locker room lockers replaced with functioning units
- Weight room floor fixed/replaced
- Fix leak in Girls Locker Room breezeway
- Gym exterior painting/sealing
- Replace all single pane windows with dual pane
- New shop floor with sealant
- P3/4 and P1/2 ramps, examined/fixed
- K1 converted to actual science lab, including safety items (eye wash)
- K6 fix eye wash
- C5 wall panels missing
- Power at lab benches (from ceiling or end of lab bench) in all Science classrooms
- Automatic sinks in bathrooms
- All classrooms LCDs installed in ceilings
- Soundproofing around exhaust system for shop
- Revamp circulation desk (ergonomically) with locking cabinets
- Rewiring of cabling on campus for campus-wide video
- BARN for Agriculture
- Science Storage
- Gym Snack Bar
- Foyer for Gym
- Turf on softball field
- Computer Lab (from K10)
- Window ledges on interior of K building repaired
- Add window in G10
- Door between G9/8
- Fix broken windows in A4/5
- Blinds in A4/5 with opening windows
- Upgrade A building heat for individual classroom control
- Faucets that fit the particular sink
- Lab stools for each science classroom
- Leadership Lounge area
- Relocate dumpster
- Build a proper cafeteria
- Audio/Lighting in MU
- ADA compliance to Football Field
- Signage - for direction on campus
- Remove all chalkboards
- Remove all wood paneling
- Gates for lower and upper parking lots

Appendix J:

Master Schedule

	0	1	2	3	4	5	6
	6:40-7:40	7:45-8:44	8:49-9:47	10:02-11:05	11:10-12:08	12:53-1:52	1:57-2:56
ART							
Dept. Chair		**K-12**	**K-8**	**K-8**	**K-12**	**K-8**	**K-12**
Evans, L - Art		Art 2	Prep	Sculpt 1	Art 1	Sculpt 1	Art 3/4
	K-13	**K-13**	**K-13**	**K-13**	**K-13**	**K-13**	**K-12**
Clavijo	SAS	WASC	Art 1	Art 1	PREP	French 1/2	OFF
		K-14	**K-14**	**K-14**	**K-14**	**K-14**	**J-1**
Riordan		Sculpt 1	Sculpt 2	Sculpt 2	Sculpt 1	PREP	Metal
ENGLISH							
Co-Dept. Chair		**A-8**	**A-8**	**A-8**	**A-8**	**A-8**	**A-8**
Boysen		Eng 3	PREP	Eng 3	AP Eng 3	AP Eng 3	Eng 3
		D-7	**D-7**	**D-7**	**D-7**	**D-7**	**D-7**
Carey		PREP	Eng 4	Eng 4	Eng 1	Eng 4	Eng 4
Co-Dept. Chair		**A-6**	**A-6**	**A-6**	**A-6**	**A-6**	**A-6**
Hadley		PREP	A Eng 2	World History	World History	A Eng 2	A Eng 2
		A-1	**A-1**	**A-1**	**A-1**	**A-1**	**A-11**
Lunstroth		Eng 2	Eng 2	PREP	AP Eng 4	AP Eng 4	Yearbook
		D-8	**D-8**	**D-8**	**D-8**	**D-8**	**D-8**
Lynes		PREP	Eng 3	A Eng 1	A Eng 1	Eng 3	A Eng 1
		A-3	**A-3**	**A-11**	**A-3**	**A-3**	**A-3**
Neilson		Eng 1	PREP	Journalism	Eng 1	Eng 1	Eng 1
	C-2	**C-2**	**C-2**	**C-2**	**C-2**	**C-2**	**C-2**
Fauth	SAS	Eng 2	Eng 1	Eng 2	PREP	Eng 2	OFF
MATH							
Dept. Chair		**G-10**	**G-10**	**G-10**	**G-10**	**G-10**	**G-10**
Walton		Alg 2	Alg 2	AP Stat	Alg 2	PREP	AP Stat
		G-5	**G-5**	**G-5**	**G-5**	**G-5**	**G-5**
Burke		Pre Calc	A Alg 2	PREP	Pre-calc	A Alg 2	A Alg 2
		G-9	**G-9**	**G-9**	**G-9**	**G-9**	**G-9**
Jones		Alg 1	Alg Read	Alg 1	Animation	Geometry	Web Design

	0	1	2	3	4	5	6
	6:40-7:40	7:45-8:44	8:49-9:47	10:02-11:05	11:10-12:08	12:53-1:52	1:57-2:56
	G-7	**G-7**	**G-7**	**G-7**	**G-7**	**G-7**	**G-7**
Lawrence	Alg 1	Adv Geo	Alg 1	Adv Geo	PREP	Adv Geo	Alg 1
MATH (con't)		**G-4**	**G-4**	**G-4**	**G-4**	**G-4**	**G-4**
Rocha		Geometry	Geometry	Alg 1	Geometry	Geometry	Geometry
		G-11	**G-11**	**G-11**	**G-11**	**G-11**	**G-11**
Treanor		A Pre Calc	AP Calc	A Pre Calc	PREP	AP Calc	Alg 1
PHYSICAL EDUCATION							
		GYM	**GYM**	**GYM**	**GYM**	**GYM**	**GYM**
Anderson	EB 10	Elec PE	Core 10	Core 10	PREP	OFF	OFF
	GYM	**GYM**	**GYM**	**GYM**	**GYM**	**GYM**	
Steach - PE	OFF	Core 9	Core 9	PREP	Core 9	Core 9	Core 9
Dept. Chair	**GYM**	**GYM**	**P-3**	**GYM**	**GYM**	**P-3**	
Yeakley	EB 9	Core 10	Gov/Econ	Core 9	Core 10	Prep	OFF
SCIENCE							
		K-2	**K-2**	**K-2**	**K-2**	**K-2**	**K-2**
Hedrick		PREP	Physics	Chemistry	Chemistry	Chemistry	OFF
Dept. Chair		**K-4**	**K-4**	**K-4**	**K-4**	**K-4**	**K-4**
Lohman		Biology	AP Bio	PREP	Biology	Biology	Biology
		K-3	**K-3**	**K-3**	**K-3**	**K-3**	**K-3**
Brown		Chemistry	Earth Sci	Earth Sci	PREP	Earth Sci	Chemistry
		K-1	**K-1**	**K-1**	**K-1**	**K-1**	**K-1**
Stagg		PREP	AP Phys	Physics	Earth Sci	Physics	Earth Sci
		K-5	**K-5**	**K-5**	**K-5**	**K-5**	**K-5**
Centoni		Marine Bio	AP Envi	Biology	PREP	Biology	OFF
AGRICULTURE							
Dept. Chair		**K-6**	**K-6**	**K-6**	**K-6**	**K-6**	**K-6**
Gutierrez	CR	OFF	Ag Bio	PREP	Ag Envi	Ag Envi	Ag Bio
SOCIAL STUDIES							
Dept. Chair		**P-4**	**P-4**	**P-4**	**P-4**	**P-4**	**P-4**

	0	1	2	3	4	5	6
	6:40-7:40	7:45-8:44	8:49-9:47	10:02-11:05	11:10-12:08	12:53-1:52	1:57-2:56
Barnes		Frosh SS/WH	Frosh SS/WH	US History	PREP	Frosh SS/WH	Frosh SS/WH
		A-2	**A-2**	**A-2**	**A-2**	**A-2**	**A-2**
Hoskins		PREP	AP World History	AP World History	Gov/Econ	AP World History	Gov/Econ
		K-11	**K-11**	**K-11**	**K-11**	**K-11**	**K-11**
Olson		Frosh SS/WH	PREP	Frosh SS/WH	Frosh SS/WH	Frosh SS/WH	Frosh SS/WH
		A-9	**A-9**	**A-9**	**A-9**	**A-9**	**A-9**
Prestosz		AP Gov/Econ	PREP	Gov/Econ	AP Gov/Econ	US History	AP Gov/Econ
		A-4	**A-4**	**A-4**	**A-4**	**A-4**	**A-4**
Putnam		PREP	US History	AP US History	US History	AP US History	US History
		D-4/6	**D-4/6**	**D-4/6**	**D-4/6**	**D-4/6**	**D-4/6**
Rigley		SDAIE WH/US/Gov	World History	PREP	Leadership	World History	World History
SPECIAL EDUCATION							
Dept. Chair		**G-2A**	**G-2A**	**G-2A**	**G-2A**	**G-2A**	**G-2A**
Holden		Pilarcitos	Alg Read	Alg 1	IS	Geometry	PREP
		P-1/P-2	**P-1/P-2**	**P-1/P-2**	**P-1/P-2**	**P-1/P-2**	**Admin**
Ferdinand		SDC	SDC	SDC	SDC	SDC	ISPE
		C-1	**C-1**	**C-1**	**C-1**	**C-1**	**C-1**
		D-4/6	**G-3**	**G-3**	**G-3**	**G-3**	**G-3**
Chau		Basic SS	IS	IS	PREP	IS	IS
		G-1	**G-1**	**G-1**	**G-1**	**G-1**	**G-1**
Moore		IS	B Eng	PREP	B Eng	B Eng	B Eng
WORLD LANGUAGES							
Dept. Chair		**C-6/8**	**C-6/8**	**C-6/8**	**C-6/8**	**C-6/8**	**C-6/8**
Lusear		Span 3	S4SS 1	PREP	S4SS 1	S4SS 1	Span 3
		C-7	**C-7**	**C-7**	**C-7**	**C-7**	**C-7**
Dubon		AP Span 4	Span 1	PREP	Span 1	AP Span 4	Span 3
		C-3	**C-3**	**C-3**	**C-3**	**C-3**	**C-3**

	0	1	2	3	4	5	6
	6:40-7:40	7:45-8:44	8:49-9:47	10:02-11:05	11:10-12:08	12:53-1:52	1:57-2:56
Games		Span 1	Span 2	PREP	Span 2	Span 2	Span 2
		C-4	**C-4**	**C-4**	**C-4**	**C-4**	**C-4**
Ryckebusch		French 2	PREP	S4SS 2	ELD 1/2/3	OFF	OFF

ELECTIVES

INDUSTRIAL ARTS							
Dept. Chair		**J-1**	**J-1**	**J-1**	**J-1**	**J-1**	**J-1**
Agundes		Beg/Adv Wood	PREP	Adv sm gas	Adv sm gas	Adv sm gas	OFF
MUSIC							
Dept. Chair	**F-4**	**F-4**	**F-4**	**F-4**	**F-4**		
Evans, J.	Jazz	Ins Mus	PREP	Chorale	Marching	OFF	OFF
Library/Media		**Library**	**Library**	**Library**	**Library**	**Library**	**Library**
Ormonde		Library	Library	Library	Library	Library	PREP

Appendix K:

PLP Schedule

Counseling Services at HMBHS

We look forward to working with you this year! Our counselors have an open-door policy and emphasize comprehensive counseling services. This means that any student may meet with his or her counselor regardless of the nature of the concern or question including but not limited to academic, social, and emotional issues. Students may request an appointment by stopping by the office, completing an appointment request slip outside of the counselor's office, or sending an email. Counselors make every attempt to meet with students within 1-3 days of a request or as soon as possible if the student indicates that he or she is in crisis. Parents and guardians are highly encouraged to contact the counselor with concerns and questions and/or to make an appointment by phone or email.

Students are assigned to a counselor by last name as follows:

A-G	Ms. Kira Gangsei	gangseik@cabrillo.k12.ca.us	(650) 712-7200 x5105
H-O	Robin Olmstead	olmsteadr@cabrillo.k12.ca.us	(650) 712-7200 x5103
P-Z	Sayuri Buritica	buriticas@cabrillo.k12.ca.us	(650) 712-7200 x5107

In addition to individual support, 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.

Grade/Date(s)	Day(s)/Time(s)	Location	Facilitator(s)	Goal
FRESHMAN PLP				
August 16	Thursday (9-12pm)	MU/Gym/PLP Rooms	School Community/ Counselors	Freshman Orientation Meet the Counselors
September 5	Wednesday Mini Sessions thru Day	Visits to Classrooms (Geography Classes)	Counselors	Intro To Counseling Dept/CS/Numbers Game
November 7	Wednesday All Day	PLP Rooms/Labs	Counselors	Career and Interest Exploration
January 23	Wednesday All Day	PLP Rooms	Counselors	Sophomore year Registration Semester Check-up/Credit Review
Mondays (January 28 – May)	Mondays All Day	Counseling Offices	Counselors	Family Appointments/Create 4-year plan/Tips/CS
SOPHOMORE PLP				
October 3	Wednesday Mini Sessions thru Day	Visits to Classrooms (World History Classes)	Counselors	Meet the Counselors/ Department/PSAT/CS
November 14	Wednesdays All Day	PLP Rooms	Counselors	Review Transcripts/Update 4-year plan/Credit/Grad Requirements
January 25	Friday All Day	PLP Rooms	Counselors	Junior year Registration Semester Check-up/ Credit Recovery/SAT
JUNIOR PLP				
September 19	Wednesday All Day	PLP Rooms	Counselors	Review Transcript Audits/ Credit Recovery/ PSAT&SAT/ Update 4-year Plan
January 30	Wednesday All Day	PLP Rooms	Counselors	Senior year Registration Semester Check-up/SAT Plan/Credit Recovery
March 21 & 22	Wednesday & Thursday All Day	Classrooms	Steve Morehouse (CSM)	Career Inventory
SENIOR PLP				
September 12	Wednesday All Day	PLP Rooms	Counselors	Review Transcript Audits/ Credit Recovery/LSP/ Senior Planning
October 10 Post-Grad BONANZA!	Wednesday All Day Workshops	Library	Counselors CCC/CSU/UC-Private/Alternatives	Post-Secondary Focus Groups/Application Workshops
January 16	Wednesday All Day	PLP Rooms	Counselors	Financial Aid/Midyear Reports/Cal Grant/Plans
May 29	Wednesday All Day	PLP Rooms/Labs	Counselors	Plans and Farewells Senior Survey

Appendix L:

Professional Development Schedule

HMBHS COLLABORATION SCHEDULE 2012-2013: TUESDAY LATE STARTS

Wednesday, August 22nd :ALL DAY STAFF DEVELOPMENT DAY / August 23rd and24th : Teacher Work Days

August 28:	SUBJECT AREA COLLABORATION {ORGANIZED BY DEPARTMENT CHAIR}
September 4:	UNDESIGNATED/TEACHER DRIVEN [*AFTER SCHOOL FACULTY MTG/PODS]
September 11:	**SUPER TUESDAY - UNDESIGNATED + PROF DEV. – WASC action Plan + EADMS training**
September 18:	SUBJECT AREA COLLABORATION
September 25:	SUBJECT AREA COLLABORATION
October 2:	UNDESIGNATED/TEACHER DRIVEN
October 9:	FACULTY MTG/PODS – WASC action plan review – staff goals and common strategy implementation
October 16:	SUBJECT AREA COLLABORATION
October 23:	SUBJECT AREA COLLABORATION
October 30:	UNDESIGNATED/TEACHER DRIVEN
November 6:	SUBJECT AREA COLLABORATION
November 13:	**SUPER TUESDAY – UNDESIGNATED + [Q1 DATA REVIEW/EADMS reports + common core]**
November 20:	SUBJECT AREA COLLABORATION
November 27:	SUBJECT AREA COLLABORATION *[*AFTER SCHOOL FACULTY MTG/PODS – WASC ACTION PLAN]*
December 4:	UNDESIGNATED/TEACHER DRIVEN
December 11:	SUBJECT AREA COLLABORATION/dead week
December 18:	FINALS WEEK
December 25:	holiday
January 1:	UNDESIGNATED/ TEACHER DRIVEN
January 8:	**SUPER TUESDAY: UNDESIGNATED+[COMMON CORE BENCHMARK /EADMS assessment creation]**
January 15:	SUBJECT AREA COLLABORATION
January 24:	UNDESIGNATED/TEACHER DRIVEN *[* AFTER SCHOOL FACULTY MTG/PODS]*
January 29:	SUBJECT AREA COLLABORATION
February 5:	SUBJECT AREA COLLABORATION + cahsee
February 12:	**Super Tuesday + UNDESIGNATED [WHOLE STAFF PREP FOR WASC REVIEW]**
February 19:	ski week
February 26:	SUBJECT AREA COLLABORATION
March 5:	FACULTY MTG + PODS { WASC VISITATION 4^{TH},5^{TH},6^{TH} }
March 12**:**	UNDESIGNATED
March 19:	**Super Tuesday + UNDESIGNATED [Q3 DATA REVIEW, TECH REVIEW BY DEPT]**
March 26:	SUBJECT AREA COLLABORATION
April 2:	SPRING BREAK
April 9:	FACULTY MEETING/PODS
April 16:	**SUPER TUESDAY – UNDESIGNATED + [TEAM BUILDING, PEER WORKSHOPS/TECH]**
April 23:	*See CST TESTING SCHEDULE
April 30 :	SUBJECT AREA COLLABORATION
May 8:	UNDESIGNATED/TEACHER DRIVEN
May 7:	SUBJECT AREA COLLABORATION
May 14:	UNDESIGNATED/TEACHER DRIVEN
May 21:	FACULTY MTG/PODS
May 28:	UNDESIGNATED/TEACHER DRIVEN
June 4:	UNDESIGNATED/TEACHER DRIVEN
June 11:	Finals schedule

*subject area collab = 16, undesignated/teacher driven = 16

Appendix M:

Single Plan for Student Achievement

The Single Plan for Student Achievement

HALF MOON BAY HIGH SCHOOL

41688904132817
CDS Code

Date of this revision: May 2012

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students tc the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Nc Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mary Streshly

Position: Principal

Telephone Number: 650-712-7200

Address: Lewis Foster Drive, Half Moon Bay, CA 94019

E-mail Address: Streshlym@cabrillo.k12.ca.us

Cabrillo Unified School District School District

The District Governing Board approved this revision of the School Plan on May 10, 2012.

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 : HMBHS will increase annually by 7% the number of HMBHS graduates who are college ready (meet the minimum eligibility requirements set by UC/CSU) 2009=38%, 2010=42%, 2011=50%, 2012=48%, 2013=55%

WASC Critical Areas for Follow up :

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

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
ALL STUDENTS – measured in last quarter of spring semester of graduating year	
Means of evaluating progress toward this goal:	**Group data to be collected to measure academic gains:**
Transcript analysis/tracking of graduating seniors/SASI query, senior exit surveys, annual PLP survey, discipline data, EAP, EPT (CSU placement test)	% of students in the following subgroups enrolled in college prep and advanced coursework: White/non Hispanic, Hispanic/Latino, English Learner, Students with disabilities, Socio-Economically disadvantaged

Actions to be Taken to Reach This Goal[1] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[2] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
Continue to Implement the English Learner Pathway towards College Readiness (a 4 year course of study designed to make English Learners CSU eligible upon graduation) Pathway design also includes:	Ongoing	Personal Learning Plans evaluated annually by counseling and Bilingual Resource Teacher			
• Use zero period English Language Development support class for incoming 9th grade "long term" ELL students (Strategic Academic Support)– continuity of services from Cunha and a system they buy into and are motivated to progress through	Ongoing	Master schedule, grade reports, % repeating content area courses, attendance	.2FTE	$15,000	General fund

[1] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[2] List the date an action will be taken or will begin, and the date it will be completed.

• Additional English Language Development support section for ELD level 2	Ongoing	Master schedule, grade reports, % students advancing 1 CELT level, CST	.2 FTE	$15,000	General fund
• Reintstate SDAIE Social Studies course for ELD CELDT level 1,2 and 3	Aug 2011-June 2012	Master schedule, grade reports, % students advancing 1 CELT level, CST	.2FTE	$15,000	General fund
• English: Increase rigor at lower levels 5%(12kids); broaden AP offering and work to institute collaborative curriculum from I & II advanced class • to better prepare students for the writing and abstract thinking demands of AP, Continue to prep and stress importance of EAP	Ongoing Ongoing	English dept. agendas, minutes, writing calibration analysis			
• Continue offering Spanish for Spanish Speakers levels 1 and 2 to strengthen literacy skills and prepare Latino students for earlier access to AP Spanish 4 and 5 and to achieve the seal of biliteracy [seal of biliteracy adopted April 2012]	Fall 2011, Spr 2013	Master schedule, UC/A-G approval notification, placement test results			
• Continue to expand 9th grade science enrollment by offering UC/CSU A-G approved Earth science course for incoming 9th graders who don't meet the math pre-recs for Biology	ongoing	Master schedule, PLP monitoring, % of students on college prep track for science			
• Adopt a course which would follow Algebra 2, called "college prep math" that will ensure more students are able to complete a college ready math sequence. Float the class to enroll in Spring 2013	ongoing	Master schedule, course description guide, EAP for math, % CSU/UC eligibility			
• Continue to expand our math course offerings with Advanced Algebra II, Advanced Precalculus, 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. • Continue to expand AP Statistics and AP Calculus to 2 sections each.	completed 2011 spring 2012 –June 2013				
• Gain UC/CSU A-G approval for highest level of ELD pathway – ELD 3	completed spr 2011	% of EL and RFEP students on college prep track for English, UC/A-G approval Master schedule, UC			

• Continue to offer UC approved science electives like Marine Ecology and Agriculture	ongoing	approval notification, student enrollment,			
• Adopt two more UC and college board approved science electives for 12-13 offering – Ap Environmental Science and AP Physics	spring 2012 – June 2013	AP audit, board agenda, master schedule	Course texts	Science dept. donor fund	
• Continue to develop UC/CSU A-G approved Sculpture I&2 curriculum		Student enrollment increase in Sculpture I (inc. 3-6 sections) 2008-2010			
• Counseling & parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship Night and Spanish Speaking Parents Back to School Night	ongoing	Event attendance, parent surveys/feedback, PLP logs, Agendas, announcements, parent surveys	PAC hosting		
• Counseling department will add application workshops as part of senior PLP workshops and college field trips	Fall 2011-2013	school spirit and school climate survey, orientation feedback, senior exit survey			
• 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	Spring 2012-May 2013	student surveys, parent surveys, orientation agenda			
• Add BACPAC homework hangout/tutor center staffed by credentialed faculty 4-5 days per week	Spr 2012-2013	Sign in sheets, student grades	Two teachers hourly rate/$30/hr	$9,000	PAC grant
• Spring Tutoring for athletes after school	completed 2011	Sign in sheets, eligibility rosters	Volunteer coaches		
• UC A-G approval of freshman World Studies course to increase preparation and college readiness	completed 2011	Master schedule, course syllabi, course catalog, World History CST scores	PAC PD grant	$1,000	
• Enroll at least 20 students in AP Art History, Enroll enough students in Art II to offer at least 2 sections, Enroll enough students in Sculpture II to offer at least 2 sections, Explore the	ongoing	Master schedule, art dept. annual goals	Subject to section allocation availability & enrollment		

possiblilty of offering on section of Sculpture III and/or more students in AP 3D Design	summer & fall 2012				
• Begin begin cross planning for art curriculum within technology courses and developing digital design/graphic design pre-req course within the web/animation pathway		PLP curriculum map, dept agendas, student surveys			
• Continue to grow and enhance PLP program For continued monitoring of progress and student empowerment through information and self-exploration.	Completed 2011	Master schedule, PE curriculum guides		$4,500	
• Transition to a standards based 9th grade core and 10th grade core in order to heighten standards based achievement in physical education.		Summer school enrollment, transcripts, grades, CST & CAHSEE scores	Shared funding w/ Cunha	$8,000	
• Offer targeted Algebra Readiness targeting incoming 9th graders as a bridge class during intensive summer session	Ongoing				
• Continue to monitor Algebra Readiness enrollment-update and improve curriculum- to increase success rate in Algebra 1		% UC/CSU eligibility tracking, graduation track monitoring and AVENTA pass rate monitoring by counseling	AVENTA subscription 35 seats	$6,000	EIA
• Continue zero period online credit recovery during 11-12 school year to maintain both UC/CSU eligibility and graduation eligibility	Summer 2012-2013	% UC/CSU eligibility tracking, graduation track monitoring and AVENTA pass rate monitoring by counseling	AVENTA subscription 100 seats, summer school principal	$16,000	EIA
• Continue to offer online credit recovery program during summer session to ensure students remain on track for graduation and college eligibility					

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and it has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL 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.**
23 students need to improve to proficient or above.
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WASC Critical Areas for Follow up:

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

#5 Provide collaboration time for all teachers to analyze data through Schoolloop, EADMS and other data related tools
(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Grades 9-11	
Hispanic subgroup	17.5
White subgroup	5.6 %
Socio-economically disadvantaged subgroup	20.4 %
English Learner subgroup	24.2%
Students with disabilities subgroup	23.6%

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
The annual CA Standards test in English Language Arts Benchmark exams/common assessments, Early Assessment program results	Disaggregated data provided by the CA Department of Education Local assessment data in EADMS

Actions to be Taken to Reach This Goal[3] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[4] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
• English: Increasing rigor and test prep; Continue to closely examine benchmark data from 1st &3rd quarter benchmarks to improve areas of instruction. Continue to learn EADMS system for data. Institute more collaborative time for essay grading if funding is made available. • English: Bench marks done. Work in the future	Aug 2010-2013 Spr 2012-	Notes from Q1&Q2 data days, collaboration schedule, dept mtg agendas/minutes		$16,000	Funding TBD

[3] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

[4] List the date an action will be taken or will begin, and the date it will be completed.

to align Benchmark tests with new national standards – Common Core – collaborate w/ other departments to incorporate the ELA common core standards across subject areas. Improve writing benchmark.	2013	PD Day agendas/notes, collaboration schedule topics	release time	$2,000	PAC PD grant TBA
• Continue Prof. Dev. for closing the achievement gap, specifically in the areas of differentiated instruction, teaching academic literacy for English Learner success in the content areas	ongoing spring 2012-2013	Workshop attendance, minimum day agendas, site professional development plan	Workshop fees, release time	$500	Dept RU
• Continue to identify focal students for targeted intervention in Strategic Academic Support class and online credit recovery during the school year	fall & spring sem	Published list of focal students, passing rate, staff dev. agenda and department minutes	.2 fte	$15,000	General fund
• The revised Freshman Studies course will incorporate study skills and academic vocabulary	Fall 2010 – ongoing	Social Studies curriculum guides	Subj area collab time	$500	Dept RU
• English Department will take steps toward developing a common, comprehensive writing program/approach that is consistent across grade levels.	spring 2011 - 2013	ELA department minutes, student work, ELA benchmark and curriculum binders	Subj area collab time and release	$500	Dept RU
• The English Department will focus at least one quarterly benchmark on writing and develop corresponding rubrics to help calibrate their analysis of student work, department will adopt a grade bump	completed fall 2011	Department curriculum binders/share drive, department minutes/discussion notes, benchmark results/templates, CST results and EAP	Subj area collab time and release	$500	Dept RU
• 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	ongoing	Core novel lists by grade level, literature adoption process	Sub collab		
• SOCIAL STUDIES HAS CREATED EADAMS BENCHMARK TESTS FOR ALL LEVELS AT THE ENDS OF 1ST & 3RD QUARTERS	fall 2011	EADMS local assessment reports	Subj collab		
• The Science Department incorporates direct instruction related to reading comprehension, note taking skills from textbook, vocabulary acquisition, academic language…	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans	Subj collab		
• Music Dept: incorporate the study of genre, theme, foreshadowing, and history/culture into all music classes	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans, classroom observation feedback			
• Art dept. continue to develop daily writing in all entry level course	ongoing	Course syllabi, Schoolloop, curriculum guides, lesson plans, peer observation feedback	Subj collab		
• World Language Goal: learn what CAHSEE format is so that we can mirror its format and	fall 2011-	Course syllabi, Schoolloop, curriculum guides, lesson plans,	Subj collab,	$650	Dept RU

skills required to pass • PE now has a classroom unit in Core 1-2. It involves reading, writing, and discussion about health, physical exercise and nutrition.	2013	peer observation feedback Course syllabi, Schoolloop, curriculum guides, lesson plans, peer observation feedback	release Subj collab		

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL 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.**
26 students need to improve to proficient or above.

WASC Critical Areas for Follow up:

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

#5 Provide collaboration time for all teachers to analyze data through Schoolloop, EADMS and other data related tools

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Hispanic subgroup	**21 %**
White subgroup	**7.3 %**
Socioeconomically Disadvantaged subgroup	**22.2 %**
English Learner subgroup	**25.6 %**
Students with Disabilities	**26.4 %**

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
The annual California Standards Test in Math **Benchmark exams/common assessments**	Disaggregated data provided by the CA Dept. of Education, local assessment data in math, Cruncher reports

Actions to be Taken to Reach This Goal[5] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[6] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funcing Source
• Attend trainings [to create teacher leaders] and design collaboration schedule and PD schedule to include time to align pacing guides and benchmarks to the new common core standards. Continue to expand use of EADMS for local/state assessment analysis	Spr 2012-2013	PD plan/schedule, dept mtgagendas/minutes, department collaboration schedule, benchmark updates,	Subj collab and release	$2,000	PAC PD grant
• Continue After school Tutor center w/ math emphasis expansion of math tutoring to 4 days a week – Mon. –Thurs.	Fall 2011-2013	Tutor center sign in sheets, D/F lists, % of students repeating math course, % of students moving on to next level		$8,000 (repeated from goal 1)	PAC funding TBA
• Intensive Summer Intervention for targeted Algebra Readiness students to bridge students to Algebra 1	June-July 2012-summer 2013	Master schedule (students transitioning out of Algebra Readiness, grade reports, CST)	2 Summer school math teachers	$7,600	Cunha EIA
• Continue to offer College Prep Math course that ensures students are able to complete college level math coursework. Work with counselors on student enrollment.	Completed Fall 2011	Board agenda, Curriculum binders, unit plans, lesson plans, benchmark results			
• Continue to expand our math course offerings with Advanced Algebra II, Advanced Precalculus, 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.	ongoing	Master schedule	Subj area collab time	General fund section allocation	
• Continue to expand AP Statistics and AP Calculus to 2 sections each	ongoing	Master schedule, course guide	Subj area collab time		
• Department will continue its monthly student recognition program called "mathletes"	ongoing	Class reccgnition boards, student surveys, grade reports, CST and benchmark results	awards	$1,800	PAC recognitio n funds pending
• Department will adopt a "grade bump" system for proficient and advanced scores on the CST	completed spr 2011, cngoing	CST results and trend data	subj collab		
• Science dept. will continue to identify and embed essential math standards into their content instruction in Earth science, chemistry and physics and biology	ongoing	Curriculum maps, department minutes, unit plans	subj collab		
• Music Dept Incorpcrate direct instruction of mathematical concepts as it relates to musical metering	ongoing	Lesson plans, classroom observations, collaboration and department meeting notes			

[5] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[6] List the date an action will be taken or will begin, and the date it will be completed.

• Continue Prof. Dev. for closing the achievement gap, specifically in the areas of differentiated instruction, teaching academic literacy for success in the content areas • Art Dept. will integrate math skills into the curriculum for use in entry level courses at least once per quarter • Counselors encourage math tutoring reminding of grade bumps	ongoing ongoing ongoing	Lessons plans, classroom observations, collaboration and department meeting notes Lessons plans, classroom observations, collaboration and department meeting notes PLP agendas	Workshop fees, onsite release	$1,000	Dept RU

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 4 : HMBHS will show an increase of **24.2%** in student achievement for the English Language Learner subgroup on the California Standards Test in English Language Arts.
15 students need to improve to proficient or above. HMBHS will show an increase of **25.6 %** in student achievement for the English Language Learner subgroup on the California Standards Test in Math.
15 students need to improve to proficient or above.

WASC 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 schoolwide action plan.
#2. Ensure all students are enrolled in rigorous academic courses
#5. Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
English Learner subgroup, grades 9-11	12 point gain in the English Learner subgroup
Means of evaluating progress toward this goal: The California High School Exit Exam for 10th graders All California State Standards exams Benchmark exams, CELDT scores, EAP, CSM placement exam % of students eligible for redesignation Attendance records	Group data to be collected to measure academic gains: Disaggregated data provided by the CA Dept. of Education

Actions to be Taken to Reach This Goal[7] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[8] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
• English: Work to reach EL subgroup with differentiated instruction. Work collaboratively with ELA committee findings to assist students at lower grade levels to be better prepared for high school rigor.	Fall 2012-13	District ELA committee agendas/ minutes, articulation notes w/ Cunha			
• Fund site bilingual liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Learner Pathway toward College Readiness, college entrance information, financial aid etc...	ongoing	Liaison parent communication logs, conference reports, ELAC minutes	75% Classified position	$21,000	Title 3
• Adopt and fund .2 FTE Bilingual Resource counselor/English Learner Coordinator position to support EL pathway, ELD department, monitor student progress, placement and advise parents through the English Learner Advisory Council	ongoing	Data compiled by resource specialist, conference minutes, ELAC agendas/minutes, ELD curriculum binders and dept. agendas	.4 FTE certificated position	$30,000	Funding and position approval TBD

[7] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[8] List the date an action will be taken or will begin, and the date it will be completed.

• Using the ELD pacing guide aligned to ELA, teachers will continue to refine their quarterly benchmark exams, organize the results, analyze the data and reflect upon teaching practices	Aug 2011-June 2013	Curricular maps, common assessments, data templates, data discussion notes, unit plans	teacher release	$500	EIA-LEP
• Additional English Language Development support section for level 2 and 3 and strategic academic support (zero period for EL's in the mainstream	*ongoing*	Master schedule, ELD curriculum binders/share drive, benchmark exams and pacing guides for these classes	.6FTE	Funding described above	General fund
• Continue to Implement the English Learner Pathway towards College Readiness (a 4 year course of study designed to make English Learners CSU eligible upon graduation) Pathway design also includes:	*ongoing*	Student schedules, UC/CSU eligibility reports, EL/RFEP graduation/retention rate, discipline records, grade reports			
• Using EADMS, our new data tool, collect longitudinal data for EL's that is disaggregated for English Learners for the CST, CAHSEE, CELDT and benchmark exams across core content areas	*Aug 2011-June 2013*	Data reports, data discussion notes, strength and weakness analysis	Subj collab, PD days (super Tuesdays)		
• THE DEVELOPMENT OF A SDAIE SS CLASS FOR CELDT 1, 2,3 AND DEVELOPING A RESOURCE-INDEPENDENT STUDY MODEL FOR COLLABORATION WITH ELD DEPT.	*completed*	Student grades, course syllabus, CST data, CELDT data			
• Hire an ELD and reading specialist.	completed 2011	*Staffing,master schedule*			
• Focus staff development on SDAIE strategies to support EL's in the mainstream content areas	fall 2011-2012	Professional Development Plan, PD agenda, staff survey, professional development evaluation			
• Use zero period support class for incoming 9th grade ELL students to improve transition of long term EL's into mainstream college prep classes in all content areas with an emphasis on English and Math		Master schedule, resource teacher monitoring, counselor monitoring, grades	.2 fte	$15,000	General fund
• Adoption of Seal of Biliteracy	completed spr 2012	Board agenda, transcripts			
• Increased CELDT reclassification, recognition dinners, recognition dinners for improvement and transcript reviews during ELAC meetings	ongoing	ELAC agendas, reclassification contracts			
• Increased participation in Puente Club	ongoing	Club membership, activity attendance, master calendar			

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 5 : Increase meaningful student involvement in school sponsored activities and school governance in order to build community and improve school culture and climate

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students 9-12	A minimum of two areas of improvement will be initiated annually for the next three years in preparation for our 6-year Self Study in 2013
Means of evaluating progress toward this goal: Staff, student and parent surveys Attendance/suspension data Disaggregated Data reports from the adopted data analysis tool The aligned/combined long range School Wide Action Plan/Site Plan District/site professional development plan Revised ESLRs and coresponding rubric Continue to increase student recognition through the Renaissance model Department curriculum binders: goals/assessments/data reports Professional development surveys	**Group data to be collected to measure academic gains:**

Actions to be Taken to Reach This Goal[9] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[10] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
Continue to implement comprehensive senior exit surveys and PLP surveys for each grade level; modify survey based on student/teacher/counselor feedback Referrals to SOY, El Centro, CMH for counseling and social/emotional support and collaborate regularly with these entities	*Spr 2010 - annual* Beg Fall 2010 - 2013	*Survey results, survey reports*			District funded

[9] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[10] List the date an action will be taken or will begin, and the date it will be completed.

TLC – community Education workshops Counseling sponsored 1st ever Challenge Day to address school climate, bullying, tolerance, safety, 2nd planned for early fall 2012 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 Counseling & parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship Night and Spanish Speaking Parents Back to School Night Counseling department will add application workshops as part of senior PLP workshops and college field trips	Beg. Spr 2010 - ongoing Spr 2011, summer 2012 Ongoing Ongoing	Survey results, event sign in sheets, discipline records on bullying behavior/student conflicts, conflict resolution logs 9th grade orientation schedule, arena schedule, leadership activities Event participation, activity agendas, PLP workshop sign in sheets and field trip rosters			

SCHOOL 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

Student groups and grade levels to participate in this goal: All students 9-12	Anticipated annual performance growth for each group: A minimum of two areas of improvement will be initiated annually for the next three years in preparation for our 6-year Self Study in 2013
Means of evaluating progress toward this goal: Staff, student and parent surveys Attendance/suspension data Disaggregated Data reports from the adopted data analysis tool The aligned/combined long range School Wide Action Plan/Site Plan District/site professional development plan Revised ESLRs and cooresponding rubric Continue to increase student recognition through the Renaissance	Group data to be collected to measure academic gains:

model Department curriculum binders: goals/assessments/data reports Professional development surveys					
Actions to be Taken to Reach This Goal[11] Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date[12] Completion Date	Evidence of Progress	Proposed Expenditures	Estimate of Cost	Funding Source
Develop comprehensive senior exit surveys and PLP surveys for each grade level Purchase a district wide data analysis tool to disaggregate data for our quarterly benchmark exams Create long range School Wide Action Plan/Site Plan Continue to survey staff on the effectiveness professional development and future needs with respect to PD – expand survey to address evaluation of administration Expand teacher collaboration through peer observation and commit continuing to expose staff multitudes of classroom observations and other high school instructional programs through participation on WASC visiting committees Review and update Schoolwide ESLRs and develop rubrics to assess them Continue to train student leadership and staff on the Renaissance model for improving school culture and climate	*Spring 2010-annually* Fall 2010 Spr 2012-fall 2012 fall 2010 - 13 spr 2012-2013 fall 2011-spr 2012 fall 2010 - 2013 spr 2010-2013	*Survey results, survey reports* Data reports from analysis tool Site plan fully aligned with the WASC action plan Survey results WASC Classroom observation template, WASC committee invitations Leadership and POD agendas, notes, minutes, faculty meeting, PD day agendasrubrics Assembly programs, student recognition activity descriptions, student participation rates, PLP/exit surveys		$20,000	District funded District funded chair section Student fund-raising

[11] See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
[12] List the date an action will be taken or will begin, and the date it will be completed.

State Programs	Allocation

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

☐	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	$
☐	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	$
☑	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	$ 55,581
☐	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	$
☐	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	$
☐	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	$
☐	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	$
☐	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	$
☐	School Safety and Violence Prevention Act Purpose: Increase school safety.	$
☐	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	$
❑	List and Describe Other State or Local funds (e.g., Gifted and Talented Education) GATE	$
❑	CAHSEE prep	$

❑	ARTS AND MUSIC BLOCK GRANT	$
❑	ONE-TIME ARTS/MUSIC/PE BLOCK GRANT	$
❑	SCHOOL IMPROVEMENT FUND: STATE TECHNOLOGY REIMBURSEMENT 2008	$
	Total amount of state categorical funds allocated to this school	$ 76,581

Federal Programs under No Child Left Behind (NCLB)	Allocation

☐	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	$
☐	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
☐	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
☐	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
☐	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
☐	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
☐	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 21,000
☐	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$
☐	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
☐	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$
☐	Other Federal Funds (list and describe[13])	$
	,Total amount of federal categorical funds allocated to this school	$

Form D:
School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[14]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mary Streshly, principal	X				
Kathryn Nassar, President, student					X
Donna McCurdy, Secretary, parent				X	
Kim Page, parent				X	
Inez Morales, parent				X	
Darcie Galle, parent				X	
Barbara Lohman, teacher		X			
Vanessa Crawford, counselor			X		
Bryce Hadley, teacher		X			
Joanne Probert, student					X
Alex DeBaets, student					X
Soleil Spigelman					X

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

[14] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan ***(Check those that apply)***:

   ___ School Advisory Committee for State Compensatory Education Programs

   X English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   X Other ***(list) Site Academic Council, Site Leadership Team, WASC Focus Groups***

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: 5/10/2011.

Attested:

Mary E Streshly		4/24/2012
Typed name of school principal	Signature of school principal	Date
Kathryn Nassar		4/24/2012
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Appendix N:

Student Placement Guide



Half Moon Bay High School
2012-13 Course Offerings

Quick Reference- Course Numbers

Agriculture
Agriculture/Environmental Science – 0613
*Agricultural Biology – 0616
***Agriculture Business Management- 0608**
***Agriculture Practices- 0611**
*Agriculture Gov & Economics – 0615

Art
Art I – 0550
*Art II – 0552
*Art III – 0556
*Art IV – 0558
***AP Art History – 0573**
*AP Studio Art:
Drawing (0569)
2D (0560)
3D (0561)
Sculpture I – 0564
*Sculpture II – 0567

English
English I - 0107
*English I – Advanced – 0106
English II – 0122
*English II - Advanced – 0121
English III – 0132
*AP English Language & Comp- 0148
English IV – 0142
*AP English Literature & Compo – 0147

ELD
*ELD I – 0869/0857/0858
*ELD II – 0853/0855/0854
*ELD III – 0861/0864
*ELD Strategic Academic Support – 0845
*Adv ELD Strategic Academic Support- 0884
English I – SDAIE – 0108
English II – SDAIE – 0126
Algebra Readiness – SDAIE – 0301
*Algebra I – SDAIE – 0324
*Geometry – SDAIE – 0334
Earth Science – SDAIE – 0426
Biology – SDAIE – 0431
Freshman Studies – SDAIE – 0205
World History – SDAIE – 0211
United States History – SDAIE – 0222
American Gov/Economics – SDAIE – 0231

Industrial Arts
General Shop – 0652
Small Gas Engines – 0656
*Advanced Small Gas Engines – 0657
Beginning Woodworking – 0660
*Advanced Woodworking – 0663
Beginning Metalworking – 0658
*Advanced Metalworking – 0664
*Independent Study Industrial Arts – 0666

Mathematics
*Algebra Readiness – 0310
*Algebra I – 0320
*Geometry – 0330
*Advanced Geometry – 0335
*Algebra II – 0340
*Advanced Algebra II – 0345
*Pre-Calculus – 0359
***Advanced Pre- Calculus- 0363**
***College Prep Math- 0350**
*AP Statistics – 0362
*AP Calculus AB – 0360
***AP Calculus BC- 0364**

Music
Instrumental Music: Concert Band – 0583
*Instrumental Music:Marching Band-0579
*Jazz Ensemble – 0577
Chorus - 0580
*Chorale – 0582
***Music Appreciation- 0578**

Physical Education
Core P.E. Program:
Grade 9 (0813)
Grade 10 (0814)
Core P. E. - Zero Period (Early Bird):
Grade 9 (0811)
Grade 10 (0812)
*Elective P.E. – 0803
*Independent Study P. E. - 0815

Publications
Journalism & Literary Journal (0190)
*Yearbook – 0182

Science
Earth Science – 0425
Biology – 0430
*Chemistry – 0440
*Physics – 0450
*Marine Ecology – 0412
***AP Environmental Science- 0438**
*AP Biology – 0432
***AP Physics B- 0456**

Social Science
Freshman Social Studies – 0204
World History – 0212
*AP World History – 0215
United States History – 0220
*AP United States History – 0221
American Government/Economics – 0230
*AP Government/Economics – 0234

Technology
*Introduction to Mass Media – 0641
***Animation 1- 0642**
*Web Design & Animation – 0647

World Languages
Spanish I – 0500
*Spanish II – 0510
*Spanish III - 0515
*AP Spanish IV – 0528
*AP Spanish V – 0529
Spanish for Spanish Speakers I – 0490
*Spanish for Spanish Speakers II – 0492
French I – 0530
*French II – 0535
*French III – 0540
*AP French IV – 0545

Resource/Special Education
*Basic Independent Study - 0754
*Basic English – 0752
*Basic World History – 0772
*Basic United States History – 0704
*Basic American Gov/Economics – 0753

Special Programs
English Prep – CAHSEE – 0154
Math Prep – CAHSEE – 0315
*Leadership – 0820
*Aventa Online - 0835
*Student Aides:
Teacher's Aide – 1999
Office Aide – 0910
Counseling Aide - 1998
Repo Depo Print Aide – 0905
Library Aide – 0002

* Indicates teacher signature required
New courses are in BOLD



Half Moon Bay High School
Student Planning Guide
2012-2013

This program planning guide will provide you with long-range guidelines for planning your high school courses in preparation for graduation and for college entrance or employment. Careful thought on your part, with helpful advice from your parents, teachers, counselors, and friends will undoubtedly save you regrets and difficulty in the future. The decisions you make now are important ones. This planning guide has been prepared to help you make these decisions.

We urge you and your parents/guardians to read this guide completely. Special programs and increased opportunities are available to students with some initiative and willingness to plan ahead.

Please evaluate your past academic performance with your counselor and teachers. Check the prerequisites or requirements for the courses you would like to take next year. Keep in mind the requirements for graduation. If you have uncertainty about your credits, your counselor or the registrar will be happy to advise you on your class standing.

STUDENT CHECK LIST

The most efficient and effective way to use the Student Planning Guide is to carry out each step listed below and check it off when you finish it. A time-line for the scheduling process will be given by your counselor during the *2012-2013 Course Selection PLP* counseling session.

_____ 1. Read the introductory pages of this guide and become familiar with the general content.

_____ 2. Review your transcript and your 4 year plan (leave your transcript attached to your course request form).

_____ 3. Read the course descriptions, especially the prerequisites, of all courses you are planning to request.

_____ 4. If required, obtain signatures for courses needing prior approval, including your parent/guardian's signature (if requesting an Advanced/AP Course or at TA position, be sure to attach a contract).

_____ 5. Be sure you have selected at least 2 appropriate alternate courses in the event that your course is not available.

_____ 6. Turn your course requests in on time. **DUE DATE:** _____

Please remember...

All efforts will be made to enroll you in the classes you select. If you have not met all of the course requirements, you will be placed in the appropriate course. If the course you select is not available, you will be placed in an alternate or other available course. With very few exceptions, course changes cannot be accommodated.

GRADUATION REQUIREMENTS

The Course of Study at Half Moon Bay High School (Cabrillo Unified School District Board Policy No. 527) requires all pupils in grades 9-12 to successfully complete 230 credits including the following:

1) Forty (40) semester credits (4 years) of English and demonstrated proficiency in reading and writing as determined by the California High School Exit Exam (CAHSEE)*.

2) Thirty (30) semester credits (3 years) of mathematics and demonstrated proficiency in arithmetic as determined by the California High School Exit Exam (CAHSEE)*. Of the thirty (30) credits, ten (10) must be for Algebra I or higher. Please note that all colleges/universities recommend 4 years.

3) Forty (40) semester credits (4 years) of social studies, to include 10 credits (one year) of Geography/Technology/State Requirements, 10 credits (one year) of World History, 10 credits (one year) of U.S. History, 5 credits (one semester) of American Government or Agricultural American Government and 5 credits (one semester) of Economics or Agricultural Economics.

4) Twenty (20) semester credits (2 years) of science including one year of a life science and one year of a physical science. The life sciences are Biology, AP Biology, Agricultural and Environmental Science, Agricultural Biology and Marine Ecology. The physical sciences are Agricultural/Environmental Science, Earth Science, Chemistry, and Physics.

5) Twenty (20) semester credits (2 years) of physical education (completed in the 9th and 10th grades).

6) Ten (10) semester credits (1 year) of fine arts. World language, music or art may be used to satisfy this requirement. Please note however, that colleges and universities require both a visual/performing art and 2-3 years of a foreign language.

7) Seventy (70) semester credits of electives – all courses not fulfilling the above categories are counted as electives.
   Please note: A maximum of thirty (30) semester credits of Service Credits may be applied toward graduation requirements. Service Credits include: teacher aide, office aide, library aide and Repo-Depo assistant.
   Service credits count towards high school electives only. Students earn credit, but will not receive academic grades. Service Credits will not be considered in determining grade point average. Credit is given on a pass/fail/variable credit/no credit basis.

* The California High School Exit Exam (CAHSEE) is administered to each student beginning in the spring of sophomore year. Students have a total of six (6) opportunities to take and pass both sections (English and Mathematics) of the exam throughout the four years of high school.

Credits are earned at a rate of **five (5) per semester** for each class passed, and
ten (10) per year for each year-long class passed.
Fewer credits may be earned for classes identified as
variable credit courses.

Please use the "Four-Year Planning Sheet"
on the following page to assist in course selection.

Half Moon Bay High School

Lewis Foster Drive, Half Moon Bay, CA 94019 • 650 712-7200
Cabrillo Unified School District • **www.cabrillo.k12.ca.us/hmbhs**

Name: _____ **Grade** _____ **Date** _____

Grade 9 – Freshman	Grade 10 – Sophomore	Grade 11 – Junior	Grade 12 – Senior
Geography	World History	U.S. History	Government/Economics
English:_____	English:_____	English:_____	English:_____
Physical Education	Physical Education	Math:_____	Other:_____
Math:_____	Math:_____	Other:_____	Other:_____
Other: _____	Other:_____	Other:_____	Other:_____
Other:_____	Other:_____	Other:_____	Other:_____
Early Bird/ Extra Class:	*Early Bird/ Extra Class:*	*Early Bird/ Extra Class:*	*Early Bird/ Extra Class:*
_____	_____	_____	_____

Credit Recovery

Summer School/Online 1	Summer School/Online 2	Summer School/Online 3
1) _____	1) _____	1) _____
2) _____	2) _____	2) _____

Adult Ed Program (Pass/Fail only)

1) _____ 2) _____

Half Moon Bay High School Graduation Requirements	CSU/UC A-G College Prep Requirements
_ 4 years English _ 1 year Freshman Studies/Social Studies _ 1 year World History _ 1 year U.S. History _ 1 year American Government/Economics or Ag Gov/Econ _ 2 years Physical Education (PE) _ 3 years Math (must include Algebra I) _ 1 year Fine Arts (Art, Music, World Languages) _ 1 year Physical Science (Earth Science, Chem., Ag Chem., Physics) _ 1 year Life Science (Ag/Env Science, Biology, Ag Bio) _ Elective (70 credits – anything not being counted under another category)	**_A - History/Social Science** – *2 years required* 1 year of World History and 1 year of U.S. History **_B - English** – *4 years required* 4 years of college-prep English (may include 1 year of A-G approved ELD) **_C - Mathematics** – *3 years required, 4 recommended* Algebra I, Geometry, Algebra II, Pre Calc, AP Calc, AP Stat **_D - Laboratory Science** – *2 years required, 3 recommended* Biology, Chemistry, Physics, Ag Bio, Ag, Chemistry, AP Biology **_E - Language Other than English** – *2 years required, 3 recommended.* Must be the same language. Middle school courses can fulfill part of this requirement. **_F - Visual and Performing Arts** – *1 year required* 1 yearlong arts course from a single discipline: music or visual art. **_G – College Preparatory Electives** – *1 year required* examples: Pre Calc, Earth Science, Spanish III, Art II, AP Biology

For more information, visit our school web site:
www.cabrillo.k12.ca.us/hmbhs

For information about **California Community Colleges** go to:
www.cccco.edu or www.CaliforniaColleges.edu

For more information about **California State Universities** go to:
www.csumentor.edu

For more information about the **University of California** go to:
www.universityofcalifornia.edu/admissions/

GENERAL INFORMATION

Number of Courses and Credit
The normal/expected course load for students at Half Moon Bay High School is six (6) courses per semester. Senior students who need 50 or less credits at the start of senior year, may take five (5) courses.

Class Attendance
Regular class attendance is required. Missing class, even due to illness, will affect achievement and/or grades for students. Excessive absences will endanger the student's success.

Students should clear absences through the Attendance Office within 24 hours of the absence. Students are encouraged to have their parents clear the absence the day of absence by calling the Attendance Office at 712-7200 ext. 5020; otherwise, a note signed by the parent or guardian should accompany the student to the Attendance Office upon the student's return.

Students shall be allowed to make up work they have missed because of excused absences (in a timely manner). Teachers are not required to allow students to receive credit for work missed due to truancy or other unexcused absences. Per policy created by the Academic Council, no students will be allowed to test outside of the final exam dates unless the absence is excused. Please plan accordingly.

A senior student must have a school attendance record of 85 percent (85%) actual attendance of the periods in which the student is enrolled for the current school year. Both excused and unexcused absences will be counted. Absences due to school-sponsored trips and/or school activities are not counted as absences toward the 85% attendance requirement. Excessive tardies may impact this percentage.

Schedule Changes
Students must select courses carefully. Students are expected to remain in their selected classes throughout the year. Only under exceptional circumstances will courses be changed after scheduling.

In the event that a class is dropped after the first two weeks of the semester, it will result in a grade of W/F (withdrawal/fail) for the semester, and can count as a 'O' (zero) in GPA calculations. Deadlines to avoid a grade of W/F are ten school days from the first date of the semester.

Variable Credit
Some service learning (such as student aides) positions offer variable credit. Students can earn from ½ to 5 credits for each semester. It is the responsibility of the student and parents to keep track of credits earned in order to meet graduation requirements.

Grading
Letter grades A through F (and Pass/Fail or Credit/No Credit) are used at Half Moon Bay High School. Plus and minus are not used in grade point calculations. A student who receives an "Incomplete" mark has four weeks from the end of the quarter to make up the incomplete work. Unless make-up work is completed at the end of week four, the "Incomplete" grade becomes a "Fail" or F for the course. Students must communicate with their teachers in a timely manner regarding make-up/incomplete work.

Honor Code
Half Moon Bay High School's Honor Code is based on the premise that honesty, hard work, and diligent study brings about academic success and a sense of accomplishment. Cheating or academic dishonesty is a serious violation of school rules and the honor code. The following procedures address students whom:

- Receive or provide information during a test
- Receive or provide information on tests given during an earlier period
- Gain unauthorized access to test materials
- Use unauthorized material on tests
- Use ideas or written material from other sources, students, or professional writers without acknowledging the source in their own writing
- Use or copy another student's work when not authorized by the teacher or by the originating student
- Allow other students to use their work on assignments

The above list is not meant to be all-inclusive, and teachers will apply this policy as outlined in the course rules. The teacher's professional judgment will determine whether the cheating has occurred. Depending on the nature of the infraction and the previous record of the student, the teacher may follow one or more of the following procedures:

1st Offense: Immediate zero/F; Referral to AP; parent notification; 2 detentions assigned

2nd Offense: Immediate zero/F; Referral to AP; mandatory meeting with parents; Saturday School and loss of participation in school activities/athletic participation for at least one week

3rd Offense: Immediate zero/F; Referral to AP; mandatory meeting with parents; automatic suspension and return to school pending a student contract

Valedictorian

The Valedictorian of Half Moon Bay High School is determined by the following criterions:

1. Total number of courses taken.
2. The number of AP/Honors courses taken during the school year weights the GPA. Weighted GPA = GPA + .2 X (each AP and/or Honors course)
3. Only courses that are taken at HMBHS which are designated AP/Honors on our master schedule will be weighted for GPA calculation.
4. A student, who has transferred to Half Moon Bay High School, will receive credit for AP/Honors courses as verified by their transcript.
5. Courses taken at a community college or local university can count toward your GPA, but will not count toward your weighted GPA to determine the valedictorian.
6. If necessary, pluses and minuses will be calculated to break a tie as will 3rd quarter and final progress grades.

Duplicate Credit

Students sometimes repeat a course for the purpose of improving a grade (please note that colleges/universities have individual policies regarding this practice). Ordinarily, no additional credit will be earned. However, the following departments may offer some courses for duplicate credit with the permission of the teacher and counselor:

- Agriculture, Art, ELD, Industrial Arts, Music, Physical Education, Technology

In addition, the following courses may be repeated for additional credits:

- Yearbook, Leadership, & all Aide positions (Teacher, Library , Office, and Repo-Depo)
  - 30 credits max in Aide positions can count towards graduation. Pass/Fail grading.

Repeat of Courses - Grade Policy

A student may elect to repeat a course. The rules regulating a repeat course are:

1. Permanent record should reflect an accurate record of all student work.
2. The course title and grade will be recorded each time the course is attempted.
3. When a course is repeated, the credits will be given only once.
4. The highest grade is retained and included in the GPA calculation regardless of when taken (refer to individual colleges/universities for their policies).

HMBHS Transcript Policy: College Board (AP/SAT) and ACT Scores

All scores received by HMBHS from 3rd party agencies such as the College Board and ACT will be posted to a student's transcript. If the student would prefer for none of the scores to be posted, the student and guardian will submit in writing this request to the registrar; forms are available in the counseling office. There is not a "score choice" option for posting select outside agency test scores on the transcript, all will be posted unless a written request is made to remove all scores; selection of highest scores not permitted.

California High School Proficiency Examination - (CHSPE)

Persons who are sixteen (16) years old or older may elect to take the California High School Proficiency Examination. Persons who are younger than sixteen (16) may take the test if they have completed a year of enrollment in the 10th grade or will complete a year of enrollment in the 10th grade at the end of the semester in which the test date falls. The College Entrance Examination Board (CEEB) will administer the examination and there is a charge for the examination. Upon receipt of the CHSPE certificate of exemption, the student is eligible, with guardian approval to exit high school and apply for entrance into the community college system. For more information and registration, go to http://www.chespe.net

Withdrawals
Students transferring to another school must bring the school secretary a written statement from their parents or legal guardian stating the reason for withdrawal. He/she must check out with each teacher, the librarian and the school secretary. Books and materials must be returned (or paid for) to the school.

Textbooks and Equipment
It is the responsibility of the student to maintain and return all textbooks and equipment. Students will be assessed for the cost to replace all lost/damaged items.

Community Colleges - Concurrent Enrollment Program
The Concurrent Enrollment Program of the San Mateo Community College District allows high school students to take advanced scholastic or vocational work. With consent from their high school counselor, students may take college courses concurrently at a community college. Please note: Due to budget constraints, space for high school students at CSM, Skyline, and Cañada continues to be limited. Please see your counselor and go to smccd.edu/collegeconnection for more information.

Post Graduation Options
As you examine your interests, abilities, and goals, you will have a better idea of what you would like to do in the future. Before you make a final decision, it is important to know the different options that are available and what you must do to achieve your goals. These will be discussed in detail throughout high school in the Personal Learning Plan (PLP) Counseling Program. The major categories are:

1) Entry Level Jobs
Taking high school courses which relate to your interests would help to qualify you for entry-level jobs. Taking Regional Occupation Program (ROP) classes in high school can provide you with training.

2) Community College - Vocational School
Vocational training at a community college or technical school, will enable you to develop the knowledge & skills to give you job security and allow for advancement in your work. Admission to a community college requires that you complete a high school program of study, OR pass the high school proficiency examination, OR be 18 years of age and able to profit from a college studies. An Associate of Arts (AA) or Associate of Science (AS) degree is awarded in many two year vocational technical programs. A one year certificate program is also available in certain fields.

3) Community College Transfer
A student planning to transfer to a four-year college or university can complete their first two years of study at a community college. It is important that you consult with your college advisor/transfer counselor in order to arrange a program/contract which will meet the requirements to transfer to the college or university of your choice. For more information on transferring, go to www.assist.org. *Students planning this academic path are urged to complete four years of math in high school in addition to four years of English (required). This will better prepare them to take the required placement tests and allow them to begin taking transferable level courses.* Please note that because of budget cuts and a high demand for Community College courses, it is unlikely that students will be able to complete all transfer requirements in two years.

4) Four-Year University
Visit www.californiacolleges.edu for info on all Colleges/Universities in California.

University of California (UC) Entrance Requirements:
www.universityofcalifornia.edu

The Univ. of California's "A through G" plan is the means by which high school graduates meet minimum college and university entrance requirements. All courses must be UC approved – For HMBHS's UC Course List visit www.doorways.ucop.edu/list. See course descriptions and planning worksheet (p. 3).

a)	Social Science (US History/World History)	2 years
b)	English	4 years
c)	Mathematics (Algebra I, Geometry, Algebra II)	3-4 years
d)	Laboratory Science	2-3 years
e)	World Language (same language)	2-3 years

f)	Visual or Performing Arts	1 year
g)	College Preparatory Electives	1 year

At Half Moon Bay High School, the "G" Electives" may be met with American Government/Economics, Pre-Calculus, AP Calculus, AP Statistics, Earth Science, Marine Ecology, Physics, AP Biology, French III, AP French IV, Spanish III, and AP Spanish IV/V or one year of advanced fine arts, band or music.

Other college prep electives may be taken at a community college if they are transferable to a university.

Academic Requirements: While the UC uses a 14-point comprehensive review, they use grades and test scores to determine initial eligibility. In calculating an applicant's grade point average for admission, the UC will use the grades earned in "A-G" courses taken in the 10th and 11th grades. Eligibility is based upon an "Eligibility Index" which is a combination of the grade point average and the college entrance examination scores. A grade of 'C-' or better is required in all of the "A through G" courses including those taken in freshman year.

The grades earned AP and Honors level courses may earn extra grade points (or a "weighted gpa") when applying to a university. See your high school counselor for limitations. It is highly encouraged that students set goals that include at least one of these courses in their 4 year plan.

Examination Requirement - Applicants for college freshman status must submit the following test scores:

1. One aptitude or achievement exam, either the SAT I (Scholastic Aptitude Test), aka SAT Reasoning, or the ACT (American College Test) with writing.

2. For UCs, taking two (2) SAT II, subject matter tests is recommended but no longer required for the class of 2012 and beyond.

Register for the SAT at www.collegeboard.com
Register for the ACT at www.actstudent.org

California State University (CSU) Entrance Requirements:
www.csumentor.edu

It is recommended that students follow the UC 'A-G' preparatory program in high school in order to qualify for the California State Universities. Eligibility is based on an "Eligibility Index" which is a combination of grade point average and college entrance examination scores. Course Requirements are almost identical to those of the University of California.

Academic Requirements: The scholarship requirements for the CSU are the same as that for the University of California. Grades of C- or better are needed in all of the required courses. There are a few special rules regarding the validation of lower grades – see your counselor for specifics.

Examination Requirement – An aptitude or achievement exam is required, and it may be either the SAT I (SAT Reasoning) or the ACT.

Private and Out of State Universities
www.aiccumentor.org (for Private/Independent Colleges and Universities)

It is generally recommended that students follow the UC/CSU 'A-G' preparatory program in high school in order to qualify for private and out of state universities. It is in the student's best interest to research each individual university to determine additional or alternate requirements; for example, while the UCs no longer require SAT Subject Tests, many private and out of state universities have maintained this requirement.

For more information about
Half Moon Bay High School,
we encourage you to explore
www.cabrillo.k12.ca.us/hmbhs

HMBHS COURSES
2012-2013

AGRICULTURE

Agriculture/Environmental Science (0613)
- Year long course – 10 credits
- Grades eligible: 9,10 (11, 12 w/Ag teacher approval)
- Prerequisites: None
- Graduation requirement: Physical Science **(Note: formerly Life Science)**
- *UC/CSU A-G requirement: 'G' (Elective)
  Pending approval

This Agriculture science course is the first in a four year sequence of Agriculture courses; it is open to all students interested in the fields of agriculture science and/or related businesses. Emphasis is placed on natural resources and the earth science principles involved in agricultural production. Students will also be introduced to California agriculture, the diversity of agricultural careers and opportunities, record keeping, critical thinking, and leadership development.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Agricultural Biology (0616)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - 'C-' or higher in Algebra I OR 'C-' or higher in Ag/Env Science
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

This class will improve the student's scientific knowledge and expose the student to biological science and its influence on the agriculture industry. Students will investigate the genetics of plant life and animals, how those genetics have changed, and how those changes have affected the agriculture industry. Students will investigate the cell and how it influences the entire organism. The class will have an in-depth study of the vertebrate and invertebrate and the functions that they play in everyday life. Ecology and the role of organisms on the environment, the conservation of natural resources and alternative renewable resources will also be investigated.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Agriculture Business Management (0608)
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - 'C-'or higher in another Ag course
- Graduation requirement: Elective credit
- *UC/CSU A-G requirement: 'G' (Elective)
  Pending approval

This course is designed 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. Instruction covers basic economic principles, supply and demand, equilibrium price, record keeping, operation of cooperatives, budgeting, cash flow, planning and analysis, purchasing, marketing and relevant laws and regulations relating to agribusiness. Students will also plan and present an agribusiness with respect to labor, equipment, financing, marketing, and general management decisions. Students will 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 leadership abilities.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Agriculture Practices (0611)
- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - 'C-' or higher in another Ag course
- Graduation requirement: Elective credit
- *UC/CSU A-G requirement: 'G' (Elective)
  Pending approval

This course is designed to develop understanding and execution of basic seasonal farm operations. Students will learn to use common farm machinery and equipment, as well as perform soil tillage, crop cultivation, irrigation, and crop harvesting; students will

learn to manage greenhouse production, on a small and large scale; students will also practice the principles of market and breeding livestock, including care, feeding, and handling. This class will involve a collaboration with local farms, greenhouse operations, and educational organizations and is recommended for students with a need in agricultural experience for satisfactory progress toward occupational objectives. Students will be required to keep time and financial record of their practice and submit it for FFA proficiency awards. Students will continue to develop their critical thinking and leadership abilities.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project, which they will design and work on outside of class time.

Agriculture Gov. & Economics (0615)

- Year long course – 10 credits
- Grades Eligible: 12
- Prerequisites:
  - 'C-' or higher in an Ag course
  - Ag teacher approval
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History) for one semester and 'G' (Elective), for one semester

One semester will focus on the basic structure and operations of the federal government with a focus on its affect on agriculture. Contemporary issues will be studied as they develop. The second semester will investigate the economics and business practices of the agriculture industry. Students will also learn about record keeping and leadership skills will be developed.

The FFA and outside Agriculture Department activities are an integral part of this program; students are expected to participate in a number of these activities. During the second semester, in addition to class projects, students are required to conduct a Supervised Agriculture Experience (SAE) project related to the botanical world, which they will need to design and work on outside of class time.

Half Moon Bay High School Agriculture Course Offerings by Year

Freshmen	*Sophomores*	*Juniors*	*Seniors*
Ag/Env Science	**Ag/Env Science**	**Ag Biology**	**Ag Econ/Government**
Ag Biology	**Ag Biology**	**Ag Business Management**	**Ag Biology**
	Ag Business Management	**Ag Practices**	**Ag Business Management**
		***Ag/Env Science** *(*with Ag teacher approval)*	**Ag Practices**
			***Ag/ Env Science** *(*with Ag teacher approval)*

ART

Art I (0550)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
- $45 material donation is requested
- Graduation requirement: Fine Art
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Art I is an introductory course for the beginning art student. This comprehensive course covers a wide variety of experiences ranging from drawing and painting to ceramics, printmaking and art history. The course also provides students with an appreciation and understanding of art. Basic design concepts are included in all activities. Mastery of drawing and painting skills are stressed. The year is divided as follows:
1st Semester: drawing in pencil, pen and ink, color theory and painting.
2nd Semester: ceramics and sculpture, design and composition, printmaking, portrait drawing.

Art II (0552)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current art teacher approval
  - 'C' or higher in Art I
  - Department approval
    - Students must submit a portfolio for review by the Art II teacher.
- $50 material donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Art II continues the study of art on a more advanced level, with a greater emphasis on skill acquisition, self-expression, and problem solving. Written tests, art history, outside writing, and weekly sketches outside of class are required.
1st semester: working from observation is stressed more in Art II and includes perspective, drawing, painting, design, charcoal and colored pencil. Studies include landscape and still life, as well as expressive and personal work.
2nd semester: painting in watercolor, graphic design and pastel arts.

Art III (0556)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current art teacher approval
  - 'C' or higher in Art II
  - Department approval
    - Students must submit a portfolio for review by the Art III teacher.
- $55 material donation is requested
- Graduation requirement: Fine Art
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Art III continues where Art II ends. The emphasis of the program is preparation for an advanced placement portfolio. While the curriculum offers more freedom to explore individual interests, the focus is on working from observation. Specifically integrated are the elements of art and the principles of design. A sketchbook and/or altered book is required with visits to museums, galleries, or art lectures as part of student study. Art history is used as a means of understanding styles, techniques, and major artists and their importance in the world.

1st Semester: Continued figure drawing, working from observation, still life, drawing on site, and composition throughout the semester are key. Charcoal, cut paper, ink, embossing, and paint are just a few of the mediums used.
2nd Semester: Emphasis is on graphics and acrylic painting, and working from observation.

Art IV (0558)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current art teacher approval
  - 'C' or higher in Art III
  - Department approval
    - Students must submit a portfolio for review by the Art IV teacher.
- $60 material donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Art IV students accept a more self-directed challenge. Students follow the same assignments as the AP class without the pressure of the portfolio submittal.

AP Art History (0573)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current English teacher approval
  - AP Art History teacher approval
  - 'B' or higher in current English course
- Graduation requirement: Fine Arts
- *UC/CSU A-G requirement: 'F' (Visual and Performing Arts)
  **Pending approval*

Advanced Placement Art History is designed to introduce students to painting, sculpture, and architecture that compose the history of Western art, as well as a brief overview of some of the key components of art beyond the European tradition.

The curriculum is aligned with the College Board course description and with the information in most college survey texts. In order to be successful in this course and on the AP Art History exam, students will need to demonstrate a high degree of commitment to academic work and possess academic skills that meet college standards. In order to chronologically cover art from the prehistoric times through the present day, the course is paced very quickly.

An interest in history is encouraged and no prior experience in studio art is required. All students will be expected to take the AP Art History exam in May and if a qualifying score is earned, college placement and/or credit may be awarded.

AP Studio Art & Drawing
Drawing (0569)
2-Design (0560)
3-Design (0561)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - Current art teacher approval
  - 'B' or higher in Art III
  - Breadth portfolio submission
- $65 material donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Advanced Placement Art is a college level course in the visual arts. Students who successfully complete the requirements can request credit from the college or university they will attend. Credit may be awarded once the AP Portfolio has been submitted and reviewed by the AP College Board.

Portfolios are the top priority with 24-28 pieces completed by the submission date in May of each year. Emphasis is placed on direct observation, application of elements and principles, and the development of a body of work called "concentration," that is based on student choice. Commitment to 10 hours of work per week is understood. Mandatory summer assignments are due the first day of class in order to remain in the program.

Sculpture I (0564)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
- $45 material donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Sculpture I is an introductory course that presents a variety of sculpture materials and methods. Projects range from ceramics, to paper mache constructions, to puppet and wire projects. The focus of the course is to support each student's artistic voice while teaching specific material handling techniques.

The goal of the class is primarily to instill in each student the confidence, desire, and material handling ability to express their beliefs, voice their understanding, and relate their ideals in sculptural materials.

Sculpture II (0567)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current sculpture teacher approval
  - Departmental approval
    - 'C' or higher in Sculpture I
- $ 50 material donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Visual and Performing Arts)

Sculpture II is an advanced art course for students who would like to continue their artistic development. Students will be asked to build upon and refine skills learned in Sculpture I while developing new ways to express themselves. In addition to the creation of sculpture, students will develop writing and critical thinking skills through individual and class wide critiques. Students will develop drawing skills through the development of a sketchbook, and students will investigate art history through PowerPoint slide shows, readings, occasional DVD film clips & museum visits.

This course will begin with an in-depth sequence of ceramic lessons including but not limited to slump molding, hand buildings, and various decorative techniques. During the first semester, students will learn about single side mold making. Students will be introduced to stone carving, and they will begin to develop a personal vocabulary of sculptural symbols to use as a basis for conceptual based projects that are introduced the second semester.

ENGLISH

English I (0107)

- Year long course – 10 credits
- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
  - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

Students will carefully evaluate poetry, novels, plays, non-fiction, and short stories. Also, they will gain and utilize technology skills in conjunction with the curriculum. The focus of this course is building students' skills as critical thinkers, readers and writers. Ultimately, students will be provided with a foundation of English skills preparing them for further high school and post secondary studies. This course will prepare students for the CAHSEE.

English I – Advanced (0106)

- Year long course – 10 credits
- Grades eligible: 9
- Prerequisites:
  - Current English teacher approval
  - 4 or 5 score on the current English CST
  - Grades: A or B in advanced English or an A in college prep English
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

The advanced strand is for students who like the extra challenge and/or who are interested in enrolling in Advanced English II during the 10th grade year. While covering the same coursework as the English I class, it will require additional coursework that is more rigorous and demanding. Students will be expected to perform a greater volume of work, move at a faster pace, and to engage in more analytical thinking.

English II (0122)
Literature/World Literature

- Year long course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
  - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

This course is designed to introduce students to world literature. The emphasis will be on classical literature and other texts that correspond to World History and Civilization curriculum in the Social Studies Department. An emphasis will be placed on expository writing, vocabulary building, grammar, and public

speaking. This course will continue to prepare students for the CAHSEE.

English II - Advanced (0121)
Literature/World Literature
- Year long course – 10 credits
- Grades eligible: 10
- Prerequisites:
  - Departmental approval based on:
    - Grades: A or B in advanced English or an A in college prep English
    - 4 or 5 score on the current CST
    - Passing score on second quarter departmental benchmark writing assessment
    - Current teacher recommendation
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

This course is for students who would like the extra challenge and/or who are interested in enrolling in AP English Language and Composition during the 11th grade year. While covering the same curriculum as the English II class, it will require additional coursework that is more rigorous and demanding. Students will be expected to perform a greater volume of work, move at a faster pace, and to engage in more analytical thinking.

English III (0132)
United States Literature
- Year long course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
  - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

This course is designed to introduce students to cultural and literary developments in United States from the pre-colonial period through the twentieth-century. This will involve the study of major developments in poetry, short stories, plays, and novels. Continued emphasis will be placed upon composition, vocabulary development, public speaking, and research skills. This course will begin to prepare students for the SAT.

AP English Language and Composition (0148)
- Year long course – 10 credits
- Grades eligible: 11
- Prerequisites:
  - Departmental approval based on:
    - Grades: A or B in Adv. English II or an A in college prep English
    - 4 or 5 score on current CST
    - Passing score on second quarter departmental benchmark writing assessment
    - Current teacher recommendation
- Graduation requirement English
- UC/CSU A-G requirement: 'B' (English)

This course requires students to practice writing and revising prose that informs and persuades effectively, based on a study of classical and modern rhetorical principles. Students will read a wide variety of prose styles from many disciplines and historical periods to cultivate a strong understanding of audience and purpose. Students will read primary and secondary sources carefully, learn to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA) and the University of Chicago Press *(The Chicago Manual of Style)*. This course is designed to prepare students for the AP English Language and Composition exam and to provide a college level academic experience.

English IV (0142)
World Literature and Composition
- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - None
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

Students will study socio-political themes in literature from British and multi-cultural sources, with an emphasis on the 20th century. There will be continued instruction in expository composition and public speaking, as well as further preparation for post-secondary education planning (SAT, personal statements, etc.). The students will complete a Senior Exit Project. This course will prepare students who intend to go on to a 2 or 4 year college.

AP English Literature and Composition (0147)
- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - Departmental approval based on:
    - Grades: A or B in AP English or an A in college prep English
    - 4 or 5 score on current CST
    - Passing score on second quarter departmental benchmark writing assessment
    - Current teacher recommendation
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

This course is intended for students who want to be challenged by literature and who plan to attend a four-year university. This course will include close reading and in-depth analysis of major world literature, both classical and modern. Emphasis is placed on analytical writing as well as participation in class discussions. Time will be spent preparing for college entrance requirements (SAT, personal statements, etc.) and the Advanced Placement test. Students who earn a passing grade on the Advanced Placement exam will be eligible for college credit

ELD
English Language Development

ELD classes are open to students classified as English Language Learners (ELL), as defined by the State Department of Education.

ELD I (0869/0857/0858)
- Year long course – 30 credits (3 periods)
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current teacher recommendation
  - Departmental approval
    - Identified ELL; placement determined by CELDT and placement test
- Graduation requirement: English (10 credits) AND Elective (20 credits)
- UC/CSU A-G requirement: None

This class is open to non-English speaking students and to those with very limited English proficiency. The course begins with basic communication and language survival skills. It then progresses to focus on English, grammar, reading, and writing. Upon completion of this course, students should have a command of survival English language skills, the most important verb tenses, grammar basics and simple reading and writing ability.

ELD II (0853/0855/0854)
- Year long course – 30 credits (3 periods)
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current teacher recommendation
  - Departmental approval
    - Identified ELL; placement determined by CELDT
- Graduation requirement: English (10 credits) AND Elective (20 credits)
- UC/CSU A-G requirement: None

This class is open to ELL students who have successfully completed ELD I and/or who have assessed to have intermediate proficiency as determined by the CELDT and/or other test. In this class, students will continue their study of English language communication skills. There is a focus on reading and writing as well as grammar and oral language development. Upon completion of this course, students will have command of spoken English as well as many of the skills they need to read and write.

ELD III (0861/0864)
- Year long course – 20 credits (2 periods)
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current teacher recommendation
  - Departmental approval
    - Identified ELL, placement determined by CELDT
- Graduation requirement: English (10 credits) AND Elective (10 credits)
- UC/CSU systems will accept one year of ELD III toward the 'B' requirement (English)

This class continues to develop conversational and written English skills. It emphasizes vocabulary development and comprehension through reading and writing. Students will examine and produce many different types of written expressions. They will also study more advanced grammatical structures. Upon completion of this course, students should have many of the reading and writing skills they need to be successful in their mainstream classes.

ELD - Strategic Academic Support (0845)
- Variable credit course – 5 per semester
- Grades eligible: 9
- Prerequisites:
  - Identified ELL
  - Placement determined by CST & CAHSEE scores and academic grades
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is designed to support 9th grade English Learners in preparing for the CAHSEE (California High School Exit Exam) by providing them with explicit vocabulary instruction. Emphasis will be placed on high-incidence academic words that are vital to improving academic performance. Support will also be given to students for their content area courses and students will be guided in ways to improve study skills such as note taking and organization.

ELD – Advanced Strategic Academic Support (0884)
- Variable credit course – 5 per semester
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CST & CAHSEE scores and academic grades
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is designed to support 10- 12th grade English Learners in preparing for the CAHSEE (California High School Exit Exam) by providing them with explicit vocabulary instruction. Emphasis will be placed on high-incidence academic words that are vital to improving academic performance. Support will also be given to students for their content area courses and students will be guided in ways to improve study skills such as note taking and organization.

The following SDAIE courses are available to students classified as English Language Learners (ELL), as defined by the State Department of Education.

SDAIE stands for Specially-Designed Academic-Instruction in English. SDAIE classes are taught using special techniques and strategies designed to assist non-native English speakers in both language-acquisition and subject-matter without altering the content standards.

English I - SDAIE (0108)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

Taught using SDAIE strategies, students will carefully evaluate poetry, novels, plays, non-fiction, and short stories. Also, they will gain and utilize technology skills in conjunction with the curriculum. The focus of this course is building students' skills as critical thinkers, readers and writers. Ultimately, students will be provided with a foundation of English skills preparing them for further high school and post secondary studies. This course will prepare students for the CAHSEE.

English II - SDAIE (0126)
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: English
- UC/CSU A-G requirement: 'B' (English)

Taught using SDAIE strategies, this course is designed to introduce students to world literature. The emphasis will be on classical literature and other texts that correspond to World History and Civilization curriculum in the Social Studies Department. An emphasis will be placed on expository writing, vocabulary building, grammar, and public speaking. This course will continue to prepare students for the CAHSEE.

Algebra Readiness - SDAIE (0301)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: Math
- UC/CSU A-G requirement: None

Taught using SDAIE strategies, this year-long course is designed to prepare students for their first year of Algebra. Areas of emphasis will include a review of the fundamental operations of arithmetic and basic concepts of rational numbers in both fractional and decimal form. In addition, students will learn to solve first-degree equations, perform operations on polynomials, graph first-degree equations, and apply these skills to problem solving.

Algebra I - SDAIE (0324)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
  - Current math teacher approval
  - 'C-' or higher in Algebra Readiness
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

Taught using SDAIE strategies, this course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, quadratic functions, and rational expressions and equations.

Geometry - SDAIE (0334)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
  - Current math teacher approval
  - 'C-' or higher in Algebra I.
- Graduation requirement: Math
- UC/CSU A-G requirement 'C' (Mathematics)

Taught using SDAIE strategies, this is a primary course in plane Euclidian geometry. The purpose is to develop geometric skills and concepts and the ability to construct formal logical arguments and proofs in a geometric setting. Topics include reasoning and proof, perpendicular and parallel lines, congruent and similar triangles, properties of quadrilaterals, area of polygons and circles, volume and surface area of space figures, transformations, right triangles and trigonometry. Time will be spent showing the connections between algebra and geometry. The students will work with constructions and geometrical software to help them develop geometric intuition.

Earth Science – SDAIE (0426)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
  - At least concurrent enrollment in Algebra I
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'G' (College prep elective)

Taught using SDAIE strategies, this course is designed primarily for freshmen and sophomore students who wish to take a science course and improve their science skills in preparation for more advanced science coursework. This course is also appropriate for older students who need to complete their graduation requirement for Physical Science credit. This course includes topics in Astronomy, Cosmology, Geology, Paleontology, Natural Resources, Oceanography, Meteorology and Climate. Upon successful completion of this course, students will gain a deeper understanding and appreciation of the physical world in which they live.

Students will participate in laboratory experiments and activities in which they ask questions, develop hypotheses, collect data and draw conclusions. They will also construct and analyze models of natural phenomena. Other activities include learning how to take notes from lectures, keeping a notebook and participation in class discussions.

Biology - SDAIE (0431)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
  - 'C-' or better in Earth Science
  - At least concurrent enrollment in Geometry
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Taught using SDAIE strategies, Biology - SDAIE employs an 'inquiry approach' to learning. Students are expected to seek answers by hypothesizing, experimenting, collecting data, drawing conclusions, and suggesting further questions. Other activities require attendance in lectures, keeping a notebook participation in discussion and labs.
Some of the topics we will study are: history of biology, methods of biology, basic cell structures and functions, plant and animal physiology and anatomy, evolution, genetics/biotechnology, classifications of organisms and the relationship of an organism to its environment.

Freshman Social Studies– SDAIE (0205)
State Requirements and World Studies
Freshman State Requirements

One semester course – 5 credits

- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: 1 semester of Freshman Social Studies
- UC/CSU A-G requirement: None

In this first semester orientation course of Freshman Social Studies taught using SDAIE strategies, students will develop academic skills needed throughout high school and beyond, including organization, note taking, homework habits, test-taking skills, and reflective and academic writing techniques. The course also will emphasize computer research and presentation skills. Students will receive state-mandated instruction in the following areas: Alcohol, Tobacco and Drug Abuse Prevention and Human Sexuality. In addition students will explore the topics of bullying (including cyber-bullying), violence prevention, diversity and tolerance. Media Literacy techniques will be used to analyze and present work on these issues. Driver Education (written only) will take place at the end of the semester. However, students may only get their Provisional Permit after they turn 15 ½ years old, have completed and passed this section of the class and register to take Driver Training (not offered at HMBHS). This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

World Studies

One semester course – 5 credits

- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: 1 semester of Freshman Social Studies
- UC/CSU A-G requirement: 'A' (History) One semester

In this second semester of Freshman Social Studies taught using SDAIE strategies, World Studies continues the development of the academic and computer research and presentation skills begun in the first. This course is designed to provide a foundation in the fundamentals needed for success in 10th grade Modern World History, and is aligned to Grade 10 Content Standards. The course integrates the study of world geography and history beginning with Classical Europe, with an emphasis on democracy and the rule of law, and their connection to the development of the US constitution. Geographic regions covered also include Africa, Asia and the Middle East, concentrating on imperialism, the rise of new nations, and modern conflicts and issues.
This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

World History - SDAIE (0211)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: World History
- UC/CSU A-G requirement: 'A' (History)

Taught using SDAIE strategies, World History - SDAIE is a required one-year course that examines the rise of democratic ideals in western civilization and then surveys the major trends and turning points in 19th and 20th century world history. Major units in the course include: the Enlightenment, Nationalism, Imperialism, the Industrial Revolution, World War I, World War II and the Cold War. Students will further develop their academic abilities including the following: good study habits, research and writing skills, and the ability to make connections between ideas and actions.

United States History - SDAIE (0222)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: U.S. History
- UC/CSU A-G requirement: 'A' (History)

Taught using SDAIE strategies, United States History - SDAIE is a required one-year course that begins with a brief review of early American history and proceeds to the post-Civil War era and the 20th century. Major units will address: the frontier and western settlement, immigration and industrialization, the Progressive Era, Imperialism and WWI, the 1920's and the Great Depression, World War II, the Cold War, the civil rights movement, and social change in the post-Vietnam War era. Students are expected to produce clear and effective writing in a variety of forms, facility with project presentations, and demonstrate research skills, including reading comprehension, communication, and listening skills.

American Government/Economics – SDAIE (0231)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - Identified ELL
  - Placement determined by CELDT or other standardized exam
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History), for one semester and 'G' (College prep elective) for one semester

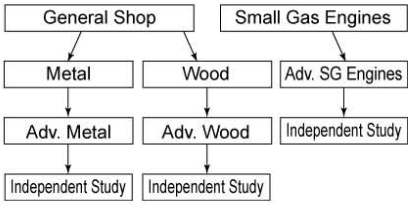
Taught using SDAIE strategies, one semester will focus on the basic structure of and operation of our federal government, as well as an awareness of contemporary issues as they develop. The other semester deals with economics and will explore the following areas: 1) an understanding of the role of the economist, 2) an understanding of the structure and function of the American economic system, and 3) an appreciation of how economic principles apply to individuals in a society. This course may include additional economics curricula approved by the Social Studies Department. Community Service Learning has been included in the curriculum. An alternative assignment will be given to any student who desires this instead of service. *For more info about Community Service, please see pg 33.*

INDUSTRIAL ARTS

Industrial Arts is a part of general education, and, as such, the program has been organized with the entire student body in mind. The curriculum is designed to help all students by providing them with a varied background in the use of tools, machines, and materials in the five areas of woodworking, metalworking, small gas engines, technical drawing, and welding. These courses are comprehensive and provide a pre-vocational background for those students who are considering entering the trades or related fields.

1. Students who have taken Adv.Woodworking and Metalworking may take it again for credit or they may take independent study.
2. Independent study classes must have instructors' approval.

Industrial Arts Classes



General Shop (0652)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
- $40 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

In this course, students are introduced to three areas of industrial arts: technical drawing (9-12 weeks), basic woodworking (9-12 weeks), and basic metalworking (9-12 weeks). The drawing section teaches the proper methods of dimensioning and requires making three-view drawings. Woodworking emphasizes the proper use of hand tools and some of the basic machine operations. The metalworking segment teaches the student basic hand tool and machine operations.

Small Gas Engines (0656)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:

- None
- $40 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is designed to study the fundamental principles and theory of operation of small gas engines (4 cycle, 2 cycle, and rotary) and alternate sources of power. Special emphasis will be given to lubrication, fuel, carburetion, and exhaust systems. Practical experience in disassembly, rebuilding, testing, trouble-shooting, maintenance, and ordering of parts will constitute a major part of the program. A unit of alternate power sources, present and future, will be given along with these practical experiences.

Advanced Small Gas Engines (0657)

- Year long course – 10 credits
  - May be taken 3 times for repeat credit
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current industrial arts teacher approval
  - 'C-' or higher in Small Gas Engines
- $40 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None
- Students eligible to receive credit for the Skyline College Automotive program

Advanced Small Gas Engines is an opportunity for students to apply the knowledge and expertise gained in other industrial arts classes toward the solution of practical problems which closely reflect everyday life experiences. The format for this course will be equivalent to that of a small business engaged in general repair and maintenance in the areas of small gas engines and metalworking (welding). Students will develop marketable skills equivalent to on-the-job training. Upon the completion of this course, students will have a basic understanding in 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.

Beginning Woodworking (0660)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - General Shop advised
- $45 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is divided into nine week segments which may overlap. The first nine weeks are very structured; students learn safety procedures for all of the equipment and are given instruction in all the basic operations that can be performed on the woodworking machinery and on the power tools. During this segment students must work on required projects that are designed to bring them into contact with specific operations, experiences, and problems.

The course content for the remainder of the year is determined by the individual student in conference with the teacher. It is mandatory for students to make a contract with the teacher every nine weeks and commit themselves to the completion of projects.

Advanced Woodworking (0663)

- Year long course – 10 credits
  - May be taken twice for repeat credit
- Grades eligible: 11, 12
- Prerequisites:
  - Current industrial arts teacher approval
  - 'C-' or higher in Beginning Woodworking
- $45 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This class is an opportunity for students to apply the knowledge and expertise gained in other industrial arts classes toward the solution of practical problems which closely reflect everyday life experiences. The format for this course will be the equivalent of a company that produces guitars for profit. Students will develop marketable skills equivalent to on-the-job training.

Advanced Woodworking is a course that is designed to give students a new perspective on woodworking. In this course students are introduced the art of acoustic guitar making. Woodworking skills will be required to complete the building of a guitar from a kit. Equipment safety will be emphasized while learning the use of each piece of equipment. Structural principles, material characteristics, physics and geometry along with Historical and aesthetic precedents will be covered .In the first half of this class students will be required to finish a selection of guitar related projects. During the second half of this class students will be required to finish a completed guitar in order to receive a grade. This class will be divided into nine week segments which may overlap.

Beginning Metalworking (0658)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - General Shop advised
- $40 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

Beginning Metalworking is a course that is divided into nine-week segments that may or may not overlap. The first nine weeks are very structured. Students learn the

safety for all the equipment and hand tools. Next, instruction is given on the basic operations that can be performed on the metalworking machinery and power tools. The emphasis then switches to welding. For the rest of the nine-week period, and usually well into the second nine weeks, students learn the basics of arc and gas welding. For the rest of the semester, students must work on required projects that are designed to bring them into contact with specific operations, problems, and experiences.

The individual student, in conjunction with the teacher, determines the course for the second semester. It is mandatory that the students commit to explore areas of personal interest and challenge their skill level. By the end of the year, students will have a basic understanding of gas welding, arc welding, forging, sheet metal, wrought iron and bench work.

Advanced Metalworking (0664)

- Year long course – 10 credits
  - May be taken twice for repeat credit
- Grades eligible: 11, 12
- Prerequisites:
  - Current industrial arts teacher approval
  - 'C-' or higher in Beginning Metalworking
- $40 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

This course is also divided into nine week segments that may or may not overlap. The course content for each nine week period is determined by the individual student in conjunction with the teacher. It is mandatory for students to make a contract every nine weeks in which they commit themselves to explore and study certain areas of personal preference. There are no required projects; however, students are expected to design and construct challenging projects which will tax their abilities and require that they use a variety of machine operations. It is also expected that these projects will involve a more diverse application of the materials used in the shop and will provide an opportunity for advanced problem solving through the use of technical and mechanical knowledge gained in previous classes.

Independent Study Industrial Arts (0666)

- Year long course - 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Departmental approval
    - Industrial Arts teacher approval
  - 'B' or higher in an Adv. Industrial Arts course.
- $45 material donation is requested
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

Independent Study is a course that students take to further their shop experience. Student should be able to work independently with occasional instructor input and advice. There are no required projects for students to complete. Projects will be approved by the instructor and should be challenging for students. In addition students will be required to finish all projects started to get a passing grade.

MATHEMATICS

Parents and students should understand the purpose of each offering in mathematics and choose a course according to ability, needs, and future plans. CSTs and grades in previous classes will be used to help determine placement.
To obtain maximum benefits from the high school program, the high school counselors in conjunction with the current math teacher, will help parents and students interpret test scores and will recommend proper placement of students. **Math courses taken in Aventa cannot be used for entrance into any advanced level math courses (Pre Calculus/AP Statistics and above.)**

Please refer to the following chart for Half Moon Bay High School's Mathematics Curricular Pathways.
Referring to this chart will be helpful in integrating math courses and requirements into your four-year plan.

HMBHS Mathematics Curricular Pathways

	Freshmen	*Sophomores*	*Juniors*	*Seniors*
1	Algebra 1	(Advanced) Geometry	(Advanced) Algebra II	(Advanced) Pre-calculus and/or AP Statistics, or College Prep Math
2	(Advanced) Geometry	(Advanced) Algebra II	(Advanced) Pre-calculus and/or AP Statistics	AP Calculus AB and/or AP Statistics
3	(Advanced) Algebra II *Geometry completed in 8th grade	(Advanced) Pre-calculus and/or AP Statistics	AP Calculus AB and/or AP Statistics	AP Calculus BC and/or AP Statistics
4	Algebra Readiness	Algebra 1	Geometry	Algebra 2

Half Moon Bay High School's current graduation requirement is three years of mathematics; however, we recommend that you take four years of math.

Algebra Readiness (0310)

- Year long course – 10 credits
- Grades eligible: 9
- Prerequisites:
  - Qualifying score on Algebra Readiness Placement Test
  - CST General Math score of 1 or 2
- Graduation requirement: Math
- UC/CSU A-G requirement: None

This year-long course is designed to prepare students for their first year of Algebra. Areas of emphasis will include a review of the fundamental operations of arithmetic and basic concepts of rational numbers in both fractional and decimal form. In addition, students will learn to solve first-degree equations, perform operations on polynomials, graph first-degree equations, and apply these skills to problem solving.

Algebra I (0320)

- Year long course – 10 credits
- Grades eligible: 9, 10
- Prerequisites:
  - Current math teacher approval
  - 'C-' or higher in Algebra Readiness
  - Qualifying score on Algebra Placement Test
  - CST General Math score of 3 or higher
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

This course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, quadratic functions, and rational expressions and equations.

Geometry (0330)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current math teacher approval
  - 'C-' or higher in Algebra I.
  - CST Algebra I score of 3 or higher
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

This is a primary course in plane Euclidian geometry. The purpose is to develop geometric skills and concepts and the ability to construct formal logical arguments and proofs in a geometric setting. Topics include reasoning and proof, perpendicular and parallel lines, congruent and similar triangles, properties of quadrilaterals, area of polygons and circles, volume and surface area of space figures, transformations, right triangles and trigonometry. Time will be spent showing the connections between algebra and geometry. The students will work with constructions and geometrical software to help them develop geometric intuition.

Advanced Geometry (0335)

- Year long course – 10 credits
- Grades eligible: 9, 10
- Prerequisites:
  - Current math teacher approval
  - Departmental approval
    - 'A' in Algebra I
  - CST Algebra I score of 4 or 5
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

Students develop logical reasoning skills and creative problem solving skills while discovering the fundamental concepts of Euclidean Geometry using technology and hands-on investigation. In addition to the topics listed in Geometry (0330), students will explore tessellations and non-Euclidean geometry.

Algebra II (0340)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current math teacher approval
  - 'C-' or higher in Geometry
  - CST Geometry score of 3 or higher
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

This course expands on the mathematical content of Algebra I and Geometry. Many new concepts and techniques are introduced that will be basic to more advanced math courses. Topics include: absolute value, complex numbers, quadratic, polynomial and rational expressions and functions, exponential and logarithmic functions, arithmetic and geometric sequences and series, and probability and statistics. A TI-83/84 plus graphing calculator will be used in the class.

Advanced Algebra II (0345)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current math teacher approval
  - CST Algebra I score of 4 or 5
  - 'C-' or higher in (Adv) Geometry
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

This course continues the students' study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, matrices. Major topics include absolute value, complex numbers, quadratic expressions and functions, arithmetic and geometric series and sequences, and probability and statistics. Students will also be introduced to conic sections and various trigonometry topics including the unit circle. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis is placed on practical applications and modeling. Appropriate technology, from graphing calculators to application software, will be used regularly for instruction and assessment. A TI-83/84 plus graphing calculator will be used in the class.

Pre-Calculus (0359)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current math teacher approval

- 'C' or higher in Algebra II (not Aventa)
- CST Algebra II score of 3 or higher

- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

This course prepares students for further study in mathematics and science. The students will develop a better understanding of mathematics as well as a solid foundation for calculus. The emphasis of this course is on the development and understanding of functions, trigonometry, parametric equations, polar coordinates, matrices, sequences and series, binomial theorem, mathematical induction and statistics.

Advanced Pre-Calculus (0363)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current math teacher approval
  - 'C' or higher in (Adv)Algebra II (Not Aventa)
  - CST Algebra II score of 4 or 5
- Graduation requirement: Math
- *UC/CSU A-G requirement: 'C' (Mathematics)
  Pending approval

Advanced Pre-calculus is a course that prepares students for further study in mathematics and science. The students will develop a better understanding of mathematics as well as a solid foundation for calculus. The emphasis of this course is on the development and understanding of functions, trigonometry, parametric equations, polar coordinates, matrices, sequences and series, binomial theorem, mathematical induction, and statistics. A TI 83/84 plus graphing calculator will be used in the class.

College Prep Math (0350)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - Current math teacher approval
  - Completed Algebra II (Aventa OK)
  - CST Algebra II score of 3 or higher
- Graduation requirement: Math
- *UC/CSU A-G requirement: 'C' (Mathematics)
  Pending approval

College Prep Math is designed to prepare you for Pre-Calculus and for success in taking college mathematics entrance exams. We will cover topics from Algebra 1, Geometry, Algebra 2, and many other topics from Mathematics. We will also review the entire blueprint for the Cal State University *Entry Level Math Test*. The course will feature the administration of the College of San Mateo Math Entrance Exam, which will count towards admission (should you choose to go there). A TI-83/84 Plus graphing calculator will be used in the class.

AP Statistics (0362)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current math teacher approval
  - 'C' or higher in Algebra II (Not Aventa)
  - CST Algebra II score of 3 or higher
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

Advanced Placement Statistics is a one year course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: describing patterns and departures from patterns. (2) Sampling and Experimentation: planning and conducting a study. (3) Anticipating Patterns: exploring random phenomena using probability and simulation. (4) Statistical Inference: estimating population parameters and testing hypotheses. This course covers the material usually found in an introductory college level statistics course. At the end of the courses students are highly encouraged to take the Advanced Placement exam in statistics.

AP Calculus AB (0360)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current math teacher approval
  - 'C' or higher in Pre-Calculus
  - CST Summative Math score of 3 or higher
- Graduation requirement: Math
- UC/CSU A-G requirement: 'C' (Mathematics)

AP Calculus parallels a college level course and includes the following topics: (1) elementary functions, limits, and continuity; (2) differentiation of algebraic and transcendental functions; (3) applications to motion, natural growth, graphing, extreme, and related rates; (4) the definite integral, fundamental theorem of calculus and techniques of integration; (5) applications to area, volume, and arc length; and (6) sequences, series, and elementary differential equations. College credit is available upon passing scores on the advanced placement test.

AP Calculus BC (0364)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - Current math teacher approval
  - Completion of AP Calculus AB
  - Score of 4 or 5 on the AP Calculus AB exam
- Graduation requirement: Math
- *UC/CSU A-G requirement 'C' (Mathematics)
  Pending approval

AP Calculus BC will continue to explore concepts involving limits and continuity, derivatives, application of the derivative, integration and antidifferentiation. New topics that will be explored will be different techniques of antidifferentiation and applications of the definite integral. The course will explore infinite series

defined as the limit of a sequence of partial sums, tests for convergence and Power series. Each topic will be presented numerically, geometrically, symbolically and verbally as students learn to communicate the connections among these representations. A TI-83/84 graphing calculator will be used in this course.

MUSIC

Instrumental Music I (0583)
Concert Band
- Year Long Course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
- $50 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Concert Band is open to all students with some instrumental proficiency. All incoming freshmen will be placed in Concert Band if band is selected at time of registration. History and elements of music and style will be discussed during rehearsals as appropriate. The Concert Band performances include festivals, public concerts, and assemblies. Concert Band may be repeated for credit.

Instrumental Music (0579)
Wind Ensemble/Marching Band
- Year Long Course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Must pass audition
- $300 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Participation in all performances (including those on weekends); marching is mandatory. Participation in August band camp is required.
The Cougar Marching Band/Wind Ensemble is open to advanced-level instrumentalists by audition. All students are expected to march. History and elements of music and style will be discussed during rehearsals as appropriate. Cougar Marching Band/Wind Ensemble performances include football games halftime shows, competition parades and festivals, public concerts, and assemblies. Instrumental Music may be repeated for credit.

Jazz Ensemble (0577)
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current music teacher approval
  - Department approval
    - Audition required
    - Concurrent enrollment in another music course is advised.
- $150 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Participation in performances is required. History and elements of jazz music will be discussed during rehearsals as appropriate. The jazz band performances include public concerts, festivals, and assemblies. Jazz band may be repeated for credit.

Chorus (0580)
- Year long course – 10 credits
- Grades eligible: 9, 10
- Prerequisites:
  - None
- $50 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Participation in performances is required.
Chorus is for all students who wish to study music by singing. Students will learn to read music and rhythms while developing vocal technique. A wide variety of musical styles and forms will be studied. The Concert Choir performances include public concerts, festivals, and assemblies. Pianists are encouraged to enroll as accompanists. Chorus may be repeated for credit.

Chorale (0582)
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Audition and teacher signature required – Auditions in Room F5 at lunch 1/1 6& 1/17
- $150 material/maintenance donation is requested
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'F' (Fine Arts)

Participation in performances is required.
Students will be exposed to more advanced vocal techniques. A wide variety of musical styles and forms will be studied. The chorale performances include public concerts, festivals, and assemblies. Pianists are encouraged to enroll as accompanists. Chorale may be repeated for credit.

Music Appreciation (0578)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Music teacher approval
- $50 donation for materials is requested.
- Graduation requirement: Fine Arts
- *UC/CSU A-G requirement: 'F' (Fine Arts)
  **Pending approval*

This course is for all students interested in learning about various types and styles of music. They will be able to develop awareness and understanding of

styles, idioms, performance media and the purpose of music and its history as part of our multi cultural heritage. Students must attend at least one musical concert each grading quarter and submit a program as well as a written review/essay as proof of attendance. There will be written and aural exams.

PHYSICAL EDUCATION

All Freshmen and Sophomores are **REQUIRED** to be enrolled in one of the following P.E. classes (unless medically excused).

All Core P.E. Classes

Proper Gym Attire

Proper gym attire is required of every student; it includes a change of clothing for health, supervision and safety reasons. Proper attire consists of:

- Gym shorts: black or gray
- Gym T- shirt: All students in Core 1-2 and Core 3-4 have the following uniform options: A HMB Physical Education regulation T-Shirt, which can be purchased at registration/schedule pick-up, in August, **OR** a blank, solid orange T-Shirt (free from prints, stripes, brands, logos other than HMBHS, etc.).
- Tennis/athletic shoes
- Sweat clothes are optional

*Black, white, or gray hoods are acceptable if plain on front and back.

*Anything with HMBHS Cougars or team sweatshirts also acceptable (in school colors).

Lockers

Lockers will be assigned in the P.E. class. Student may buy a lock from P.E. teacher for $5, or bring own dial combo lock. No key locks.

Core P.E. Program

Core 1-2: Grade 9 (0813)
Core 3-4: Grade 10 (0814)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Must have a passing grade (D- or better) in Core 1-2 to advance to Core 3-4
- Graduation requirement: Physical Education
- UC/CSU A-G requirement: None

The P.E. Core Program is a **mandatory two-year program** in which students are introduced to various sports and activities with emphasis placed on skills, fitness, techniques, and fundamentals. Students must pass the both Core P.E. classes before graduation is possible. Safety and care of athletic equipment are also stressed. Semester physical performance tests are administered. In addition to the above, students will also show competency in the activity through written and verbal and physical assessment. Activities include but not limited to: softball, basketball, touch football, weight training, tennis, volleyball, field hockey, wrestling, swimming, aerobics, running and badminton and other non competitive individualized activities.

Core P.E. – Zero Period

("Early Bird" P.E.)

Core 1-2: Grade 9 (0811)
Core 3-4: Grade 10 (0812)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Must have a passing grade (D- or better) in Core 1-2 to advance to Core 3-4
  - Students are responsible for transportation.
  - Students must make a 2-semester commitment to regular and punctual attendance
  - Students must be enrolled in 6 additional classes
- Graduation requirement: Physical Education
- UC/CSU A-G requirement: None

Class begins at 6:40 am. This class allows students to build an additional course into their daily schedules. Attendance is crucial, as there is limited opportunity for make-ups.

Please Note: Space in this class can be **extremely limited**.

Elective P.E. "Athletic" (0803)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Average semester grade of 'B' or higher in Core P.E.
    - Must successfully pass Core P.E. 1-2 and Core P.E. 3-4
  - Signature of approval by course instructor
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

The PE elective program, "Athletic Focus", will consist of resistance training, core development, upper/lower body plyometrics and cardiovascular conditioning. This program is geared to the next level of physical education after the core PE program, focusing on strength, power, speed, explosion, flexibility and agility. Competitive activities include: volleyball, flashball, dodgeball, badminton, basketball and softball.

Independent Study P.E. (0815)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - 'B' or higher in Core 1-2.
  - Score of 82 or higher in Final Physical Fitness Test.
  - Department Head signature required
  - Must complete application packet and meet criteria for IS PE –Administrative Regulation No. 6158.1
    - Application must be completed and submitted with your course request form.

- Administrative approval required
- Graduation requirement: Physical Education
- UC/CSU A-G requirement: None

To be eligible to enroll in **IS P.E. Type A**, several criteria must be met including ongoing participation in a competitive activity for at least three years, a certified instructor, and at least 400 minutes of activity per 10 school days. Students may meet these requirements through an off-campus activity.

IS P.E. Type B "Athletic PE" requires successful completion of three high school offered, CIF-CCS sanctioned, sports. 10 credits are earned at the completion of the third season on a pass/fail basis. There is no partial, or by semester, credit granted. Please contact the HMBHS Athletic Director or your counselor for further information.

PUBLICATIONS

Publications: Journalism & Literary Journal (0190)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - 'B' or higher in English or History
- Graduation requirement: Elective
- *UC/CSU A-G requirement: 'G' (Elective)
- **Pending approval*

Students will learn and practice writing skills and desktop publishing skills as they produce either the monthly school newspaper or the annual school literary journal. Students working on the newspaper will learn the fundamentals of journalism (researching and writing news and feature stories, layout, advertising, etc.). Students working on the literary journal will improve their creative writing skills while also learning the business aspects of producing a journal (layout, advertising, fundraising, etc.).

Yearbook (0182)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Yearbook teacher approval
  - 'B' or higher in English
  - Application required
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

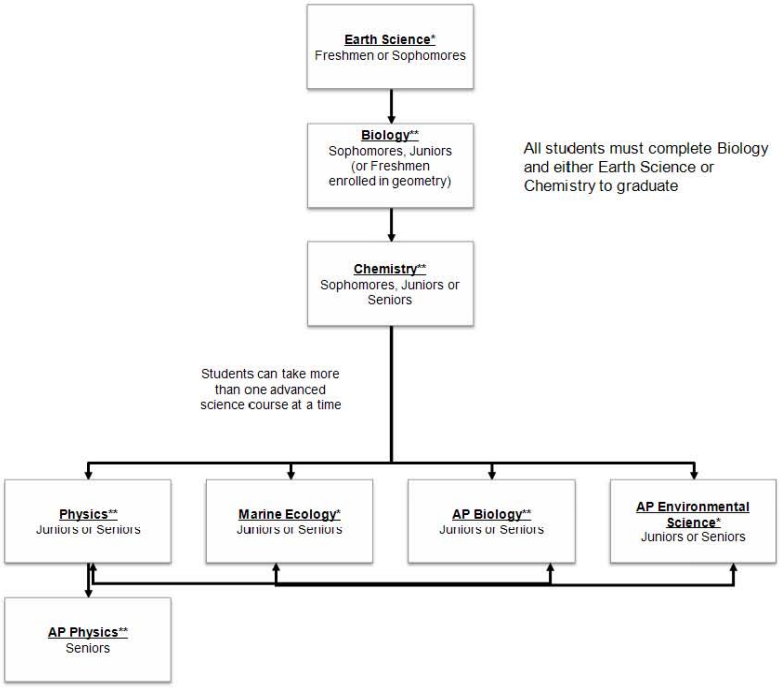
Students produce, design, layout, write, organize, illustrate, and photograph a 208 page memories of over 1000 students and staff in a creative and individual fashion. It represents as many types of people and activities as possible and makes people feel good about each other.

Participation in the yearbook demands responsibility, talent, time, the ability to work well with others, organizational skills, and the ability to meet deadlines. Many students focus on one major facet of production such as photography, layout and design, writing and reporting, or computer design. Computer experience is very helpful, as the layouts and designs will all be done on the computer. The instructor considers a limited selection of students.

SCIENCE

This chart will be helpful in integrating science courses and requirements into your four-year plan.

Half Moon Bay High School Science Curricular Pathways



****D Level Courses** = Courses that fulfill the UC and CSU college admission requirements for a Laboratory Science course.
***G Level Courses** = Courses that fulfill the UC and CSU college admission requirements for a college prep Elective course.
For other courses meeting science graduation requirements see "Agriculture" on page 8.

Earth Science (0425)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - At least concurrent enrollment in Algebra I
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'G' (Elective)

This course is designed primarily for freshmen and sophomore students who wish to take a science course and improve their science skills in preparation for more advanced science coursework. This course is also appropriate for older students who need to complete their graduation requirement for Physical Science credit. This course includes topics in Astronomy, Cosmology, Geology, Paleontology, Natural Resources, Oceanography, Meteorology and Climate. Upon successful completion of this course, students will gain a deeper understanding and appreciation of the physical world in which they live.

Students will participate in laboratory experiments and activities in which they ask questions, develop hypotheses, collect data and draw conclusions. They will also construct and analyze models of natural phenomena. Other activities include learning how to take notes from lectures, sketching, keeping a notebook and participating in class discussions.

Biology (0430)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - For freshman: concurrent enrollment in

Geometry,
  - All others: C- or better in Earth Science.
  - Score of 3 or better on Earth Science CST exam.
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

This course is an introduction to the study of living things. Topics will include: the history and methods of biology, biochemistry, cell structures and functions, evolution, animal and plant physiology, animal nerves and immune systems, genetics and biotechnology, classifications of organisms, and the relationship between organisms and their environments.

Biology employs an inquiry approach to learning which emphasizes lab work to build on knowledge gained from lectures and reading. Students are expected to seek answers by hypothesizing, experimenting, collecting data, drawing conclusions, and suggesting further questions. Students will participate in discussion and laboratory experiments and will keep a laboratory, lecture, and reading notebook.

Chemistry (0440)
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current science teacher approval
  - 'C-' or better in Biology.
  - At least concurrent enrollment in Algebra II
  - Score of 3 or better on Biology or Earth Science CST exam.
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Chemistry is fast becoming the foundation for the student's first year science course at the college level and for career entry into the medical or technical fields. A mathematical brush-up is followed by a rigorous exposure to the fundamental concepts and principles of Chemistry. Laboratory experiences are central to the Chemistry course.

Physics (0450)
- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current science teacher approval
  - At least concurrent enrollment in Algebra II
  - Score of 3 or better on Biology or Chemistry CST exam.
- Graduation requirement: Physical Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Physics is a mathematical approach to the study of matter and energy. The first semester deals with the mechanics of motion, forces, and gravity. The second semester will concentrate on energy; waves of sound and light, electricity and magnetism. Students should be prepared to work with a calculator and the fundamentals of graphing. Algebra and trigonometry are used in physics problem solving.

Marine Ecology (0412)
- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Current science teacher approval
  - 'C-' or higher in Biology and Chemistry
  - Score of 3 or better on the Biology or Chemistry CST exam
  - Priority given to seniors, based on science grades
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'G' (Elective)

This course is an in-depth look at marine organisms as well as the physical, chemical, and geological characteristics of the earth's oceans. Students will gain an understanding of the principles of marine ecology as well as the problems affecting marine ecosystems. Special emphasis will be placed on the local rocky intertidal, kelp forest, estuary, and sandy shore communities. Students will gain a strong background in the biology and natural history of marine invertebrates, fish, birds, mammals, and algae. This course will involve lectures, reading, discussion, field studies, laboratory experiments, and written work. Laboratory and field studies will emphasize experimentation, data collection and analysis that develop critical thinking and communication skills. Students will be expected to use knowledge gained in this course to lead groups of school children at the tide pools. This course will be offered during first period but zero period field trips will be required up to one day per week. An alternate schedule will be determined by instructor. This field work is an integral part of the course and cannot be replaced by in-class activities. Students will also participate in several full-day field trips each semester.

AP Environmental Science (0438)
- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Grades of 'C-' or higher in Biology and Chemistry
  - Current science teacher approval
  - Score of 4 or better on Biology or Chemistry CST exam
- Graduation requirement: Life Science
- * UC/CSU A-G requirement 'G' (Elective)
  **Pending approval*

Students taking this course gain a foundation in the principles, concepts, and methodologies required to understand the interrelationships of the natural world and to analyze, prevent, and resolve the environmental problems. This is an interdisciplinary course which embraces a wide variety of topics from different areas of study. Students learn about the structure and function of natural ecosystems, human impacts on natural and manmade systems, the history of the environmental movement, and the implications of laws, economic and

political systems on environmental issues. Students also gain an awareness of environmental science career opportunities. All students will participate in independent research and/or field studies. Students learn both laboratory and field techniques related to the monitoring of natural systems and the assessment of human impact on ecosystems. The course incorporates both academic and applied studies. An emphasis is placed on the use of critical thinking and analytical skills to make a positive impact on the environment. Field work is integral to this course and students will be expected to participate in several working field trips over the course of the year. Field work may take place outside of the regular school day. The work cannot be replaced by in class activities. Students who participate in this course also prepare to take and pass the College Board Advanced Placement Environmental Science exam.

AP Biology (0432)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - 'C-' or higher in Biology and Chemistry
  - Score of 4 or better on Biology or Chemistry CST exam
  - Current science teacher approval
- Graduation requirement: Life Science
- UC/CSU A-G requirement: 'D' (Laboratory Science)

Advanced Placement Biology is a one year course that covers the following subjects: chemistry of life, cells, cellular energetics, heredity, molecular genetics, evolutionary biology, diversity of organisms, structure and function of plants and animals, and ecology. Laboratory experiences are an important part of this course and are written up in a lab notebook. This course covers the material usually found in an introductory college level biology course. At the end of the course students are encouraged to take the Advanced Placement exam in biology.

AP Physics B (0456)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - 'C-' or higher in Physics and Chemistry
  - Concurrent enrollment in Pre Calculus or Calculus.
  - Score of 4 or better on Chemistry CST exam
  - Current science teacher approval
- Graduation requirement: Physica Science
- *UC/CSU A-G requirement: 'D' (Laboratory Science)
  **Pending approval*

The goal of AP Physics B is to provide students with an experience equivalent to an introductory college level physics course. AP Physics B requires a serious commitment from students. This class will be conducted primarily through inquiry based laboratory experiments and problem solving activities, reinforced with class discussion. We will also complete a major each semester. Students should be prepared to devote a significant amount of time to working on problem sets, writing lab reports, and working on projects outside of class. Students may take AP Physics B as a second year physics course. It is expected that students taking this course will have strong mathematical skills.

SOCIAL SCIENCE

Freshman Social Studies (0204)
State Requirements and World Studies

Freshman State Requirements

One semester course – 5 credits

- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
  - None
- Graduation requirement: Freshman Social Studies
- UC/CSU A-G requirement: None

In this first semester orientation course of Freshman Social Studies, students will develop academic skills needed throughout high school and beyond, including organization, note taking, homework habits, test-taking skills, and reflective and academic writing techniques. The course also will emphasize computer research and presentation skills. Students will receive state-mandated instruction in the following areas: Alcohol, Tobacco and Drug Abuse Prevention and Human Sexuality. In addition students will explore the topics of bullying (including cyber-bullying), violence prevention, diversity and tolerance. Media Literacy techniques will be used to analyze and present work on these issues. Driver Education (written only) will take place at the end of the semester. However, students may only get their Provisional Permit after they turn 15 ½ years old, have completed and passed this section of the class and register to take Driver Training (not offered at HMBHS).
This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

World Studies

One semester course – 5 credits

- Grades eligible: 9 (normally), 10, 11, 12
- Prerequisites:
  - None
- Graduation requirement: Freshman Social Studies
- UC/CSU A-G requirement: 'A' (History)

In this second semester of Freshman Social Studies, World Studies continues the development of the academic and computer research and presentation skills begun in the first. This course is designed to provide a foundation in the fundamentals needed for success in 10th grade Modern World History, and is aligned to Grade 10 Content Standards. The course integrates the study of world geography and history beginning with

Classical Europe, with an emphasis on democracy and the rule of law, and their connection to the development of the US constitution. Geographic regions covered also include Africa, Asia and the Middle East, concentrating on imperialism, the rise of new nations, and modern conflicts and issues.
This course fulfills one semester of the two semester graduation requirements for 9th grade Social Studies.

World History (0212)

- Year long course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
  - None
- Graduation requirement: World History
- UC/CSU A-G requirement: 'A' (History)

World History is a required one-year course that is taken in the sophomore year. The course examines the rise of democratic ideals in western civilization and then surveys the major trends and turning points in 19th and 20th century world history. Major units in the course include: the Enlightenment, Nationalism, Imperialism, the Industrial Revolution, World War I, World War II and the Cold War. Students will further develop their academic abilities including the following: good study habits, research and writing skills, and the ability to make connections between ideas and actions.

AP World History (0215)

- Year long course – 10 credits
- Grades eligible: 10 (normally), 11, 12
- Prerequisites:
  - Freshman Studies teacher approval
  - Score of 3 or better on the current ELA CST
- Graduation requirement: World History
- UC/CSU A-G requirement: 'A' (History)

This is a challenging and intense course that is tailored to prepare students for the Advanced Placement exam in World History for which students may obtain college credit on passing scores. The course surveys global world history from 8000 B.C.E. to the present, with a focus on the modern world since 1450 C.E. The course will emphasize writing skills as well as historical research and interpretation. Students will obtain a deep understanding of global patterns and interactions among civilizations through time. The course covers the material usually found in an introductory college-level World History course.

United States History (0220)

- Year long course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
  - None
- Graduation requirement: U.S. History
- UC/CSU A-G requirement: 'A' (History)

United States History is a one-year course that is taken in the junior year. The course begins with a brief review of early American history and proceeds to the post-Civil War era and the 20th century. Major units will address: the frontier and western settlement, immigration and industrialization, the Progressive Era, Imperialism and WWI, the 1920's and the Great Depression, World War II, the Cold War, the civil rights movement, and social change in the post-Vietnam War era. Students are expected to produce clear and effective writing in a variety of forms, facilitate project presentations, and demonstrate research skills, including reading comprehension, communication, listening skills, and note taking.

AP United States History (0221)

- Year long course – 10 credits
- Grades eligible: 11 (normally), 12
- Prerequisites:
  - World History teacher approval
  - Score of 3 or better on the current ELA *and* World History CSTs
- Graduation requirement for U.S. History
- UC/CSU A-G requirement: 'A' (History)

This course will focus on U.S. History from 1607 to the present. Major emphasis will be placed on historical research and interpretation. By meeting course expectations students will be prepared to take the Advanced Placement Examination in American History and/or excel on the College Board Achievement Test in American History.

American Government/Economics (0230)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - None
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History) for 1 semester and 'G' (Elective) for 1 semester

One semester will focus on the basic structure of and operation of our federal government, as well as an awareness of contemporary issues as they develop. The other semester deals with economics and will explore the following areas: 1) an understanding of the role of the economist, 2) an understanding of the structure and function of the American economic system, and 3) an appreciation of how economic principles apply to individuals in a society. This course may include additional economics curricula approved by the Social Studies Department.
Community Service has been included in the curriculum. *For more info on Community Service, please see pg 33.*

AP Government/Economics (0234)

- Year long course – 10 credits
- Grades eligible: 12
- Prerequisites:
  - US History teacher approval
  - Score of 3 or better on the current ELA *and* US History CSTs

- AP Credit given for Government only
- Graduation requirement: American Gov/Econ
- UC/CSU A-G requirement: 'A' (History) for 1 semester and 'G' (Elective) for 1 semester

This is an intense course designed primarily to prepare students to take the Advanced Placement examination in American Government. Students should expect to do challenging independent research and interpretation while studying the evolution and current function of US Government.

TECHNOLOGY

Introduction to Mass Media (0641)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Technology teacher approval
  - 'C-' or higher in English & Social Studies
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

In this class, students produce the daily TV announcements, publish the campus newspaper (in the event *Publications* is not offered) and broadcast music on the campus radio station; thus, outside class time will be expected and required. Students will be expected to act as journalists, bringing video cameras to cover news events around the campus. Students will take on positions as writers, producers, cameramen, disc jockeys and talent assisting with TV, radio and/or the newspaper staff so there is a large lab element to the class.

There will additionally be classroom lessons as students will learn about the history and development of newspaper, radio, TV and the Internet. Students will be exposed to investigative journalism and the rules of journalism with a focus on libel and slander. They will learn about the implications of the FCC, the impact of the 1950's radio disc jockey, the Golden Age of television, the explosion of the Internet and more.

Animation 1 (0642)

- Year long course – 10 credits
- Grades eligible: 10, 11
- Prerequisites:
  - Animation teacher approval
  - Interview required
  - Essay/application required (see Animation teacher for details)
- Graduation requirement: Fine Art
- *UC/CSU A-G requirement 'F' (Visual and Performing Arts)
  **Pending approval*

Using Adobe Flash CS5 students will experience a comprehensive yet concise introduction to Adobe Flash Professional CS5. The student will learn the art of creating exceptional interactive experiences, animations, and applications that run on the web, and on the desktop. The student will learn how to use special effects, draw objects, incorporate sound and video, and be introduced to ActionScript 3.0. Also, the student will learn to appreciate the history of Animation. Finally, students will be familiarized with copyright laws.

Web Design & Animation (0647)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Animation teacher approval
  - Interview required
  - Essay/application required (see Animation teacher for details)
- Graduation requirement: Fine Art
- *UC/CSU A-G requirement: 'F' (Visual and Performing Arts)
  **Pending approval*

The goal of the class is to provide students with an understanding of the processes and strategies used in solving art and design problems through lectures, demonstrations, samples, readings, critiques, and assignments. Students' imagination and creative abilities will be challenged through hands-on projects utilizing animation in both traditional and digital format. Students will also learn the skills necessary to create and maintain a fully interactive web page using the most recent techniques.

WORLD LANGUAGES

Philosophy for World Languages Study

In a world which is becoming more international all the time, languages are a vital part of every educated person. World language study can be immensely rewarding, opening up a whole new world of experience. The study of language will also give a new perspective on one's own language.

The study of a world language requires a mature approach to study. Students who succeed in language are those who keep up with class and homework assignments.

Generally, at least four years of study are necessary for high school students to acquire sufficient proficiency in a foreign language to function effectively in everyday communication situations.

Spanish I (0500)

- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
  - Note: This is NOT a course designed for Spanish speakers. Spanish speakers must take Spanish

for Spanish Speakers I or French I to satisfy the language college prep requirement.
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 1})

Students enrolled in Spanish I will be given a sound basis in grammar, sentence structure, vocabulary, and pronunciation. Beginning conversational abilities will be established through the study of dialogues, oral practice, and communication based activities. Reading skills and cultural awareness will be enhanced through the short sketches in the lesson, coupled with supplementary readings and instructor's anecdotes.

Spanish II (0510)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current Spanish teacher approval
  - Departmental approval
    - 'C-' or higher in Spanish I or equivalent and/or teacher's discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 2})

In this course there is a general review of the grammatical principles of the first year (in greater depth and detail). This is followed by a steady progression toward a thorough understanding of the Spanish language. The degree to which the course is conducted in the target language is progressively increased until Spanish is used exclusively except for the explanation of complex structures. At this level, there is a steady increase of the complexity in reading material and the student is expected to expand use of the target language in discussion and analysis of readings. Regular cultural lessons continue to be an enriching element of the instruction.

Spanish III (0515)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current Spanish teacher approval
  - Departmental approval
    - 'C-' or higher in Spanish II or equivalent and/or teacher's discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 3})

Students experience another review of the grammatical structures learned in their first two years before going on to their final study of Spanish grammar. The students are introduced to Spanish and Latin American literature through selected readings. This course is conducted completely in the target language and stress on the refinement of oral proficiency becomes more intense.

AP Spanish IV (0528)
Spanish Language
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current Spanish teacher approval
  - Departmental approval
    - 'B-' or higher in Spanish III
    - **OR** 'B-' or higher in Spanish for Spanish Speakers I/II **AND** teacher recommendation
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 4})

At this level the student is expected to finely tune the ability in all four skill areas of language as well as come to a deeper appreciation of the culture. Students are expected to understand conversation, video, newspapers, magazines, and other media and to intelligently speak and write in the target language. There is a great emphasis placed upon reading, discussion, and writing about selected pieces of contemporary Hispanic literature. Stress is placed on preparation for the Advanced Placement Spanish Language Examination. The class is conducted entirely in Spanish.

AP Spanish V (0529)
Spanish Literature
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current Spanish teacher approval
  - Departmental approval
    - 'B-' or higher in AP Spanish IV **OR**
    - 'B-' or higher in S4SS II **AND** teacher approval
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement 'E' (Language Other Than English {LOTE 5})

This course is the continuation of AP Spanish IV; however, it has as its main focus the study of the major literary works of the Spanish speaking world. Obviously, the student is expected to have a high level of proficiency in the four skill areas of the language as necessary tools for the study of literature and the writing of essays about literary works. As with AP Spanish IV, stress is placed on preparation for the Advanced Placement Spanish Language Examination.

Spanish for Spanish Speakers I (0490)
- Year long course – 10 credits
- Grades eligible: 9, 10
- Prerequisites:
  - Enrollment in the Spanish Immersion program or Spanish as home language
  - Satisfactory performance on oral and written placement test
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other

Than English {LOTE 2})
- Fulfills college req for 2 years of language

This course emphasizes continued development and refinement of reading and writing skills, instruction in grammar and syntax, vocabulary enrichment, and improvement of oral communication skills. This is an entry-level, year-long Spanish course designed to meet the special needs of native speakers of Spanish and students continuously enrolled in the Spanish Immersion Program. Class will be conducted entirely in Spanish.

Spanish for Spanish Speakers II (0492)
- Year long course – 10 credits
- Grades eligible: 10, 11
- Prerequisites:
  - 'C-' or higher in Spanish for Spanish Speakers I
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 3})
- Fulfills college req for 3 years of language

This course emphasizes advanced and continued development and refinement of reading and writing skills, instruction in grammar and syntax, vocabulary enrichment, and improvement of oral communication skills. This is an advanced-level, year-long Spanish course designed to meet the special needs of native speakers of Spanish and students continuously enrolled in the Spanish Immersion Program. Class will be conducted entirely in Spanish.

French I (0530)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - None
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 1})

French I is designed to teach the student expression in simple oral and written French. Emphasis is placed on developing the ability to communicate in French in real-life situations through the use of skits, dialogues and oral practice. Students are introduced to Francophone cultures using movies, supplementary readings, re-creating French holidays and teacher anecdotes. Study and learning skills, as well as some analysis of language structure, are part of the curriculum.

French II (0535)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current French teacher approval
  - Departmental approval
    - 'C-' or higher in French I or equivalent and/or teacher's discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 2})

French II continues to develop proficiency in the areas of listening, speaking, reading, and writing. The student will also study contemporary and historical Francophone cultures through excerpts of classical literature, newspapers, and video. Ability to communicate in realistic life situations is a priority. The language used by the instructor is most often French, and students are encouraged to use French as much as possible.

French III (0540)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Current French teacher approval
  - Departmental approval
    - 'C-' or higher in French II or equivalent and/or teacher's discretion
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' (Language Other Than English {LOTE 3})

At this level students will improve their understanding of French through study and refinement of grammar as well as through reading literature. They will also expand their understanding of French cultures. Students will express themselves orally and in written form in French since this will be the language of instruction.

AP French IV (0545)
French Language
- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Current French teacher approval
  - Departmental approval
    - 'C-' or higher in French III
- Graduation requirement: Fine Arts
- UC/CSU A-G requirement: 'E' Language Other Than English {LOTE 4}).

This course continues to review and refine knowledge of the French language and cultures. Students will express themselves in both oral and written forms with depth, sophistication, and creativity when appropriate. Students will leave the course with an ability to communicate in French and have the skills to continue their study of French or another language. Preparation for the Advanced Placement examination will be a major part of the curriculum. All communication in this course takes place in French.

Credit for Foreign Language not offered at Half Moon Bay High School

Education Code 51243 allows the opportunity for the school district's governing board to give credit for a foreign language taken at an accredited high school or established school or program.
Any student who would like to earn foreign language credit from a program not affiliated with Half Moon Bay High School must obtain approval from the principal.
* Students who have completed two years of formal instruction in a school where a language other than English was used as a medium of instruction beginning in grade six or later have met the LOTE requirement for the UC/CSU A-G coursework. Consecutive enrollment is not required.

RESOURCE/ SPECIAL EDUCATION

Half Moon Bay High School offers Special Education Programs for students who have disabilities that affect their education. There is a Resource program for students with mild disabilities. The classes labeled Basic are considered Resource. There is also a Special Day Class program for those with moderate to severe disabilities. Students assigned to classes in these programs are also encouraged to participate in general high school offerings with back-up support provided by a Special Education teacher. Enrollment in Special Education classes is determined by an Individualized Education Plan (IEP). For further information, please contact your student's high school counselor.

Basic Independent Study (0754)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Prior departmental approval, must have signature of case manager
  - Must be stated in current IEP
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

The course offers additional support, in a small group setting, to resource students with their general education work. Organization, study skills, exit exam preparation, and vocational awareness activities are also a component of this class.

Basic English (0752)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Prior departmental approval, must have signature of case manager
  - Must be stated in current IEP
- Graduation requirement: English
- UC/CSU A-G requirement: None

This course is designed to build both your written and oral English skills. It will also focus on reading comprehension, analysis, and vocabulary. You will read quality literature and examine diverse themes. You will become more familiar with literary and writing conventions, as well as literary terms and genres. You will be given assignments that ask you to use various expository writing formats. In doing so, you must use language in an organized and precise manner. You will be expected and required to read, think, write and participate. This course is designed to challenge and stretch your current skills while developing new skills.

Basic World History (0772)
- Year long course – 10 credits
- Grades eligible: 9, 10, 11, 12
- Prerequisites:
  - Prior departmental approval, must have signature of case manager
  - Must be stated in current IEP
- Graduation requirement: World Studies
- UC/CSU A-G requirements: None

World History is a required 1 year course that examines the rise of democratic ideals in western civilization and then surveys the major trends and turning points in the 19th and 20th century world history.

The course will follow guidelines of the General Education World History Curriculum (with modifications) to meet the requirements for RSP students to successfully pass the class.

Basic United States History (0704)
- Year long course – 10 credits
- Grade eligible: 11
- Prerequisites:
  - Prior departmental approval, must have signature of case manager
  - Must be stated in current IEP
- Graduation requirement: United States History
- UC/CSU A-G requirement: None

U.S. History is a required 1 year course that examines the major historical events that shaped the United States from the late 18th century to the present.
The course will follow guidelines of the General Education United States History Curriculum (with modifications) to meet the requirements for RSP students to successfully pass the class.

Basic American Government/Economics (0753)
- Year long course – 10 credits
- Grade eligible: 12
- Prerequisites:
  - Prior departmental approval, must have signature of case manager
  - Must be stated in current IEP
- Graduation requirement: American Government/Economics
- UC/CSU A-G requirement: None

The course will combine a study of how government works on all levels in the United States along with an understanding of the American economic system.
The course will follow the guidelines of the General Education Government/Economics with modifications.
Grading is a combination of assignments, homework, and classroom participation.

Special Day Classes
For students with moderate-severe disabilities.
Program goal: For the students to learn the necessary skills to be safe and independent on campus and in their community.
Curriculum focuses on:

- vocational skills
- social skills
- life skills curriculum in math, reading, and vocabulary

Specific curriculum is determined by each students Individual Education Plan (IEP).
Most students in the SDC program work toward a Certificate of Completion, rather than a diploma.

SPECIAL PROGRAMS

English Prep - CAHSEE (0154)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Below grade-level performance in English; did not pass ELA portion of CAHSEE
  - Counselor recommendation
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

CAHSEE stands for California High School Exit Exam. This course is designed to review the topics needed in order to successfully pass the English language arts portion of the exam. These topics include: word analysis, reading comprehension, literary response and analysis, writing strategies, writing conventions, and writing applications. This course also includes a focus on test taking techniques that will assist students in building the confidence they need to pass this test.

Math Prep - CAHSEE (0315)

- Year long course – 10 credits
- Grades eligible: 11, 12
- Prerequisites:
  - Below grade-level performance in Math; did not pass MATH portion of CAHSEE
  - Counselor recommendation
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

CAHSEE stands for California High School Exit Exam. This course is designed to review the topics needed in order to successfully pass the mathematics portion of the exam. These topics include: probability, statistics, number sense, geometry, evaluating and writing expressions, graphing, solving equations, and logical reasoning. This course also includes a focus on test taking techniques that will assist students in building the confidence they need to pass this test.

Leadership (0820)

- Year long course – 10 credits
- Grades eligible: 10, 11, 12
- Prerequisites:
  - Leadership teacher approval
  - Application
  - Minimum GPA of 2.0
  - Must be approved by counselor
- Graduation requirement: Elective
- UC/CSU A-G requirement: None

Leadership is responsible for student and staff recognition programs, assemblies, Homecoming, murals, weekly class announcements, blood drives, dances, talent show, etc, essentially all non-athletic events and activities. Leadership students are often required to participate in after school and lunchtime activities. Students should be motivated, independent, social, and work well with others. Students will learn to be leaders as well as reliable teammates. Students must apply to the Leadership class and go through a low intensity interview process. The Homecoming Chairs and ASB Executive Board Officers need to be elected in addition to this process. All selected Leadership students will be required to attend introductory meetings at the end of May, stay in communication over the summer and will be participating in Leadership events and activities the week before school starts. Leadership is an amazing experience that takes a lot of dedication and heart.

Student Aides:

Teacher's Aide	**(1999)**
Office Aide	**(0910)**
Counseling Aide	**(1998)**
Repo Depo Print Services Aide	**(0905)**
Library Aide	**(0002)**

- Year long course – 10 credits (variable)
- Grades eligible: 11, 12
- Prerequisites:
  - Department and Counselor approval
  - Contract with supervisor/teacher
- Graduation requirement: Elective
  - Students may count no more than 30 service credits toward the 70 credit elective requirement for graduation
- UC/CSU A-G requirement: None
- Students are given grades of Pass/Fail

Student aides are responsible for a variety of tasks which vary based on the setting served and may include data entry, filing, organization, assisting in physical education classes, and other clerical duties. Aides are imperative to

the staff and must be responsible, trustworthy, and dedicated to their positions. It is a privilege to serve as an aide and thus, this position requires a contract with the adult supervising the student; this contract clarifies expectations and responsibilities. If interested in being an aide, the student should discuss the possibility with the potential supervisor before scheduling classes with their school counselor.

Community Service/Service Learning
All students are required to participate and receive credit for Community Service (also known as Service Learning). There are two forms requiring completion that are necessary to participate in the program. These are available in the library and on the forms section of the HMBHS website.

To participate in the program, students must:

- Arrange an interview for a volunteer position once they've been referred by the school or someone in the community.
- Submit to your Social Science teacher a completed Agency and Student Contract form which includes the non-profit agency contract along with a signed parent release/transportation section.
- Submit a timesheet signed by the person-in-charge to your Social Science teacher when all hours are completed.

Senior transcripts will reflect all community service hours accumulated at HMBHS.
Students are expected to complete a minimum of 35 hours of Community Service as part of their course work for their American Government/ Economics class. Students may perform their Community Service any time during their high school career; however, it is recommended that students begin long before their senior year so that they can include it on their college and scholarship applications.

Home Hospital Teaching
The Home Hospital Teaching Program is designed for students who are unable to attend regular school because of an illness, injury, or other special circumstances for a period of three weeks or more. Each pupil is allowed one hour of instruction for each day that school is in session.

Alternative Credit

Adult Education (AE)/High School Credit
(formerly known as *Night School*)

- Classes are held on campus, but the AE functions independently of HMBHS.
- Regular attendance is mandatory.
- Students must complete 60 hours of seat time (3 hours 2x per week for 10 weeks)
- Students can only take courses they've failed, not new courses.
- Students receive Pass/Fail marks.

Online Learning (Aventa)

- Meets during zero period. Attendance is mandatory, but students may also complete work at home.
- Offers remedial credit (credit recovery).
- Students receive letter grades. Many courses approved for UC/CSU eligibility.

PASS Program (Portable Assisted Study Sequence)

- For migrant students to help students make up credit deficiencies.
- Many PASS courses are for approved for UC/CSU eligibility.
- Includes after school class, independent work, & PASS teacher supervision.

Summer School

- Summer school is offered on a funds available basis. Students should not rely on it as funding is tentative.
- If offered, classes will be given through online credit recovery (Aventa).

Concurrent Enrollment/Community College – CSM, Skyline & Cañada
http://www/smccd.edu/collegeconnection

- Students can take Community college classes for **FREE** while at HMBHS.
- Students must complete a Concurrent Enrollment form with their counselor.
- Students are responsible sending transcripts and to HMBHS.

Regional Occupational Program (ROP)
http://rop-smcoe-rop-ca.schoolloop.com/

- A variety of vocational and career interest courses are offered through the ROP program. For a current course list please see website (listed above).

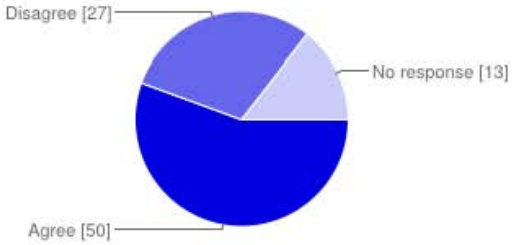
Appendix O:

Survey Results: Parents

90 responses

Summary See complete responses

My child's teacher keeps me informed of his/her progress on a regular basis.

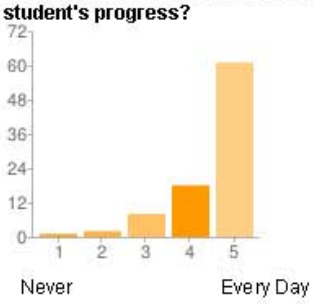


Agree	**50**	56%
Disagree	**27**	30%
No response	**13**	14%

In what way(s) do you feel HMBHS communicates best or needs to improve?

Schoolloop is a very useful tool. school loop really helps me, I think it is a great way to communicate to parents. For those without computers it must be hard to keep on top of your child progress. The administration needs to learn to be honest and communicate with the public, instead of working in secrecy all the time. The high school concentrates only on English language learners. These students deserve a quality education but so do the rest of the students. The one thing no one seems to be able to do is get more than a few of the EEL students parents involved which is the main problem. My ...

On a scale of 1 to 5, to what extent do you utilize SchoolLoop to stay up to date with your student's progress?



1 -	Never	**1**	1%
2		**2**	2%
3		**8**	9%
4		**18**	20%
5 -	Every Day	**61**	68%

If you do not utilize SchoolLoop for school information, how do you obtain information about HMBHS?

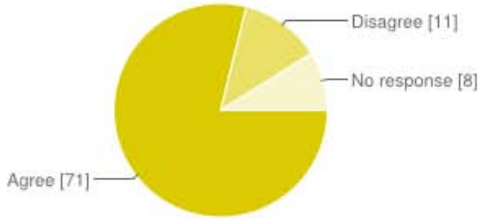
How does the vice-principal expect respect from the students when she does not speak with respect to the students. She is constantly getting in their faces and yelling. Having an intelligent disscussion would work but that doesn't seem to be her way. Our student tells us; or, our Shutterfly group keeps us up to date. Parent involvement is more demanding in sports so my checking in is more essential. HS website. Sometimes I use the web site too I use it for school information. I think SchoolLoop is a very valuable tool and parents who complain about poor communication from the school have them ...

My student has been bullied at school.



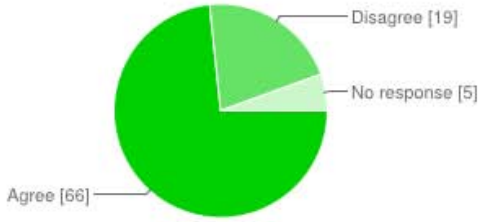
Agree	**19**	21%
Disagree	**58**	64%
No Response	**13**	14%

My child feels safe at school.



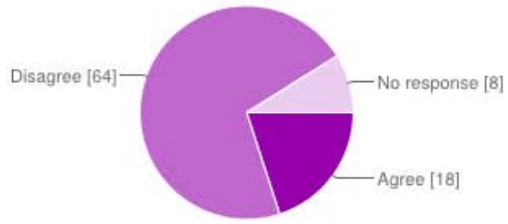
Agree	**71**	79%
Disagree	**11**	12%
No response	**8**	9%

I am aware of resources at HMBHS where my child can get educational support if needed.



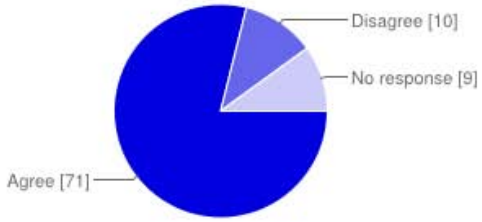
Agree	**66**	73%
Disagree	**19**	21%
No response	**5**	6%

I feel that closing the campus during lunch would produce a safer environment for my child.



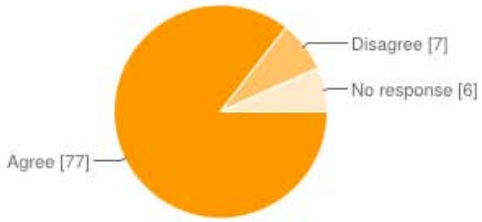
Agree	**18**	20%
Disagree	**64**	71%
No response	**8**	9%

I can reach my child's teachers when needed.



Agree	**71**	79%
Disagree	**10**	11%
No response	**9**	10%

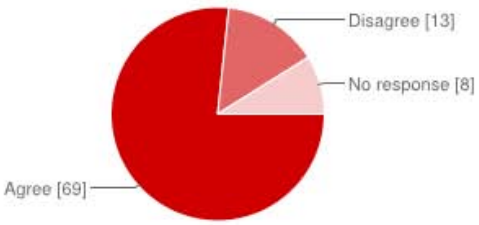
I can reach my child's counselor when needed.



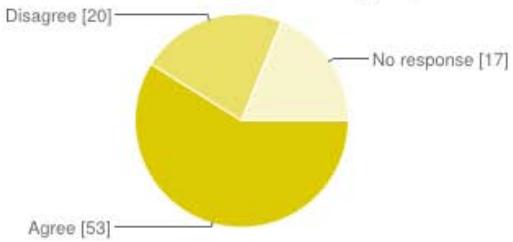
Agree	**77**	86%
Disagree	**7**	8%
No response	**6**	7%

I can reach HMBHS Administration (Principal, Assistant Principals) when needed.

Agree	**69**	77%
Disagree	**13**	14%
No response	**8**	9%

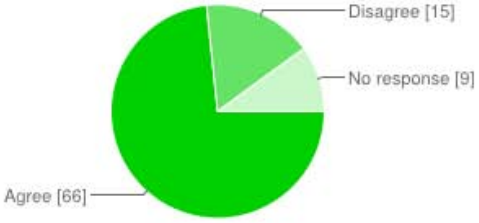


The school culture at HMBHS is based on high expectations.



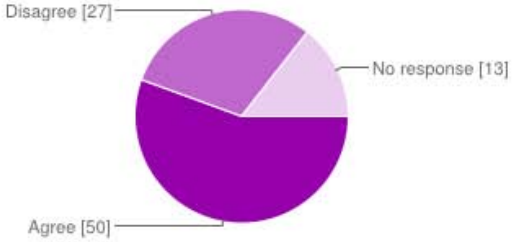
Agree	**53**	59%
Disagree	**20**	22%
No response	**17**	19%

HMBHS encourages parent involvement in various ways.



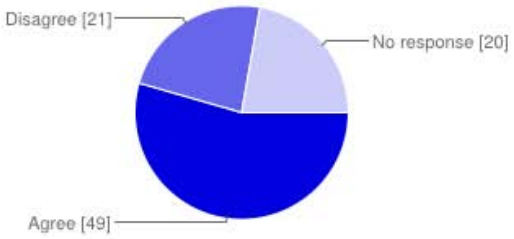
Agree	**66**	73%
Disagree	**15**	17%
No response	**9**	10%

HMBHS allows parents to provide input or to participate in their child's education.



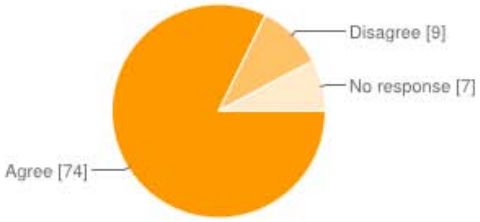
Agree	**50**	56%
Disagree	**27**	30%
No response	**13**	14%

HMBHS students have access to a curriculum that prepares them for the "real" world.



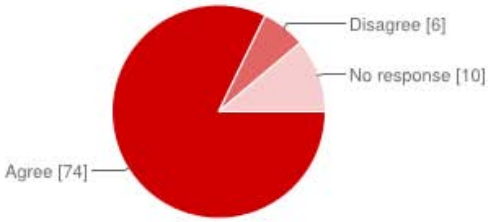
Agree	**49**	54%
Disagree	**21**	23%
No response	**20**	22%

My college-bound student is offered the necessary classes to be successful in higher education.



Agree	**74**	82%
Disagree	**9**	10%
No response	**7**	8%

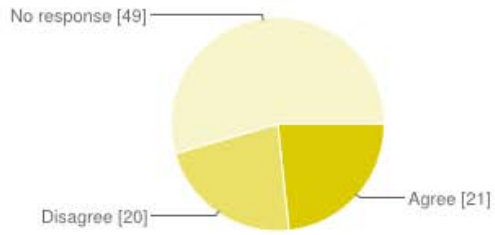
An educational plan, or "road map" is presented to my child.



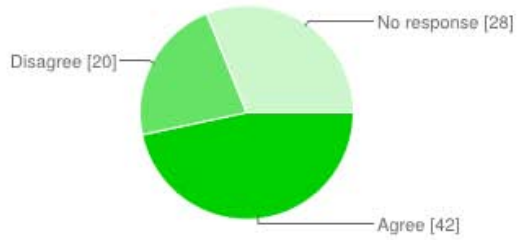
Agree	**74**	82%
Disagree	**6**	7%
No response	**10**	11%

District Administration provides support for HMBHS to reach its goals.

Agree	**21**	23%
Disagree	**20**	22%
No response	**49**	54%

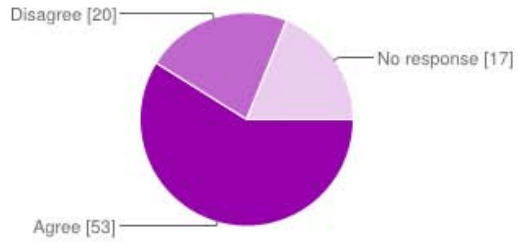


HMBHS teachers use creative teaching methods to inspire student success



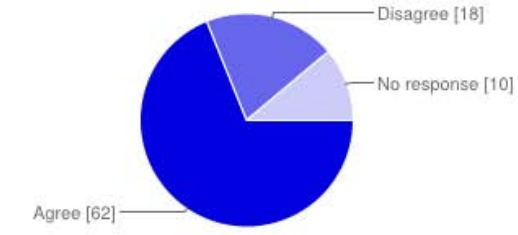
Agree	**42**	47%
Disagree	**20**	22%
No response	**28**	31%

At HMBHS, students show respect for one another.



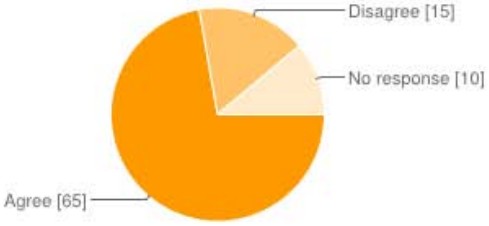
Agree	**53**	59%
Disagree	**20**	22%
No response	**17**	19%

HMBHS teachers show respect to their students.



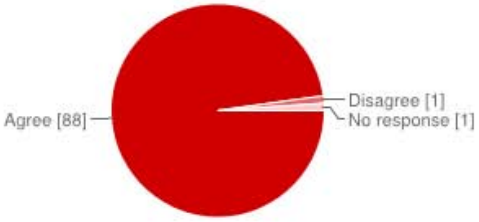
Agree	**62**	69%
Disagree	**18**	20%
No response	**10**	11%

My student knows one staff member well enough to receive personalized guidance.



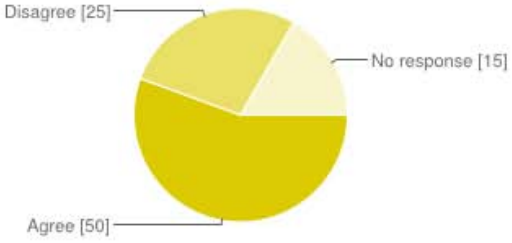
Agree	**65**	72%
Disagree	**15**	17%
No response	**10**	11%

My child has regular access to SchoolLoop and is aware of what is happening at school and what deadlines are approaching.



Agree	**88**	98%
Disagree	**1**	1%
No response	**1**	1%

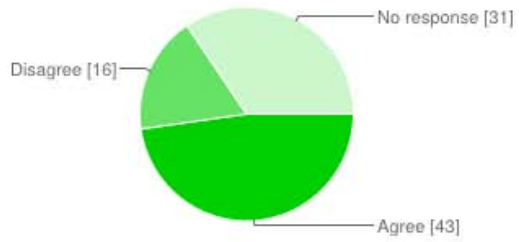
HMBHS offers elective classes that are in my child's interest areas.



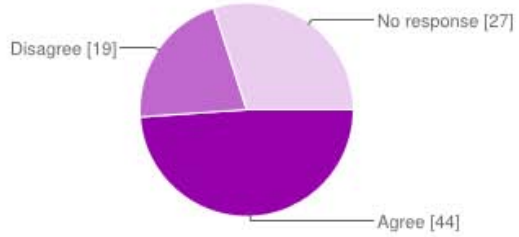
Agree	**50**	56%
Disagree	**25**	28%
No response	**15**	17%

My child is offered the necessary classes to enter the workforce after graduation.

Agree	**43**	48%
Disagree	**16**	18%
No response	**31**	34%

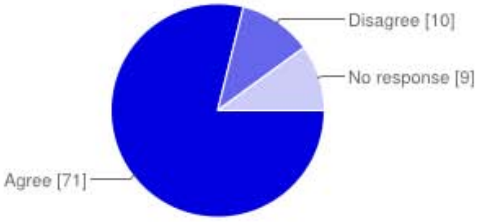


Necessary programs and classes are developed based on student needs.



Agree	**44**	49%
Disagree	**19**	21%
No response	**27**	30%

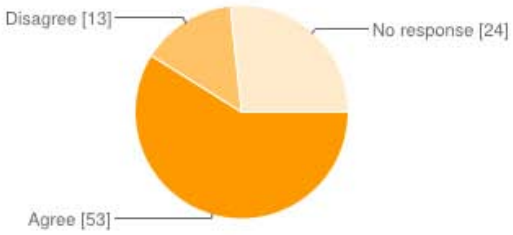
My child knows where to get assistance at HMBHS.



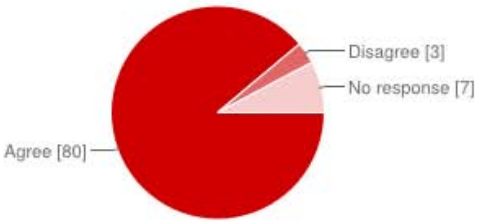
Agree	**71**	79%
Disagree	**10**	11%
No response	**9**	10%

The parent newsletter, Changing Tides, that is available electronically provides helpful information.

Agree	**53**	59%
Disagree	**13**	14%
No response	**24**	27%

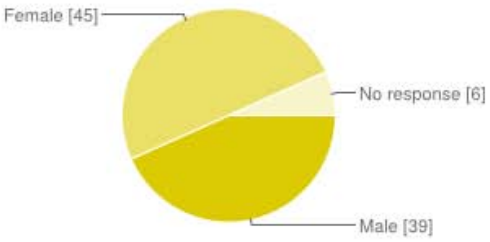


Parent involvement at HMBHS is important for student success.



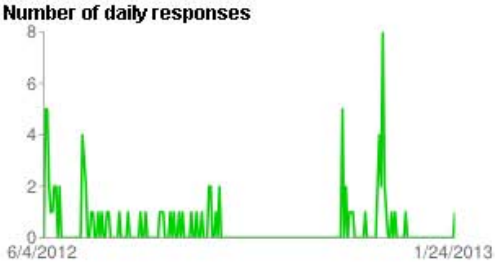
Agree	**80**	89%
Disagree	**3**	3%
No response	**7**	8%

My student is male/female.



Male	**39**	43%
Female	**45**	50%
No response	**6**	7%

Number of daily responses



Appendix P:

Survey Results:
Staff

Teacher Survey Half Moon Bay High School 2011-2012

1. Please mark the extent to which you agree or disagree with each of the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. The faculty is involved in making important decisions in this school.	14%	19%	56%	9%	2%
B. The faculty has opportunities to influence what happens here.	12%	14%	58%	16%	0%
C. I usually look forward to each working day at this school.	2%	10%	53%	35%	0%
D. I would recommend this school to parents seeking a place for their child.	2%	5%	60%	33%	0%

2. Please mark the extent to which you agree or disagree with each of the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. The school has well defined learning expectations for all students.	2%	16%	565	26%	0%
B. The school sets high standards for academic performance.	0%	5%	79%	16%	0%
C. The school is organized to maximize instructional time.	0%	14%	63%	23%	0%
D. When making important decisions, the school always focuses on what's best for student learning.	7%	36%	38%	17%	2%
E. Many faculty members express their personal views at faculty meetings.	2%	29%	45%	24%	0%
F. Faculty meetings are often used for problem solving.	12%	50%	36%	2%	0%
G. The faculty has a good process for making group decisions and/or solving problems.	12%	37%	44%	5%	2%

School Leadership and Change

3. Please mark the extent to which you disagree or agree with each of the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. The principal has confidence in the expertise of the faculty.	12%	23%	44%	19%	2%
B. I trust the principal at her word.	19%	30%	37%	14%	0%
C. The principal places the needs of the children ahead of personal or political interests.	14%	22%	40%	17%	7%
D. The principal, faculty, and staff collaborate to make the school run effectively.	9%	19%	53%	19%	0%
E. It's OK to discuss feelings, worries, and frustrations with the principal.	9%	21%	49%	21%	0%
F. The principal takes a personal interest in the professional development of the faculty.	2%	20%	52%	24%	2%
G. The principal looks out for the personal welfare of the faculty members.	12%	23%	53%	12%	0%
H. Teachers respect other teachers who take the lead in school improvement efforts.	10%	12%	38%	48%	2%

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
I. Teachers in this school trust each other.	2%	17%	52%	24%	5%
J. Teachers design instructional programs together.	0%	14%	69%	17%	0%
K. Teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels.	0%	29%	55%	12%	4%
L. Teachers receive adequate professional development support for the changes introduced at our school.	10%	57%	26%	5%	2%
M. I feel respected by the District Administration.	15%	33%	45%	3%	4%
N. I feel respected by my Principal.	5%	17%	54%	24%	0%
O. I feel respected by the Vice-Principal of C and I.	0%	5%	54%	41%	0%
P. I feel respected by the Vice-Principal of Facilities.	0%	5%	54%	41%	0%
Q. I feel respected by the parents of my students.	0%	2%	56%	40%	2%
R. I feel respected by my students.	0%	0%	46%	49%	5%

4. Most changes introduced at this school:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. Are supported by the faculty. .	5%	29%	64%	2%	0%
B. Receive strong support from the principal.	0%	12%	66%	22%	0%
C. Involve only a few teachers.	2%	34%	42%	22%	0%
D. Receive strong support from District administration.	5%	36%	32%	15%	12%

5. How much involvement does the faculty have in each of the areas below?

	None	Little	Some	A Great Deal	N/A
A. Hiring new teachers.	7%	19%	52%	17%	5%
B. Planning how discretionary school funds should be spent.	15%	33%	38%	14%	0%
C. Determining books and other instructional materials used in the classroom	2%	12%	36%	40%	10%
D. Hiring a new principal / vice-principal.	12%	26%	40%	5%	17%
E. Establishing the curriculum and instructional program.	8%	5%	40%	45%	2%
F. Determining the content of in-service programs.	5%	19%	57%	12%	7%
G. Setting standards for student behavior.	2%	15%	40%	43%	0%

6. Please mark the extent to which you agree or disagree with each of the following:

The Principal at this school:	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. Makes clear to the staff her expectations for meeting instructional goals.	12%	31%	43%	12%	2%
B. Communicates a clear vision for our school.	12%	31%	45%	10%	0%
C. Sets high standards for teaching.	2%	16%	56%	24%	0%
D. It strongly committed to shared decision making.	7%	17%	54%	15%	0%
E. Understands how children learn.	2%	15%	59%	12%	0%
F. Sets high standards for student learning.	0%	12%	67%	21%	0%
G. Supports and encourages teachers to take risks.	5%	23%	55%	12%	0%
H. Is willing to make changes.	2%	19%	60%	17%	0%
I. Works to create a sense of community in the school.	8%	24%	52%	14%	0%
J. Encourages teachers to try new methods of instruction.	3%	18%	51%	21%	0%
K. Promotes parent and community involvement in the school.	0%	7%	62%	31%	0%
L. Presses teachers to implement what they have learned in professional development.	2%	19%	59%	10%	0%
M. Carefully tracks student academic progress.	2%	15%	49%	12%	0%
N. Is an effective manager who makes the school run smoothly.	15%	21%	57%	7%	0%

Teacher Professional Development

7. During the past 12 months, about how much time have you spent in professional development activities devoted to the following topics?

	Less than 3 Hours	3 to 5 Hours	6 to 15 Hours	16 to 35 Hours	Over 35 Hours
A. Basic skills instruction	53%	21%	21%	5%	0%
B. Interdisciplinary or integrated curriculum and instruction.	62%	19%	16%	3%	0%
C. Learning goals and standards, student assessment and evaluation	37.5%	35%	22.5%	5%	0%
D. Cooperative learning, small group work	46%	24%	24%	3%	3%
E. Teaching heterogeneous groups	58%	18%	21%	3%	0%
F. Teaching students English as a second language	67.5%	13.5%	16%	3%	0%
G. Multicultural diversity issues	57.5%	25%	15%	2.5%	0%
H. Full-inclusion classrooms	77%	10%	13%	0%	0%
I. Student behavior and discipline	62%	30%	8%	0%	0%
J. Student social skills and personal development	69%	20.5%	8%	0%	2.5%
K. Student conflict resolution	66%	29%	2.5%	2.5%	0%
L. Parent involvement and/or community relations	76%	12%	7%	2.5%	2.5%
M. Educational technology	54%	24%	22%	0%	0%

N. Action research, teach or research, other forms of school or classroom-based inquiry	76%	6%	18%	0%	0%
O. School decision-making and teambuilding	59%	22%	16%	3%	0%

8. How much do you disagree or agree with the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. Teachers are left completely on their own to seek out professional development.	2%	60%	30%	8%	0%
B. Most of what I learned in professional development addresses the needs of the students in my classroom.	2%	29%	57%	5%	7%
C. Most professional developer topics are offered in the school once and not followed up.	0%	21%	58%	19%	2%

9. Please evaluate the overall effectiveness of your professional development experience this year. They have:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
A. Been sustained and coherently focused, rather short-term and unrelated.	2%	37%	49%	5%	7%
B. Included enough time to think carefully about, try, and evaluate new ideas.	7.5%	47.5%	42..5%	0%	2.5%
C. Been closely connected to my schools improvement plan.	52%	15%	67.5%	7.5%	5%
D. Included opportunities to work productively with colleagues in my school.	5%	19%	62%	12%	2%
E. Included opportunities to work productively with teachers from other schools.	10%	36%	43.5%	8%	2.5%
F. Helped me understand my students better.	2%	32%	58.5%	5%	2.5%
G. Deepened my understanding of subject matter.	12%	38%	40%	5%	5%
H. Led me to make changes in my teaching.	5%	27%	58.5%	7%	2.5%
I. Advocated practices I do not believe in.	24%	54%	10%	0%	12%
J. Change the way I talk about students in the school.	15%	35%	42.5%	0%	7.5%
K. Included action research, teach or research, other forms of school or classroom-based inquiry.	11%	30%	32%	0%	27%

10. Please rate the extent to which the following have changed in the <u>past two years</u> in your school.

	Worse	No Change	Better	N/A
A. The physical condition of the school buildings and grounds.	19%	26%	50%	5%
B. Student behavior.	17%	17%	57%	9%
C. The school's relation with parents.	14%	29%	45%	12%
D. How the school communicates with the community.	9.5%	31%	50%	9.5%
E. How students get along with other students.	14%	26%	48%	12%
F. Sense of community in the school.	17%	36%	36%	11%
G. The quality of student academic performance.	10%	28%	49%	13%

H. How parents get along with teachers.	10%	50%	26%	14%
I. My commitment to the school.	7%	45%	38%	10%
J. Teachers learning from one another.	9%	36%	48%	7%
K. Professional growth opportunities.	12%	57%	19%	12%
L. My teaching effectiveness.	0%	30%	57.5%	12.5%
M. Effectiveness of the schools instructional program.	8%	26%	52%	14%

COMMENTS

Please write any comments you feel should be made about any of the topics in the survey or on any other topic relating to Half Moon Bay High School. Your comments can address concerns as well as being positive. Please **DO NOT** write anything that applies specifically to you. All comments will be summarized by the WASC Coordinator before they are shared with anyone.

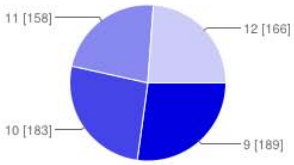
Appendix Q:

Survey Results: Students

697 responses

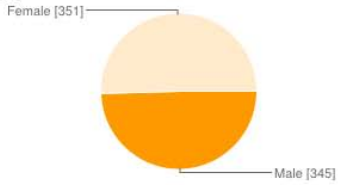
Summary See complete responses

Grade



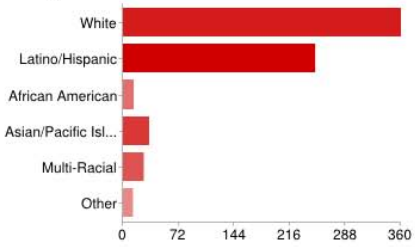
9	**189**	27%
10	**183**	26%
11	**158**	23%
12	**166**	24%

Gender



Male	**345**	49%
Female	**351**	50%

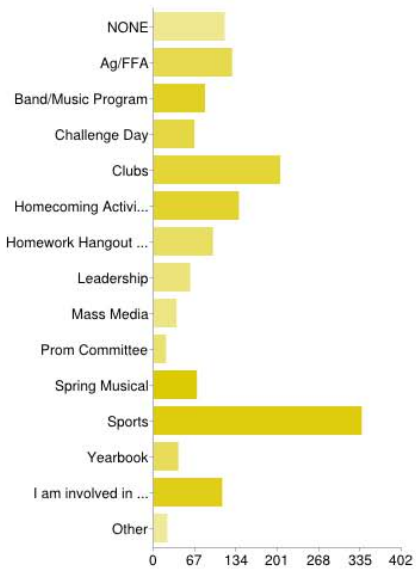
Ethnicity



White	**360**	52%
Latino/Hispanic	**249**	36%
African American	**14**	2%
Asian/Pacific Islander/Filipino	**34**	5%
Multi-Racial	**27**	4%
Other	**13**	2%

Which of the following activities are you or have you been involved in at HMBHS

NONE	**115**	17%
Ag/FFA	**127**	18%
Band/Music Program	**83**	12%
Challenge Day	**66**	9%
Clubs	**205**	29%
Homecoming Activities	**138**	20%
Homework Hangout (Library)	**96**	14%
Leadership	**59**	8%
Mass Media	**37**	5%
Prom Committee	**20**	3%
Spring Musical	**70**	10%
Sports	**337**	48%



Yearbook	**40**	6%
I am involved in an activity in my community/church/social group	**111**	16%
Other	**22**	3%

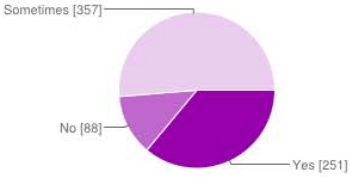
People may select more than one checkbox, so percentages may add up to more than 100%.

Do you feel there are enough opportunities to get involved with school activities?



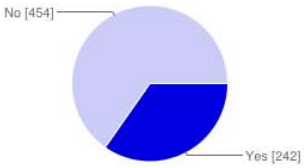
Yes	**555**	80%
No	**141**	20%

Do you go down the hill for lunch?



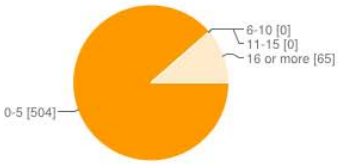
Yes	**251**	36%
No	**88**	13%
Sometimes	**357**	51%

Do you have a job?



Yes	**242**	35%
No	**454**	65%

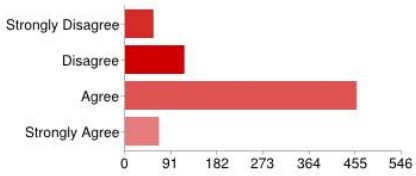
If you have a job, how many hours a week do you work?



0-5	**504**	72%
6-10	**0**	0%
11-15	**0**	0%
16 or more	**65**	9%

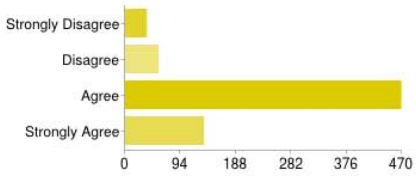
School Climate

Please evaluate the following statements about how you feel about the general school climate - I feel connected and part of HMBHS



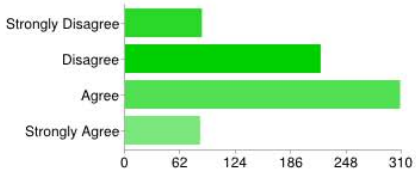
Strongly Disagree	**56**	8%
Disagree	**117**	17%
Agree	**457**	66%
Strongly Agree	**67**	10%

Please evaluate the following statements about how you feel about the general school climate - I feel safe at school



Strongly Disagree	**37**	5%
Disagree	**57**	8%
Agree	**469**	67%
Strongly Agree	**134**	19%

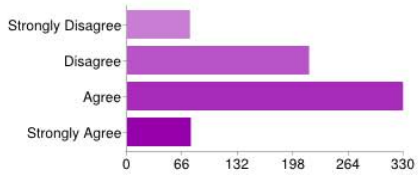
Please evaluate the following statements about how you feel about the general school climate - I feel recognized for non-academic gifts and talents (i.e. sports, theater, etc.)



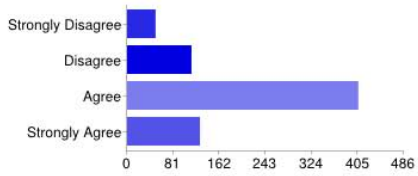
Strongly Disagree	**86**	12%
Disagree	**219**	31%
Agree	**308**	44%
Strongly Agree	**84**	12%

Please evaluate the following statements about how you feel about the general school climate - I feel recognized for my academic achievement

Strongly Disagree	**75**	11%
Disagree	**217**	31%
Agree	**329**	47%
Strongly Agree	**76**	11%

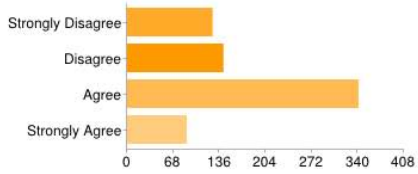


Please evaluate the following statements about how you feel about the general school climate - I feel respected by teachers



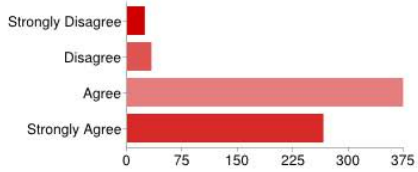
Strongly Disagree	**50**	7%
Disagree	**113**	16%
Agree	**406**	58%
Strongly Agree	**128**	18%

Please evaluate the following statements about how you feel about the general school climate - I feel respected by administrators (principal, vice principals)



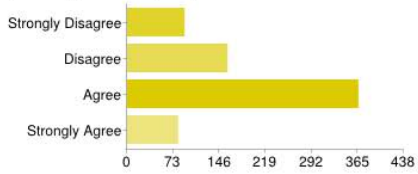
Strongly Disagree	**126**	18%
Disagree	**142**	20%
Agree	**341**	49%
Strongly Agree	**88**	13%

Please evaluate the following statements about how you feel about the general school climate - I feel respected by counselors



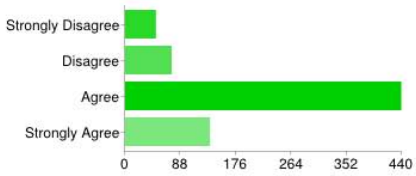
Strongly Disagree	**24**	3%
Disagree	**33**	5%
Agree	**374**	54%
Strongly Agree	**266**	38%

Please evaluate the following statements about how you feel about the general school climate - I feel respected by office staff (secretary, attendance, etc.)



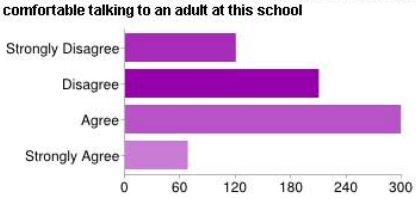
Strongly Disagree	**91**	13%
Disagree	**159**	23%
Agree	**366**	53%
Strongly Agree	**81**	12%

Please evaluate the following statements about how you feel about the general school climate - I feel respected by campus supervisors



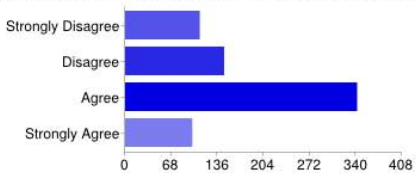
Strongly Disagree	**49**	7%
Disagree	**74**	11%
Agree	**439**	63%
Strongly Agree	**135**	19%

Please evaluate the following statements about how you feel about the general school climate - If I had a problem, I would feel comfortable talking to an adult at this school



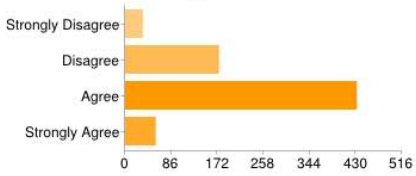
Strongly Disagree	**120**	17%
Disagree	**210**	30%
Agree	**299**	43%
Strongly Agree	**68**	10%

Please evaluate the following statements about how you feel about the general school climate - I like this school



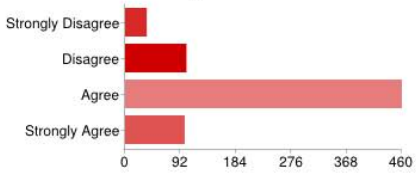
Strongly Disagree	**110**	16%
Disagree	**146**	21%
Agree	**342**	49%
Strongly Agree	**99**	14%

Please evaluate the following statements about teachers and students at HMBHS - I feel challenged in my classes



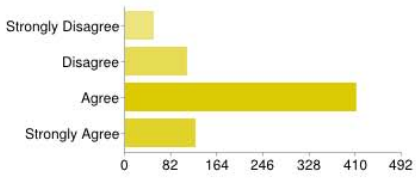
Strongly Disagree	**33**	5%
Disagree	**175**	25%
Agree	**432**	62%
Strongly Agree	**57**	8%

Please evaluate the following statements about teachers and students at HMBHS - Teachers care about students at this school



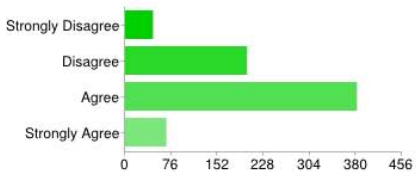
Strongly Disagree	**36**	5%
Disagree	**102**	15%
Agree	**460**	66%
Strongly Agree	**99**	14%

Please evaluate the following statements about teachers and students at HMBHS - Teachers respect all races and cultures



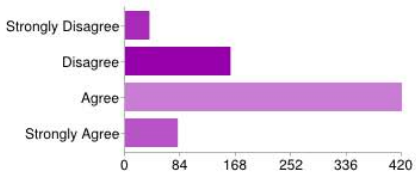
Strongly Disagree	**51**	7%
Disagree	**110**	16%
Agree	**411**	59%
Strongly Agree	**125**	18%

Please evaluate the following statements about teachers and students at HMBHS - Teachers value what students have to say



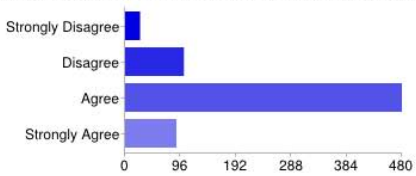
Strongly Disagree	**46**	7%
Disagree	**201**	29%
Agree	**382**	55%
Strongly Agree	**68**	10%

Please evaluate the following statements about teachers and students at HMBHS - Teachers are enthusiastic about teaching



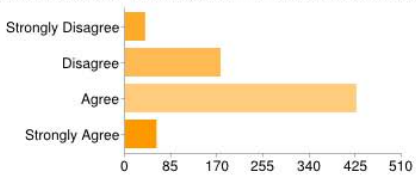
Strongly Disagree	**37**	5%
Disagree	**160**	23%
Agree	**420**	60%
Strongly Agree	**80**	11%

Please evaluate the following statements about teachers and students at HMBHS - Teachers are accessible when I need help



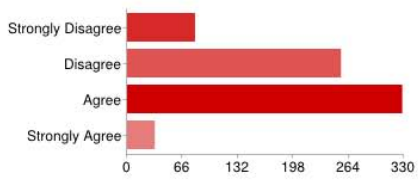
Strongly Disagree	**26**	4%
Disagree	**102**	15%
Agree	**480**	69%
Strongly Agree	**89**	13%

Please evaluate the following statements about teachers and students at HMBHS - Teachers have high expectations here



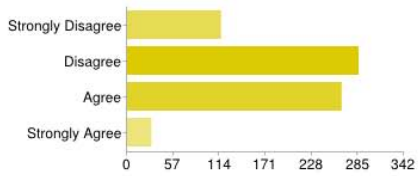
Strongly Disagree	**37**	5%
Disagree	**176**	25%
Agree	**426**	61%
Strongly Agree	**58**	8%

Please evaluate the following statements about teachers and students at HMBHS - Students here care about doing well in school



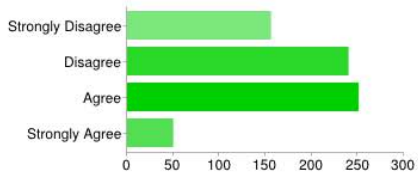
Strongly Disagree	**81**	12%
Disagree	**255**	37%
Agree	**328**	47%
Strongly Agree	**33**	5%

Please evaluate the following statements about teachers and students at HMBHS - Students treat each other with respect



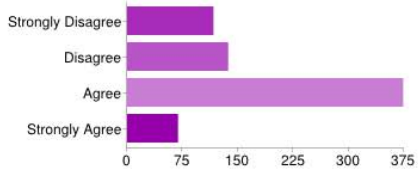
Strongly Disagree	**116**	17%
Disagree	**286**	41%
Agree	**265**	38%
Strongly Agree	**30**	4%

Please evaluate the following statements about teachers and students at HMBHS - Students respect all races and cultures



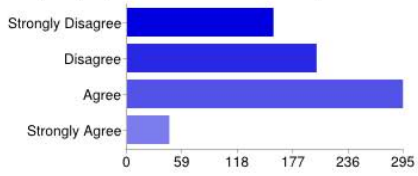
Strongly Disagree	**156**	22%
Disagree	**240**	34%
Agree	**251**	36%
Strongly Agree	**50**	7%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - Administrators (principal & vice principals) care about students at this school



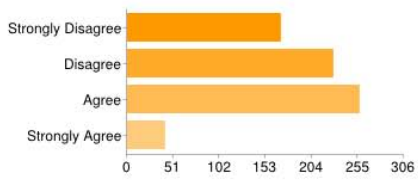
Strongly Disagree	**117**	17%
Disagree	**137**	20%
Agree	**374**	54%
Strongly Agree	**69**	10%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - Administrators (principal & vice principals) value what students have to say



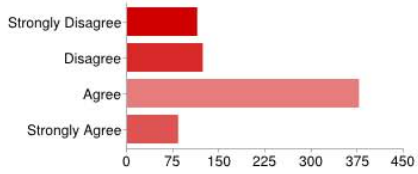
Strongly Disagree	**156**	22%
Disagree	**202**	29%
Agree	**294**	42%
Strongly Agree	**45**	6%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - The discipline policy is fair



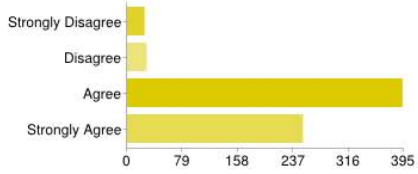
Strongly Disagree	**170**	24%
Disagree	**228**	33%
Agree	**257**	37%
Strongly Agree	**42**	6%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - Administrators (principal & vice principals) respect all races and cultures



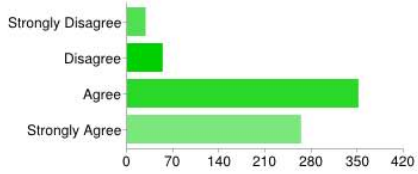
Strongly Disagree	**114**	16%
Disagree	**123**	18%
Agree	**377**	54%
Strongly Agree	**83**	12%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - Counselors care about students at this school



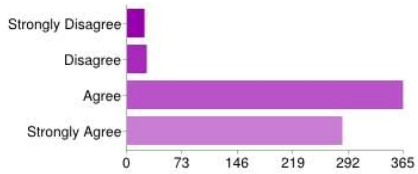
Strongly Disagree	**25**	4%
Disagree	**28**	4%
Agree	**393**	56%
Strongly Agree	**251**	36%

Please tell us how you feel about campus administration (principal and vice principals) and counselors - Counselors are helpful



Strongly Disagree	**28**	4%
Disagree	**54**	8%
Agree	**351**	50%
Strongly Agree	**264**	38%

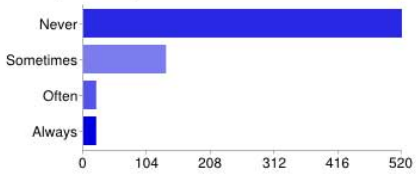
Please tell us how you feel about campus administration (principal and vice principals) and counselors - Counselors respect all races and cultures



Strongly Disagree	**23**	3%
Disagree	**26**	4%
Agree	**364**	52%
Strongly Agree	**284**	41%

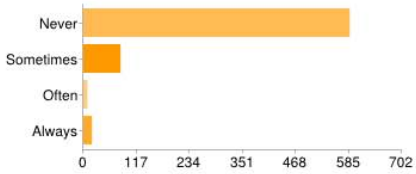
Violence & Bullying

Bullying: In the last year, have you experienced any of the following? - Being pushed, shoved, slapped, hit, or kicked by someone who was not just kidding around?



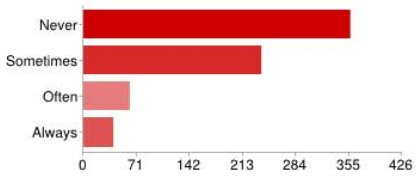
Never	**520**	75%
Sometimes	**135**	19%
Often	**21**	3%
Always	**21**	3%

Bullying: In the last year, have you experienced any of the following? - Been afraid of being beaten up?



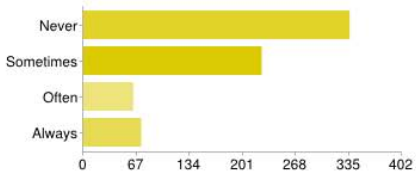
Never	**587**	84%
Sometimes	**82**	12%
Often	**9**	1%
Always	**19**	3%

Bullying: In the last year, have you experienced any of the following? - Had mean rumors or lies spread about you?



Never	**357**	51%
Sometimes	**238**	34%
Often	**62**	9%
Always	**40**	6%

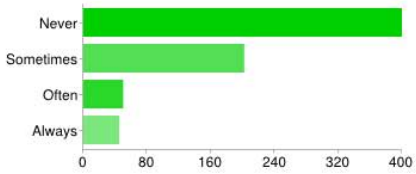
Bullying: In the last year, have you experienced any of the following? - Had sexual jokes, comments, or gestures made to you?



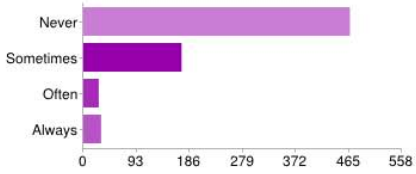
Never	**336**	48%
Sometimes	**225**	32%
Often	**63**	9%
Always	**73**	10%

Bullying: In the last year, have you experienced any of the following? - Been made fun of because of your appearance or race?

Never	**400**	57%
Sometimes	**202**	29%
Often	**50**	7%
Always	**45**	6%

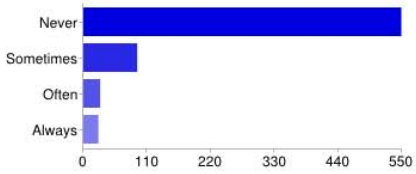


Bullying: In the last year, have you experienced any of the following? - Had your property stolen or deliberately damaged (ex. car, clothing, or books)?



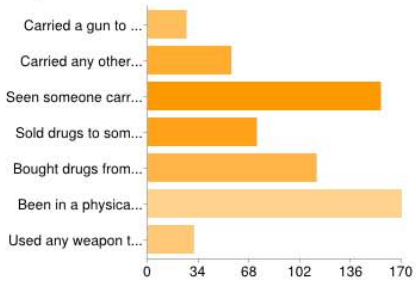
Never	**467**	67%
Sometimes	**172**	25%
Often	**27**	4%
Always	**31**	4%

Bullying: In the last year, have you experienced any of the following? - Had mean rumors or lies spread about you on the internet (i.e. Facebook, Myspace, email, instant message, text message)?



Never	**549**	79%
Sometimes	**93**	13%
Often	**29**	4%
Always	**26**	4%

Have you ever...

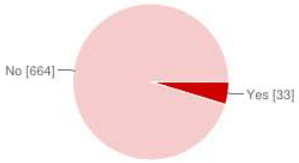


Carried a gun to school	**26**	8%
Carried any other weapon (such as a knife or club) to school	**56**	17%
Seen someone carrying a gun, knife, or other weapon at school	**156**	48%
Sold drugs to someone	**73**	23%
Bought drugs from someone	**113**	35%
Been in a physical fight	**170**	52%
Used any weapon to threaten or bully someone	**31**	10%

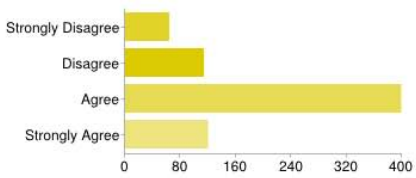
People may select more than one checkbox, so percentages may add up to more than 100%.

Do you consider yourself a member of a gang?

Yes	**33**	5%
No	**664**	95%

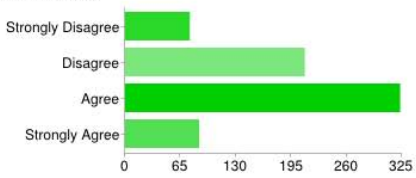


Please tell us how you feel about gang activity in your COMMUNITY (HMB, neighborhood, etc.) - I am aware of gang activity in my community



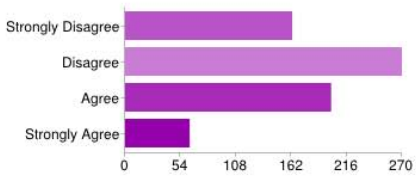
Strongly Disagree	**64**	9%
Disagree	**114**	16%
Agree	**399**	57%
Strongly Agree	**120**	17%

Please tell us how you feel about gang activity in your COMMUNITY (HMB, neighborhood, etc.) - Gang symbols and graffiti are visible in my community



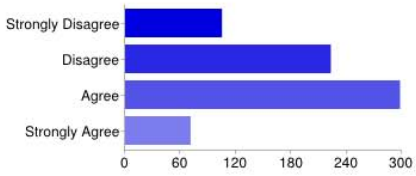
Strongly Disagree	**76**	11%
Disagree	**211**	30%
Agree	**323**	46%
Strongly Agree	**87**	12%

Please tell us how you feel about gang activity in your COMMUNITY (HMB, neighborhood, etc.) - Gang violence in my community concerns me



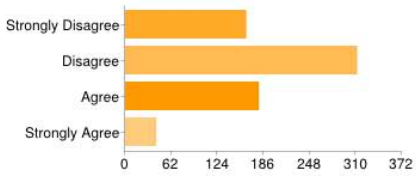
Strongly Disagree	**163**	23%
Disagree	**270**	39%
Agree	**201**	29%
Strongly Agree	**63**	9%

Please tell us how you feel about gang activity in your SCHOOL (Half Moon Bay High School) - I am aware of gang activity at my school



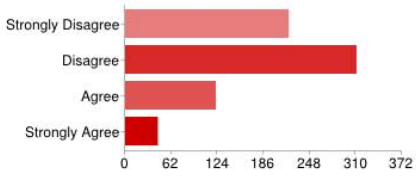
Strongly Disagree	**105**	15%
Disagree	**223**	32%
Agree	**298**	43%
Strongly Agree	**71**	10%

Please tell us how you feel about gang activity in your SCHOOL (Half Moon Bay High School) - Gang symbols and graffiti are visible at my school



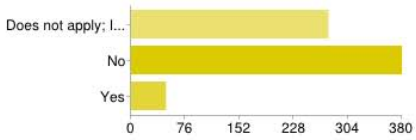
Strongly Disagree	**163**	23%
Disagree	**312**	45%
Agree	**180**	26%
Strongly Agree	**42**	6%

Please tell us how you feel about gang activity in your SCHOOL (Half Moon Bay High School) - Gang violence at my school concerns me



Strongly Disagree	**220**	32%
Disagree	**311**	45%
Agree	**122**	18%
Strongly Agree	**44**	6%

During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?

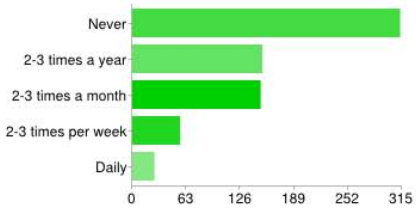


Does not apply; I didn't have a boyfriend or girlfriend during the past 12 months	**277**	4
No	**380**	5
Yes	**49**	

People may select more than one checkbox, so percentages may add up to more than 100%.

Substances & Sexual Activity

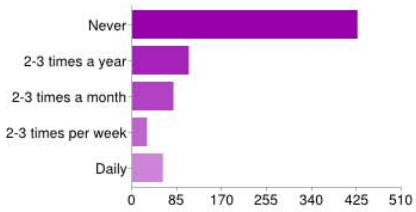
Please estimate how often you have used the following substances - An alcoholic drink



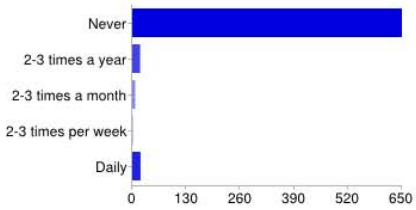
Never	**313**	45%
2-3 times a year	**152**	22%
2-3 times a month	**150**	22%
2-3 times per week	**56**	8%
Daily	**26**	4%

Please estimate how often you have used the following substances - Marijuana (pot, weed)

Never	**426**	61%
2-3 times a year	**107**	15%
2-3 times a month	**78**	11%
2-3 times per week	**28**	4%
Daily	**58**	8%

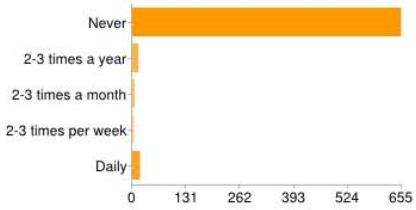


Please estimate how often you have used the following substances - Inhalants (things you sniff, huff, or breathe to get high)



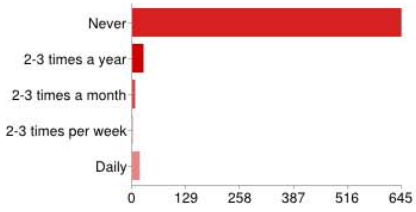
Never	**650**	93%
2-3 times a year	**19**	3%
2-3 times a month	**7**	1%
2-3 times per week	**1**	0%
Daily	**20**	3%

Please estimate how often you have used the following substances - Cocaine (coke, crack, rock, base, snort)



Never	**653**	94%
2-3 times a year	**15**	2%
2-3 times a month	**6**	1%
2-3 times per week	**4**	1%
Daily	**19**	3%

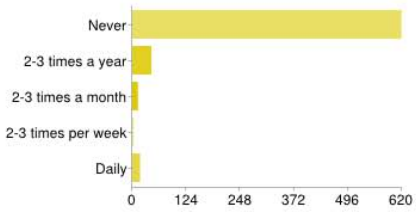
Please estimate how often you have used the following substances - LSD or other psychedelics (acid, mescaline, peyote, mushrooms)



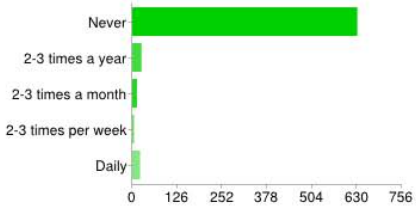
Never	**644**	92%
2-3 times a year	**27**	4%
2-3 times a month	**7**	1%
2-3 times per week	**1**	0%
Daily	**18**	3%

Please estimate how often you have used the following substances - Ecstacy (E, X, MDMA)

Never	**619**	89%
2-3 times a year	**44**	6%
2-3 times a month	**13**	2%
2-3 times per week	**3**	0%
Daily	**18**	3%

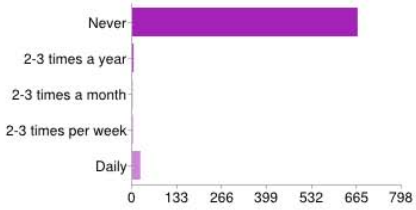


Please estimate how often you have used the following substances - Any other illegal drug or pill to get "high"



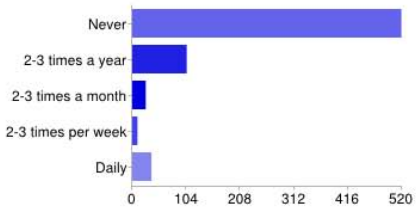
Never	**631**	91%
2-3 times a year	**26**	4%
2-3 times a month	**13**	2%
2-3 times per week	**5**	1%
Daily	**22**	3%

Please estimate how often you have used the following substances - Steroids



Never	**667**	96%
2-3 times a year	**4**	1%
2-3 times a month	**1**	0%
2-3 times per week	**1**	0%
Daily	**24**	3%

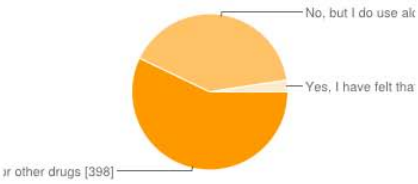
Please estimate how often you have used the following substances - Prescription/Over-the-counter drugs (Vicodin, Oxycontin, cough syrup)



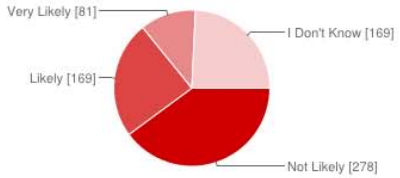
Never	**519**	74%
2-3 times a year	**105**	15%
2-3 times a month	**26**	4%
2-3 times per week	**10**	1%
Daily	**37**	5%

Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

No, I never used alcohol or other drugs	**398**	57%
No, but I do use alcohol or other drugs	**282**	40%
Yes, I have felt that I needed help	**17**	2%

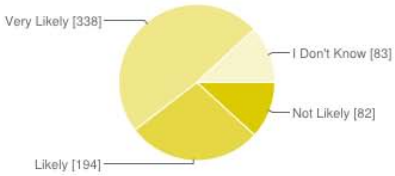


How likely is it that a student would find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?



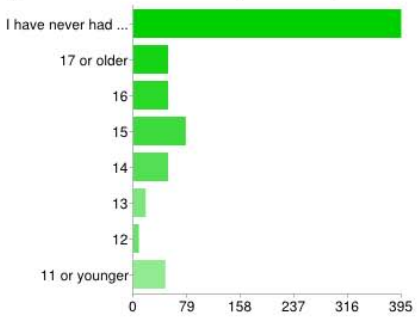
Not Likely	**278**	40%
Likely	**169**	24%
Very Likely	**81**	12%
I Don't Know	**169**	24%

How likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?



Not Likely	**82**	12%
Likely	**194**	28%
Very Likely	**338**	48%
I Don't Know	**83**	12%

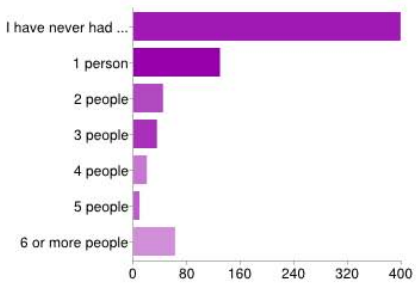
If you have had sexual intercourse, how old were you the first time?



I have never had sexual intercourse	**394**	57%
17 or older	**51**	7%
16	**51**	7%
15	**77**	11%
14	**51**	7%
13	**18**	3%
12	**8**	1%
11 or younger	**47**	7%

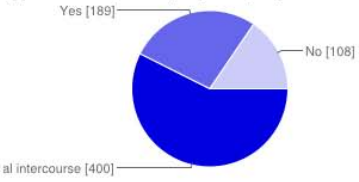
If you have had sexual intercourse, with how many people have you had sexual intercourse?

I have never had sexual intercourse	**398**	57%
1 person	**129**	19%
2 people	**44**	6%
3 people	**35**	5%



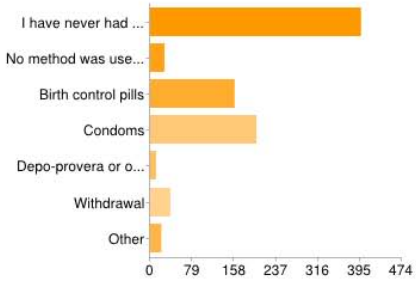
4 people	**20**	3%
5 people	**9**	1%
6 or more people	**62**	9%

If you are sexually active, did you or your partner use a condom the last time you had sexual intercourse?



I have never had sexual intercourse	**400**	57%
Yes	**189**	27%
No	**108**	15%

If you are sexually active, what method(s) have you or your partner used to prevent pregnancy?



I have never had sexual intercourse	**397**	57%
No method was used to prevent pregnancy	**27**	4%
Birth control pills	**159**	23%
Condoms	**200**	29%
Depo-provera or other injections	**11**	2%
Withdrawal	**38**	5%
Other	**21**	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

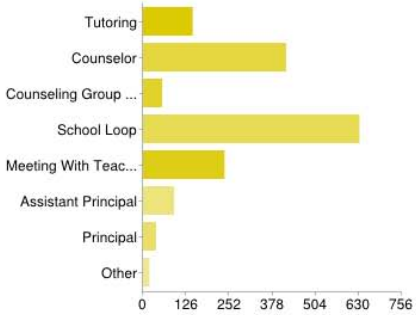
Have you ever been forced to have sexual intercourse when you did not want to?



Yes	**60**	9%
No	**637**	91%

School Resources & Mental Health

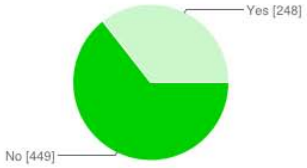
Which of the following resources have you used this year?



Tutoring	**145**	21%
Counselor	**418**	60%
Counseling Group (SOY, El Centro, etc.)	**56**	8%
School Loop	**632**	91%
Meeting With Teachers	**238**	34%
Assistant Principal	**91**	13%
Principal	**38**	5%
Other	**19**	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities?



No	**449**	64%
Yes	**248**	36%

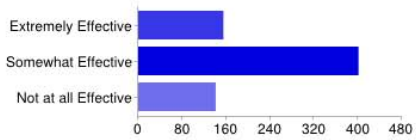
During the past 12 months, have you ever seriously considered committing suicide?



No	**603**	87%
Yes	**94**	13%

School Spirit

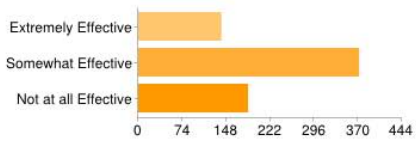
How do you learn about what is happening on campus? - Announcements during 3rd period



Extremely Effective	**155**	22%
Somewhat Effective	**401**	58%
Not at all Effective	**141**	20%

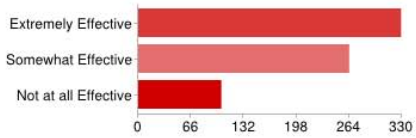
How do you learn about what is happening on campus? - Tuesday classroom announcements by Leadership students

Extremely Effective	**140**	20%



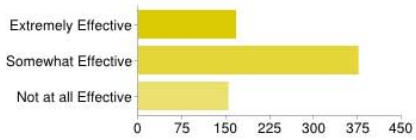
Somewhat Effective	**372**	53%
Not at all Effective	**185**	27%

How do you learn about what is happening on campus? - School Loop



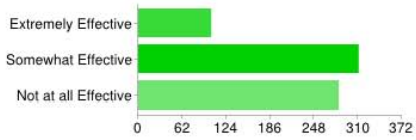
Extremely Effective	**329**	47%
Somewhat Effective	**264**	38%
Not at all Effective	**104**	15%

How do you learn about what is happening on campus? - Posters/Flyers



Extremely Effective	**167**	24%
Somewhat Effective	**376**	54%
Not at all Effective	**154**	22%

How do you learn about what is happening on campus? - Marquee (electronic board at front of school and in quad)



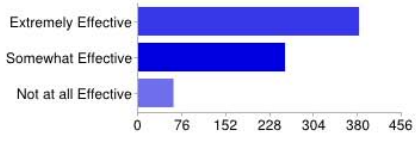
Extremely Effective	**103**	15%
Somewhat Effective	**311**	45%
Not at all Effective	**283**	41%

How do you learn about what is happening on campus? - Teachers



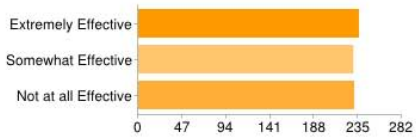
Extremely Effective	**211**	30%
Somewhat Effective	**381**	55%
Not at all Effective	**105**	15%

How do you learn about what is happening on campus? - Friends



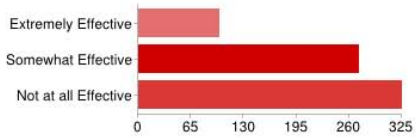
Extremely Effective	**382**	55%
Somewhat Effective	**254**	36%
Not at all Effective	**61**	9%

How do you learn about what is happening on campus? - Facebook



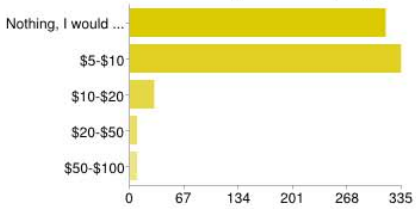
Extremely Effective	**236**	34%
Somewhat Effective	**230**	33%
Not at all Effective	**231**	33%

How do you learn about what is happening on campus? - Phone calls home



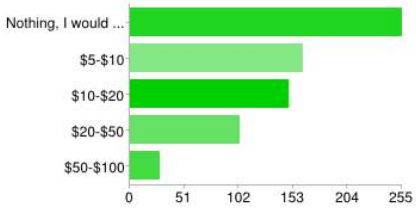
Extremely Effective	**100**	14%
Somewhat Effective	**272**	39%
Not at all Effective	**325**	47%

What is the most amount of money you are willing to spend on the following school activities? - School dance in the gym



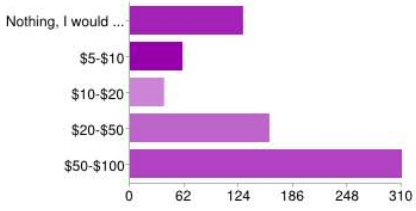
Nothing, I would not go	**315**	45%
$5-$10	**334**	48%
$10-$20	**30**	4%
$20-$50	**9**	1%
$50-$100	**9**	1%

What is the most amount of money you are willing to spend on the following school activities? - Formal school dance at a local venue in town (not on campus)



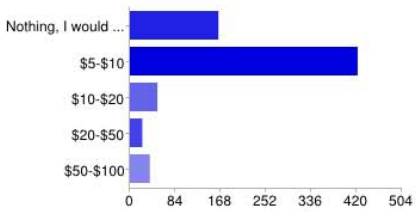
Nothing, I would not go	**255**	37%
$5-$10	**162**	23%
$10-$20	**149**	21%
$20-$50	**103**	15%
$50-$100	**28**	4%

What is the most amount of money you are willing to spend on the following school activities? - Prom



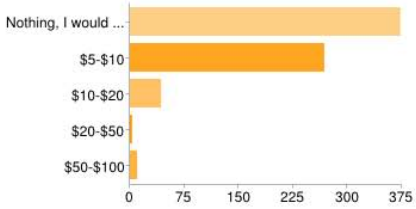
Nothing, I would not go	**129**	19%
$5-$10	**60**	9%
$10-$20	**39**	6%
$20-$50	**159**	23%
$50-$100	**310**	44%

What is the most amount of money you are willing to spend on the following school activities? - School sport event



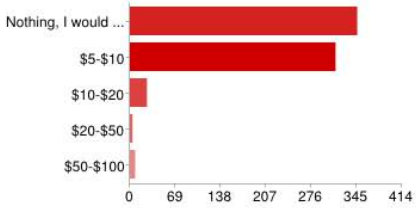
Nothing, I would not go	**164**	24%
$5-$10	**422**	61%
$10-$20	**51**	7%
$20-$50	**23**	3%
$50-$100	**37**	5%

What is the most amount of money you are willing to spend on the following school activities? - Battle of the bands



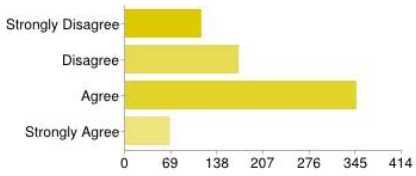
Nothing, I would not go	**373**	54%
$5-$10	**268**	38%
$10-$20	**43**	6%
$20-$50	**3**	0%
$50-$100	**10**	1%

What is the most amount of money you are willing to spend on the following school activities? - Talent show



Nothing, I would not go	**346**	50%
$5-$10	**313**	45%
$10-$20	**26**	4%
$20-$50	**4**	1%
$50-$100	**8**	1%

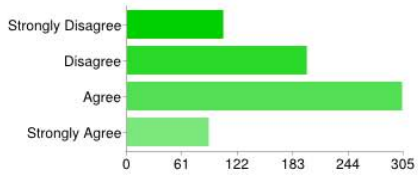
Rate how you feel about the following questions related to school spirit at HMBHS - I have school spirit



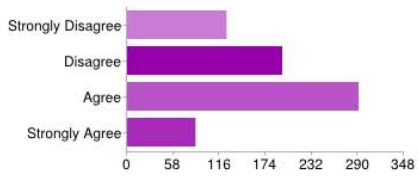
Strongly Disagree	**114**	16%
Disagree	**170**	24%
Agree	**346**	50%
Strongly Agree	**67**	10%

Rate how you feel about the following questions related to school spirit at HMBHS - This school has spirit

Strongly Disagree	**106**	15%
Disagree	**198**	28%
Agree	**303**	43%
Strongly Agree	**90**	13%

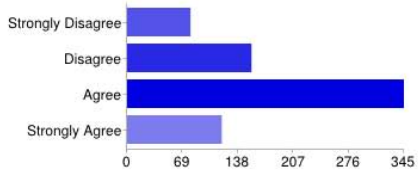


Rate how you feel about the following questions related to school spirit at HMBHS - My class (Seniors, Juniors, Sophomores, Freshmen) have school spirit



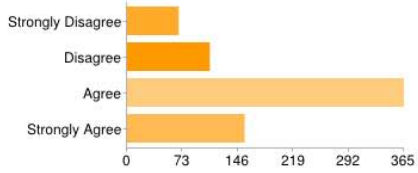
Strongly Disagree	**125**	18%
Disagree	**195**	28%
Agree	**291**	42%
Strongly Agree	**86**	12%

Rate how you feel about the following questions related to school spirit at HMBHS - Homecoming events are important



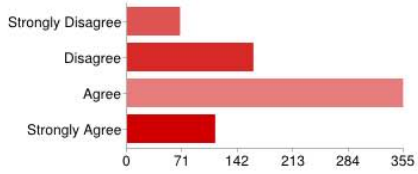
Strongly Disagree	**79**	11%
Disagree	**155**	22%
Agree	**345**	49%
Strongly Agree	**118**	17%

Rate how you feel about the following questions related to school spirit at HMBHS - Homecoming is fun and enjoyable



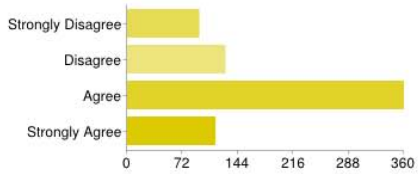
Strongly Disagree	**68**	10%
Disagree	**109**	16%
Agree	**365**	52%
Strongly Agree	**155**	22%

Rate how you feel about the following questions related to school spirit at HMBHS - Spirit days are fun and enjoyable



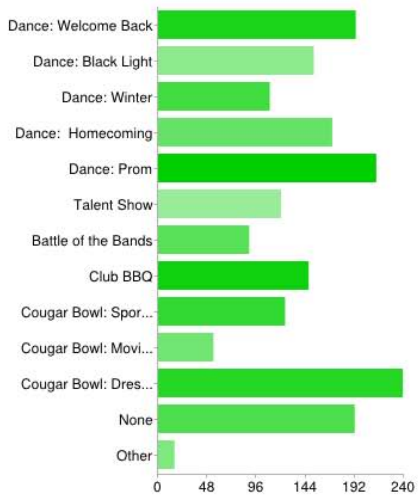
Strongly Disagree	**68**	10%
Disagree	**162**	23%
Agree	**354**	51%
Strongly Agree	**113**	16%

Rate how you feel about the following questions related to school spirit at HMBHS - I am proud to be part of the HMBHS community



Strongly Disagree	**94**	13%
Disagree	**128**	18%
Agree	**360**	52%
Strongly Agree	**115**	16%

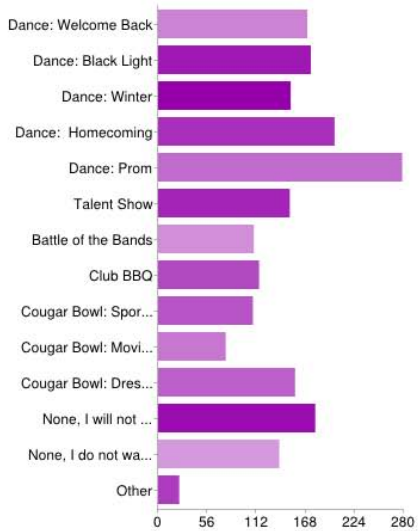
Which school events did you attend THIS year?



Dance: Welcome Back	**193**	28%
Dance: Black Light	**152**	22%
Dance: Winter	**109**	16%
Dance: Homecoming	**170**	24%
Dance: Prom	**213**	31%
Talent Show	**120**	17%
Battle of the Bands	**89**	13%
Club BBQ	**147**	21%
Cougar Bowl: Sports Tournaments (@ lunch)	**124**	18%
Cougar Bowl: Movie Night	**54**	8%
Cougar Bowl: Dress up days	**239**	34%
None	**192**	28%
Other	**16**	2%

People may select more than one checkbox, so percentages may add up to more than 100%.

What do you plan on attending NEXT year?



Dance: Welcome Back	**170**	24%
Dance: Black Light	**174**	25%
Dance: Winter	**151**	22%
Dance: Homecoming	**201**	29%
Dance: Prom	**278**	40%
Talent Show	**150**	22%
Battle of the Bands	**109**	16%
Club BBQ	**115**	16%
Cougar Bowl: Sports Tournaments (@ lunch)	**108**	15%
Cougar Bowl: Movie Night	**77**	11%
Cougar Bowl: Dress up days	**156**	22%
None, I will not be at this school	**179**	26%
None, I do not want to attend any	**138**	20%
Other	**24**	3%

People may select more than one checkbox, so percentages may add up to more than 100%.

My class president is:

I don't know Courtney Andreini IDK Joanne Probert idk Courtney Andreini cris courtney courtney andreini kathrine Katherine Courtney Andrenni katherine courtny audrinie courtney andreini courtney andreni idk Cour ...

The student body president is:

I don't know Joanne Probert IDK Courtney Andreini idk Joanne Probert kayla kristian joanne probert kathrine Kristen Joanne courtney j I DO NOT KNOW!!!!! joanne probert idk Joanne Probert napoleon dynamite & pedro id ...

Number of daily responses

