



**CABRILLO UNIFIED SCHOOL DISTRICT**

**MID-CYCLE PROGRESS REPORT**

**1 LEWIS FOSTER DRIVE  
HALF MOON BAY, CA 94019**

**MARCH 3, 2016**



**WESTERN ASSOCIATION OF SCHOOLS AND  
COLLEGES**

# **HALF MOON BAY HIGH SCHOOL**

## **CABRILLO UNIFIED SCHOOL DISTRICT**

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**DR. SANDRA JEWETT**

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**JOHN CORRY**

**ASSOCIATE SUPERINTENDENT PERSONNEL/PUPIL SERVICES**

# **HALF MOON BAY HIGH SCHOOL CABRILLO UNIFIED SCHOOL DISTRICT**

## **SITE ADMINISTRATION**

**JOHN NAZAR**  
PRINCIPAL

**TIFFANY ZAMMIT**  
ASSISTANT PRINCIPAL OF CURRICULUM & INSTRUCTION

**JAMES BARNES**  
ASSISTANT PRINCIPAL OF STUDENT SERVICES

## **WASC COORDINATORS**

**CARRIE BLANTON**  
MATH TEACHER

**PILAR SVENDSEN**  
SOCIAL STUDIES TEACHER

## **VISITING COMMITTEE**

**DOUG JONES**  
COMMITTEE CHAIR & ASSOCIATE SUPERINTENDENT

**JOHN SCHILLING**  
COMMITTEE MEMBER & ASSISTANT PRINCIPAL

# **HALF MOON BAY HIGH SCHOOL**

## **CABRILLO UNIFIED SCHOOL DISTRICT**

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## I: STUDENT & COMMUNITY PROFILE DATA:

### *Community:*

The San Mateo County Coast, known by its largest town, Half Moon Bay, actually consists of five separate towns: Half Moon Bay, Montara, Moss Beach, El Granada, and Princeton. These towns all rely on the city of Half Moon Bay to be a local hub for businesses and it is the heart of the coast's diverse community. The Cabrillo Unified School District (CUSD) serves students from Pescadero to Montara (30 miles), and from the crest of the coastal range to the sea (4 miles). Cabrillo Unified students come to the high school from the surrounding rural area which encompasses more than 200 square miles.

The Half Moon Bay Community has undergone many changes over the last decade. Continuing growth has had significant impact on the small, isolated, and rural coastal community. Originating as an agricultural community, the school population has changed dramatically, as more people who work in Silicon Valley and San Francisco choose to establish their residence on the Coastside. These technologically sophisticated residents support the demand for progressive thinking and excellence as it relates to education. The traditionally agricultural community has also given way to large agribusinesses that employ migrant workers. The recent economic crisis has reduced the number of migrant workers, which in turn, has impacted our programs for English Language Learners (ELL).

### *School:*

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

### *Parent & Community Organizations:*

HMBHS has an extremely supportive community that includes the following active organizations: The HMBHS Foundation, Half Moon Bay Cougar Boosters, English Language Learner Advisory Council (ELAC), Cabrillo Education Fund (CEF), and Friends of Cougars in Concert (FOCIC). HMBHS is also greatly supported by community organizations including:

- Bob Marsh Produce
- Boys & Girls Club
- Campus Beautification Committee
- Cozzolino Farms
- Ducks unlimited
- Elkus Education Ranch
- Ember Ridge Ranch
- HMB Feed & Fuel
- Giusti Farms
- Health, Environment, Agriculture, Learning
- HMB Chamber of Commerce
- Leftcoast Beef
- Lions Club
- Pomponio Ranch
- Rice Soil
- Rocket Farms
- Rotary Club of Half Moon Bay
- San Mateo County Fair
- San Mateo County Farm Bureau
- Square Peg Horse Ranch
- Taylor Guitars
- TomKat Ranch
- Los Costanero
- Long Branch Ranch
- Ocean Shore Hardware



**WASC History:**

Since the full Self-Study in 2007, HMBHS received a six-year accreditation with a three-year review. In 2010, HMBHS completed the three-year review. At both times the visiting committee suggested additions to our critical areas of need. Then HMBHS completed another full Self-Study and visit in 2013 when the school received yet another six-year accreditation but this time with a one day mid-cycle review. Following this review, the action plan will be revisited and updated as it relates to the site progress around its action plan goals.

**Mission and Vision Statement:**

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.

**Schoolwide Learner Outcomes (SLO's) Also Known as ACE's here at HMBHS:**

Upon Graduation from HBHS students will demonstrate....

*Academic Achievement*

- College and Career Readiness
- Self-directed learning
- Standards-Based Focus

*Citizenship*

- Personal Responsibility
- Respect for Diversity
- Community Service

*Excellence in Communication*

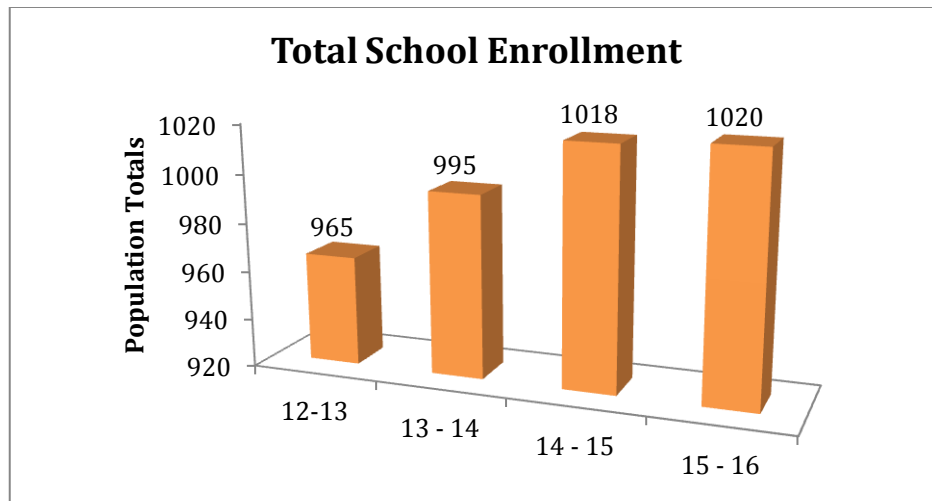
- Listening, Speaking, Writing
- Visual
- Technological

**Enrollment:**

School enrollment has increased slightly, by approximately 6%, since 2013 with little change in student demographics. A bright note for enrollment is the positive gain this school year. We feel it is important to point out that Half Moon Bay is an agricultural area, as is most of the Coastsides, and as the economy weakened, a significant number of migrant workers relocated to other areas, even returning to Mexico. Since the economy strengthened more families have returned or relocated to the coast side resulting in more students attending HMBHS.

Another reason for our lack of student attrition is that HMBHS works diligently to extend and promote enrollment opportunities. As a result of our increased recruiting efforts by our administration, a change in our open house structure, improvements in our student shadow program, better student and parent information sessions, and renewed endeavors to publicly communicate our high academic expectations, we have been successful in regaining private sector students and increasing enrollment at HMBHS.





*Enrollment by Ethnicity:*

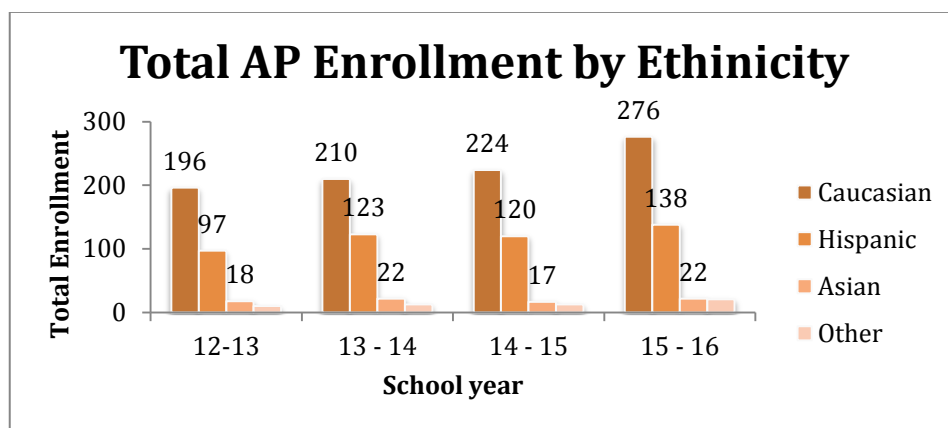
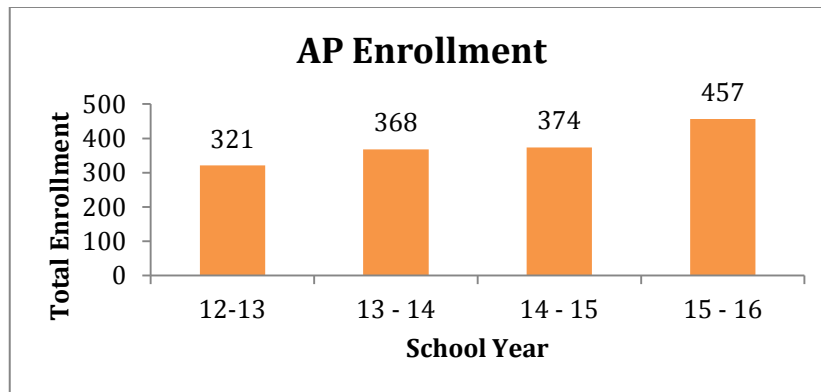
| Ethnicity | '12 - '13 | '13 - '14 | '14 - '15 | '15 - '16 | Percent Change |
|-----------|-----------|-----------|-----------|-----------|----------------|
| Hispanic  | 43.60%    | 43.90%    | 45.70%    | 43.90%    | 0.69           |
| White     | 48.80%    | 48.80%    | 48.30%    | 50.40%    | 3.28           |
| Filipino  | 1.90%     | 1.90%     | 1.80%     | 2.00%     | 5.26           |
| Asian     | 2.70%     | 1.80%     | 1.60%     | 1.40%     | -48.14         |
| Other     | 3.00%     | 3.50%     | 3.40%     | 2.30%     | -23.33         |

**AP Course Enrollment:**

Enrollment in AP courses is widely available due to an open enrollment system. Students who do not meet course pre-requisites can sign a waiver to enter the class and are further counseled to ensure that all expectations are relayed and understood. Several years ago, Half Moon Bay High School went to a contract system that mandated that AP students stay in the course they have selected and not be able to change courses once the fall semester begins. We encourage all students to take at least one AP class during their four years at HMBHS.

Advanced Placement (AP) student enrollment increased by approximately 42% between the 2012-2013 and 2013-2014 school years. It is important to note that HMBHS increased its effort to offer more students access to the AP courses and is committed to ensuring that students who sign up for AP courses understand the commitment and expectations required. For our two largest student ethnic groups, enrollment of Hispanic students in AP courses increased by approximately 42%. For our Caucasian students, enrollment increased by approximately 41%. Additionally, the increase of AP sections lowered the average AP class sizes from 27.5 to 25.1, a difference of 2.4 fewer students per section.





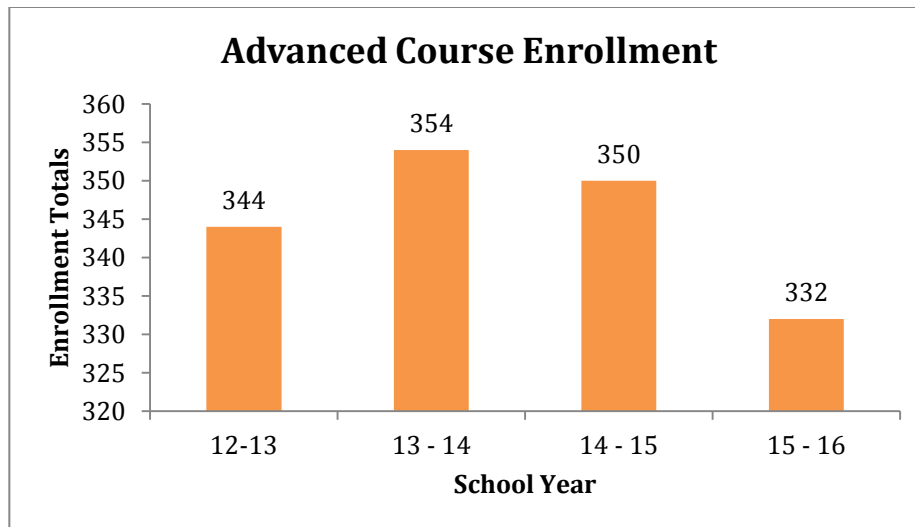
#### ***Advanced Placement Course Sections:***

AP course offerings increased from 2013 with the addition of AP Psychology, AP Human Geography, and AP Chemistry, with AP Computer Science to potentially be offered in the fall of 2016. These additional sections helped enroll more students and were added due to an increase in student demand for AP courses, as HMBHS works to expand access to those students who are motivated, interested and meet the prerequisites.

#### ***Advanced Courses:***

We believe it is important to note that with the increase in enrollment into new or expanded AP classes, our advanced courses had a consequential decreased enrollment, both in numbers and in fewer sections offered. Our overall school enrollment in advanced courses has decreased by 22 students or about a half a section since 2013. However, in the mean time our Advanced Placement enrollment has increased by 89 students, or about 3 sections. We hope that with the addition of more AVID classes, students will be encouraged to enroll in not only AP courses but also into the offered advanced courses.





*Advanced Course Enrollment by Ethnicity:*

| Ethnicity | '12 – '13 | '13 – '14 | '14 – '15 | '15 – '16 |
|-----------|-----------|-----------|-----------|-----------|
| Caucasian | 212       | 221       | 218       | 210       |
| Hispanic  | 103       | 99        | 100       | 88        |
| Asian     | 18        | 18        | 14        | 14        |
| Other     | 11        | 16        | 18        | 20        |

### ***Equal Opportunity Schools:***

At the end of the 2014-5 school year, CUSD hired Equal Opportunity Schools (EOS) to both gather data through surveys on student access and barriers to enrollment in Advanced Placement (AP) classes. Working with a site survey coordinator from EOS, HMBHS reached the goal of 90% of staff and student participation in the survey. The survey will allow the site to learn more about the perceptions of the existing AP program by staff and students. The surveys are designed to help

- Uncover attitudes and perceptions about college
- Reveal causes of equity issues in your school
- Identify students who have the potential to benefit
- Gather information about current resources and supports for students and staff as well as suggestions to meet additional needs

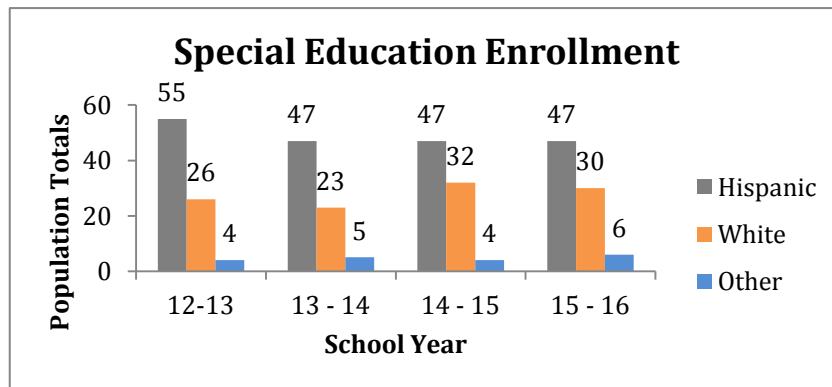
Working with Administration and Counseling, EOS will use the results to make recommendations for sustaining access and success in AP coursework, elucidate staff and student perceptions of the AP program, identify new staff who want to teach AP classes, and develop Student Insight Cards, information individualized to lay out each student's AP readiness and their AP access barriers.

### ***Special Education Enrollment:***

The population of Special Education students at HMBHS decreased after the 2012-13 enrollment from 85 students to 75 in 2013-14. Since then it has risen to 83 students. The fluctuation in grade-level enrollment resulted in a change in total enrollment of Special Education students. As one class graduates

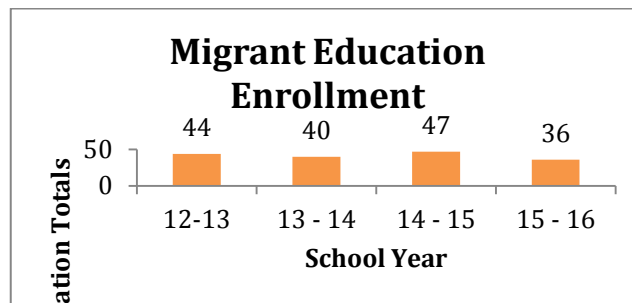


we accommodate our incoming freshmen and any newly tested and qualified Special Education students from year to year.



### ***Migrant Education:***

Migrant Education aims to support new immigrant students as they assimilate to our culture and language. While enrollment numbers decreased by 18%, we believe that continued services and aid from the school are imperative for our students' success. Cabrillo Unified continues to offer migrant services district-wide.



### ***Clubs:***

A listing of clubs and descriptions is posted on the school website for students who wish to join during the year. At the beginning of the year, a Club Jam takes place so groups can recruit interested students. All clubs have the ability to create their own webpage on the school's website under *Activities*. Clubs that were added this year include Girl Up, Flora Club, Peer Helpers Club, Tea Club, Glee Club, Half Moon Bay High School Honor Society Chapter, and Songwriting Club.

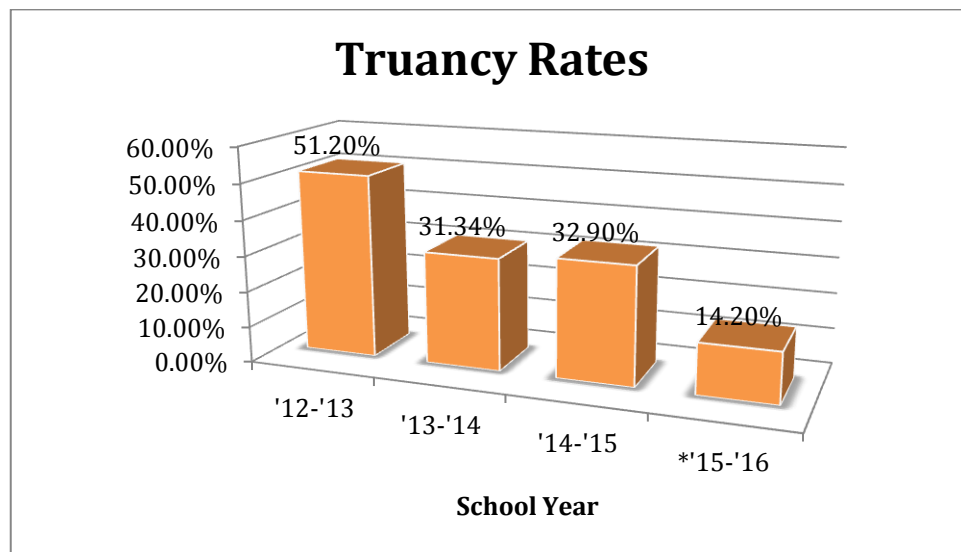
### ***Attendance:***

The average daily attendance rate has increased by approximately 3.5% in all ethnicities since 2012-2013. For the 2012-13 school year, HMBHS proposed a significant change to senior attendance requirements to further boost overall school attendance rates. The proposal was board-approved and added to the district's board policy. Students have since had to maintain 92% attendance in their senior year of high school in order to walk the stage at graduation and participate in all graduation-associated activities. This increase was raised from the previous 85% and has supported maintaining high expectations for our students around attendance.



*Attendance by Ethnicity:*

| Ethnicity      | '12 – '13 | '13 – '14 | '14 – '15 | '15 – '16 | Percent change |
|----------------|-----------|-----------|-----------|-----------|----------------|
| Caucasian      | 95.30%    | 95.70%    | 95.40%    | 98.20%    | 3.04           |
| Hispanic       | 94.50%    | 94.90%    | 95.80%    | 98.10%    | 3.81           |
| Socio Economic | 94.10%    | 94.70%    | 95.70%    | 97.60%    | 3.72           |
| Migrant        | 95.40%    | 94.60%    | 96.40%    | 98.70%    | 3.46           |
| SPED           | 93.70%    | 93.50%    | 94.30%    | 97.60%    | 4.16           |

*Truancy:*

*\*Data as of 12/18/2015*

The truancy rate at HMBHS has sharply declined as have the number of “tardies” being issued since the 2009-10 implementation of a “lockout” system (detentions being assigned, enforced, and served). In addition, numerous interventions have been creatively implemented as consequences for truant students. These include, in order of application: detention, campus beautification/Saturday School, and In-School Suspension.

In addition to the interventions above, the Student Attendance Review Board (SARB) process has been made a district priority in 2015-16, and is making a strong impact on repeated truanies. The following process has been implemented to more closely monitor truancy and to increase student attendance rates:

1. Truancy letters are mailed home to students with three or more incidents of unexcused absence, and further letters are sent and meetings are held with chronic truants, following state and district SARB policies. Students with serious truancy issues are placed on HMBHS and District Attendance contracts. If necessary, a Student Attendance Review Board (SARB) is convened at the District Office with the San Mateo County Sheriff's Department where legal consequences to truancy are explained to students and their parents/guardians.
2. Students with major truancy problems are discussed at Cougar Talk meetings held biweekly with administration, counseling and school psychologist.

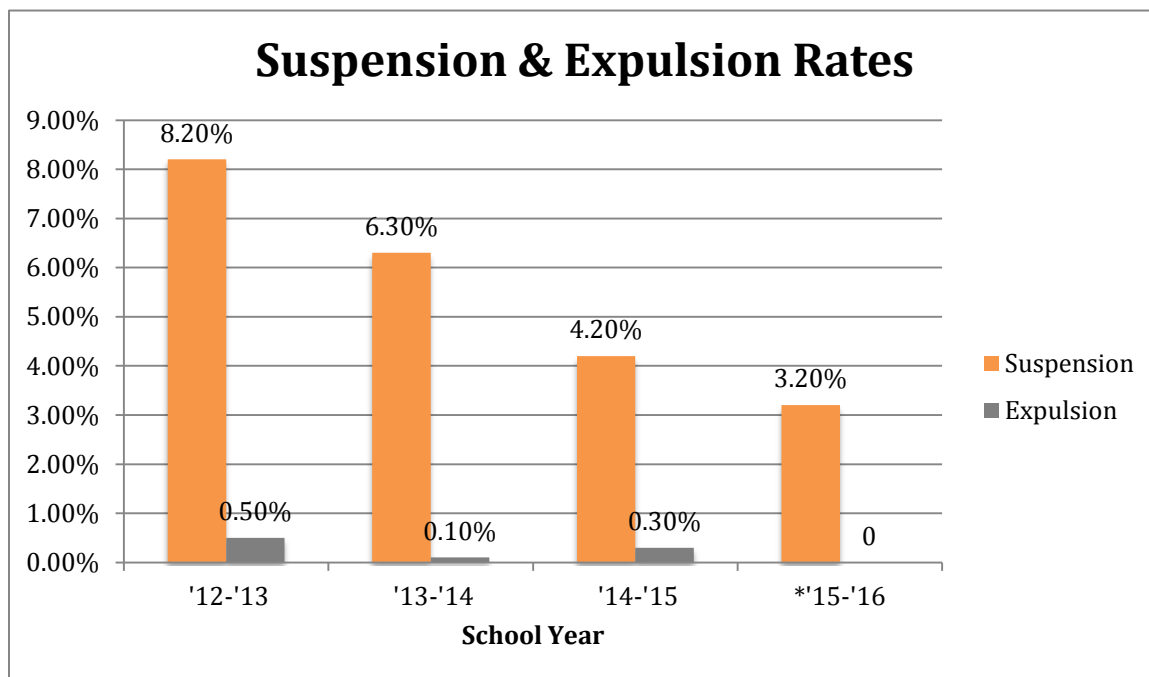


3. As necessary, students from Cougar Talk are referred to Student Study Team (SST) meetings to recommend more in-depth interventions alongside a plan with parent support.
4. If attendance and other factors warrant, students are recommended to an alternative setting.

### ***Discipline:***

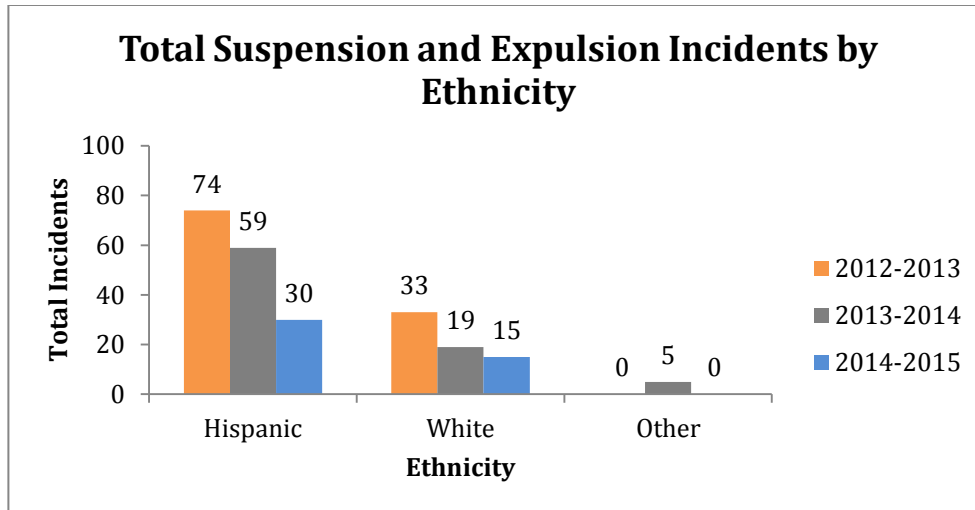
Each year, HMBHS administration reviews the Student/Parent Handbook for updates to disciplinary policies. Students and parents sign that they have read and agree to the policies therein. Both Assistant Principals in their respective grade-level assignments review rules and updates with all students during classroom visitations conducted the first week of school.

Overall suspension and expulsion rates have decreased by approximately 45% since the 2012-2013 school year. As mentioned in the Truancy section above, HMBHS is committed to continued pursuit of alternatives to suspension. HMBHS hopes that with the addition of extra interventions, such as the Positive Behavior Intervention System (PBIS) and collaboration with San Mateo County Sheriff's Department on attendance and youth engagement via the Sheriff's Activity League, we will continue to decrease suspension rates. Another important issue is the consistency of consequences in violence/drug suspensions. The HMBHS administration consistently maintains standard protocols for these suspensions as published in the Handbook, with first time offenses resulting in five-day suspensions and the employment of Alternatives to Suspension for alcohol and marijuana offenses. This, in tandem with Drug Impairment Training for all administrators, has assisted in keeping this rate from elevating.



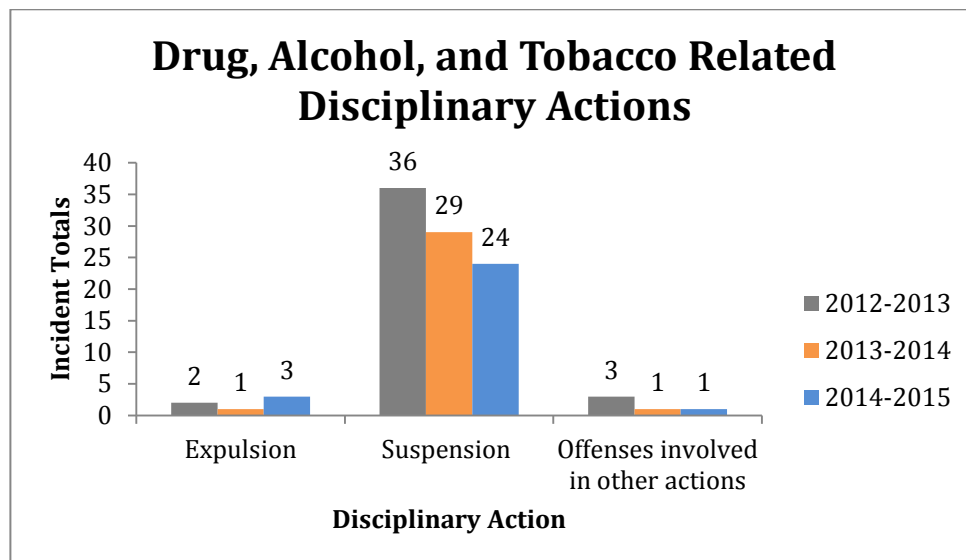
*\*Data as of 12/18/2015*

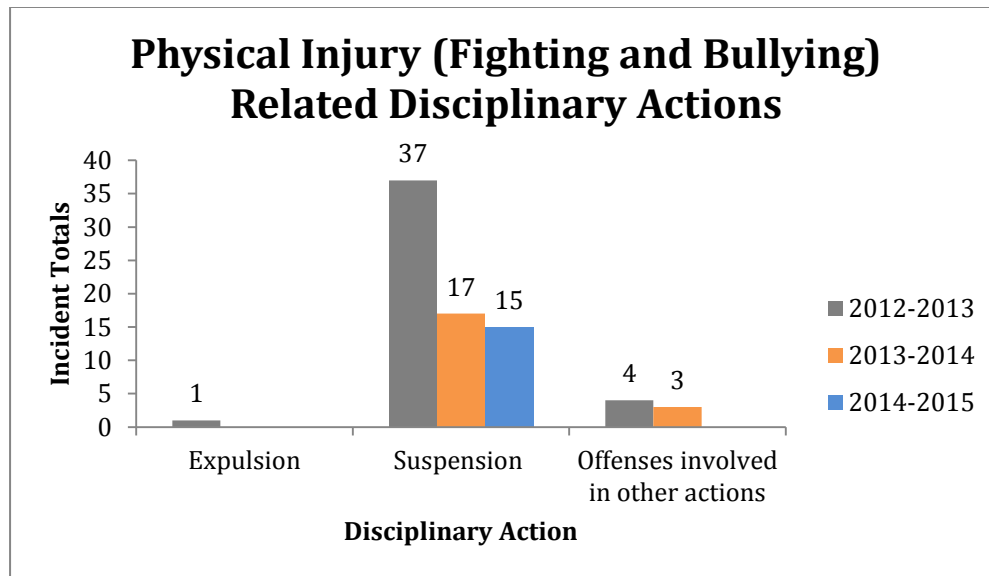




#### ***Expulsions & Suspensions:***

Our administration makes consistent and strong efforts to eliminate acts of violence and disruption on campus. Increased collaboration between teachers, administration, and counselors prevents a high number of students from falling through the cracks. We believe our combined efforts, along with the diligence of our administration, make HMBHS safer and help to maintain a welcoming environment. Suspensions and expulsions for drug, alcohol, and tobacco-related incidents resulting in disciplinary action have decreased since 2012-2013 by 30%. Suspensions and expulsions for physical injury (fighting and bullying) decreased by 64% in the past three years.





California Education Code violations that have declined are suspensions due to “caused damage to school property or private property” and “bullying.” Incidents that have been on the rise include “obscene acts and habitual profanity” and “steal school property or private property.”

When examining suspension data disaggregated by subgroups, percentages for all subgroups have been decreasing steadily from year to year. There has been a lot of work done to enforce rules in an equitable manner across the campus and promote respect and kindness site-wide so students feel Half Moon Bay High School is a safe place to be.

In addition, HMBHS is currently collaborating with El Centro de Libertad (an outpatient program supporting recovery and counseling for coastal communities). The classes provided by El Centro target drug and alcohol use, as well as address developing productive communication skills and exercising good decision-making. Administration works with counselors to refer our most at-risk students in need of the additional support.

In 2014-15, then-principal Ron Campana organized a student and teacher collaboration to develop a system of alternatives to suspension (ATS). Student suggestions were refined, agreed to by site administration and presented for approval to the school board. When applied to an incident, the number of days of suspension are reduced for alcohol or marijuana offenses if the student agrees to counseling. The policy was adopted in the 2015-16 school year and added to the Student/Parent Handbook. Since taking effect, a number of students have received counseling which we hope will result in a decrease of student use rates, suspension rates, and subsequent disciplinary actions.

**Alternative consequences for marijuana and alcohol possession and/or use are outlined as follows in our Student/Parent Handbook:**

***First Offense:***

Three-day suspension, provided the following requirements are met. Failure to meet the requirements in an agreed-upon time will lead to two additional days of suspension:



- In-school counseling. (Minimum 4 sessions around drug and alcohol counseling, maximum 2 sessions per week).
- Ten hours of community service.
- Student cannot participate in athletics and/or extracurricular activities for the current season until finished with in-school counseling and community service. If the student is not participating at the time of the infraction and/or consequence, student cannot participate in athletics and/or extracurricular activities for the next season until completion of in-school counseling and community service.
- Behavior Contract with the School.

### ***Second Offense:***

Four-day suspension, provided the following requirements are met. Failure to meet the requirements in an agreed-upon time will lead to an additional day of suspension:

- In-school counseling. (Minimum 6 sessions around drug and alcohol counseling, maximum 2 sessions per week).
- 20 hours of community service.
- Student cannot participate in athletics and/or extracurricular activities for three seasons beginning with the current season. If the student is not participating at the time of the infraction and/or consequence, student cannot participate in athletics and/or extracurricular activities beginning with the next season.
- Students can earn back their 2nd and 3rd seasons of athletics and/or extracurricular activities by completion of in-school counseling and community service
- Parent/Student Formal Reprimand Contract with the District.

### ***Third Offense:***

- Five-Day Suspension.
- Removal from all athletics and/or extracurricular activities during the student's remaining time at Half Moon Bay High School.
- Recommendation for expulsion and/or consideration of an alternative educational placement.
- If not expelled or placed in alternative education:
  - In-school counseling. (Minimum 6 Sessions around drug and alcohol counseling, maximum 2 sessions per week).
  - 25 hours of community service.
  - Parent/Student Formal Reprimand Contract with the District.

### ***School Safety:***

The key elements in the HMBHS Emergency Preparedness Plan are aligned with the San Mateo County Big Five School Emergency Guidelines and include procedures for a wide variety of emergency events, evacuation and service maps, and roles and responsibilities of staff members. A Safety Committee exists, which includes the Assistant Principal for Pupil Services, Principal's Administrative Assistant, Maintenance Custodian, teachers, and parents. This committee meets quarterly with sign-in sheets, agendas, and minutes. The committee's goals are to annually review the Emergency Preparedness Plan, examine areas of need and overall student and facility safety, and suggest changes to the Plan as needed. Staff members with special roles and responsibilities are annually contacted and trained/retrained.



Throughout the school year, two fire, earthquake/evacuation, and secure campus/lock down drills are scheduled and executed to prepare students and staff for an emergency. A phone tree has been developed and is updated annually to create an efficient way to notify teachers of an emergency that occurs outside of the school day. Campus Security staff provide supervision during the school day. The Administration is very visible during break and lunch and actively supervises the students during the entire school day. Administration and teachers supervise after school athletic and other events.

### ***Staff History:***

Half Moon Bay High School has a very dedicated staff of 75 for the 2015-16 school year. The Certificated staff is comprised of three administrators, three counselors, and 43 teachers. All certificated staff members are fully credentialed and NCLB highly qualified in their subject areas. In the last two school years HMBHS has experienced a relatively high turnover rate (over 20%) in the teaching staff, with 11 teachers hired for 2014-15 and 13 in 2015-16.

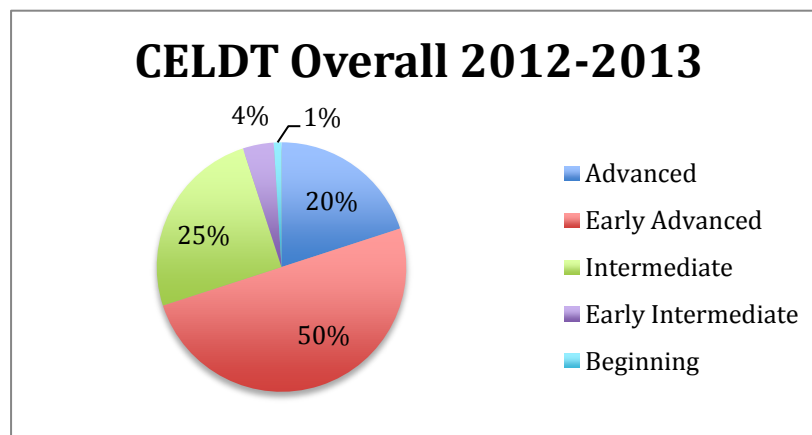
There are 24 classified staff members on site, which includes five office support staff, a librarian, three food services staff, three campus supervisors, four custodians, seven paraprofessionals, and two computer technicians.

### ***Student Performance Data:***

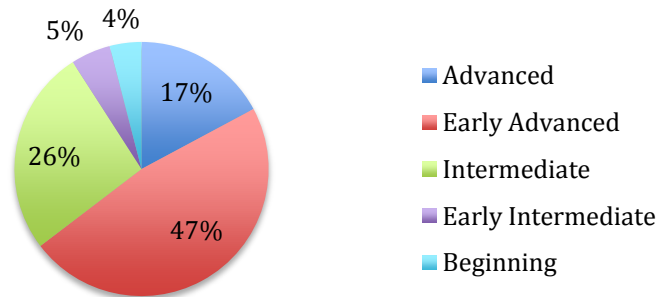
*Academic Performance Index and Adequate Yearly Progress* – We will wait on the state to decide how they will calculate this going forward with the new SBAC / California Assessment of Student Performance and Progress (CAASPP) tests.

### ***English Language Development Test (CELDT):***

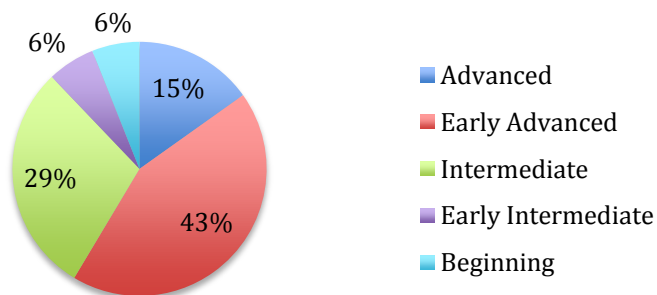
Over the last three years the way support classes have been designed and implemented shifted from Social Studies to English courses. Historically SDAIE classes were taught in history only. In the last three years they have transitioned to English classes alongside ELD support classes. This shift took place because we have an increase in the number of newcomers and students at the beginning and early intermediate EL levels. Therefore, we felt the focus really needed to be placed on ELD classes along with English support to make sure our students can read and write fluently in English upon exiting the High School.



### CELDT Overall 2013-2014



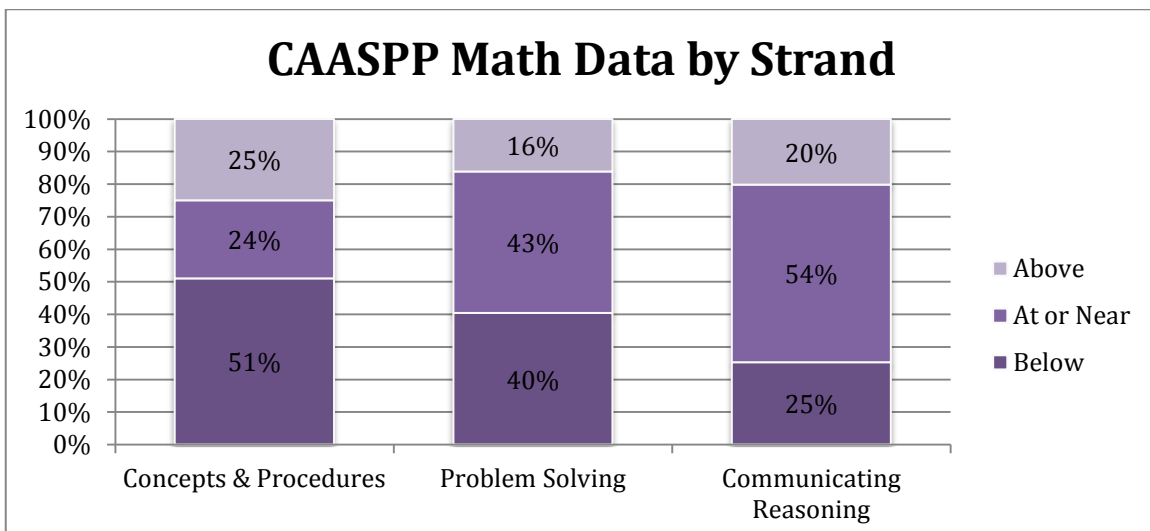
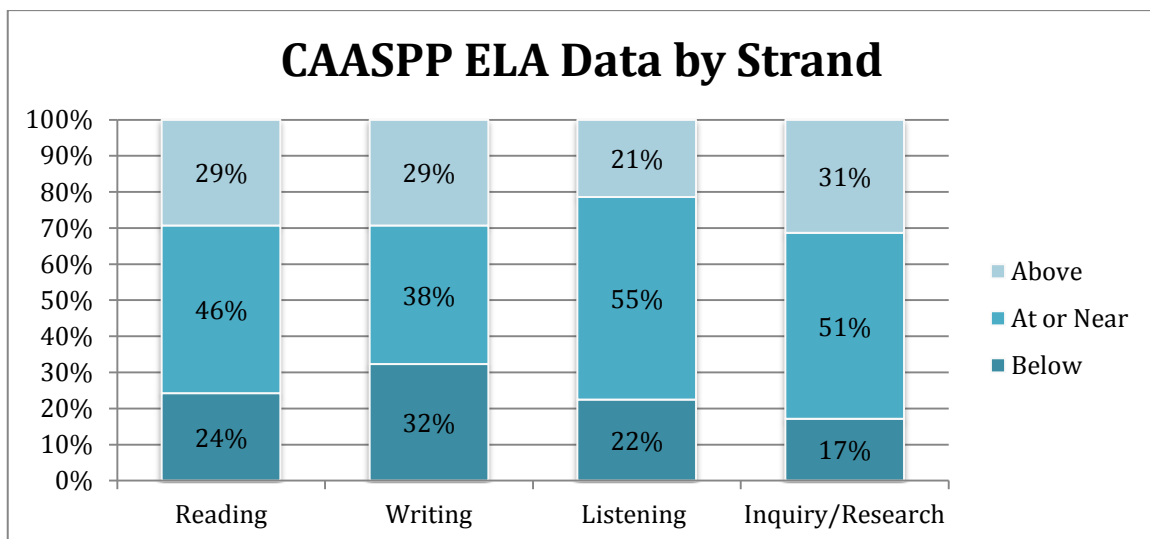
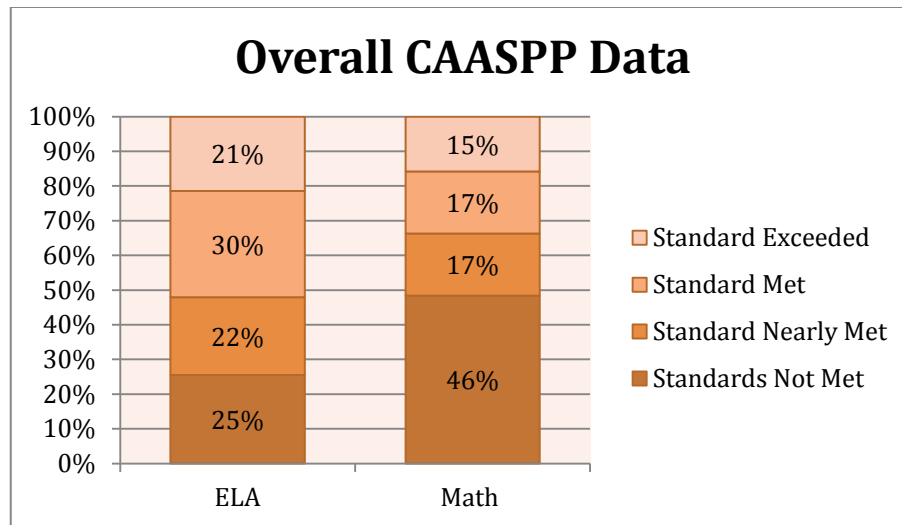
### CELDT Overall 2014-2015



#### ***Smarter Balanced Assessment Consortium (SBAC):***

HMBHS administered the first SBAC assessment in the spring of 2014. This was the calibration year so the state could have a better understanding of what the computer adaptive portion of the exam was going to look like based on student performance in all states administering the SBAC. In 2015 it was administered again as a baseline year and the data was disseminated to schools as students did complete the exam in its entirety with adaptation. We look forward to another year of testing so that we are able to compare and contrast areas of strength and growth. As it stands, mathematics appears to have a lot of work to do around concepts and procedures.

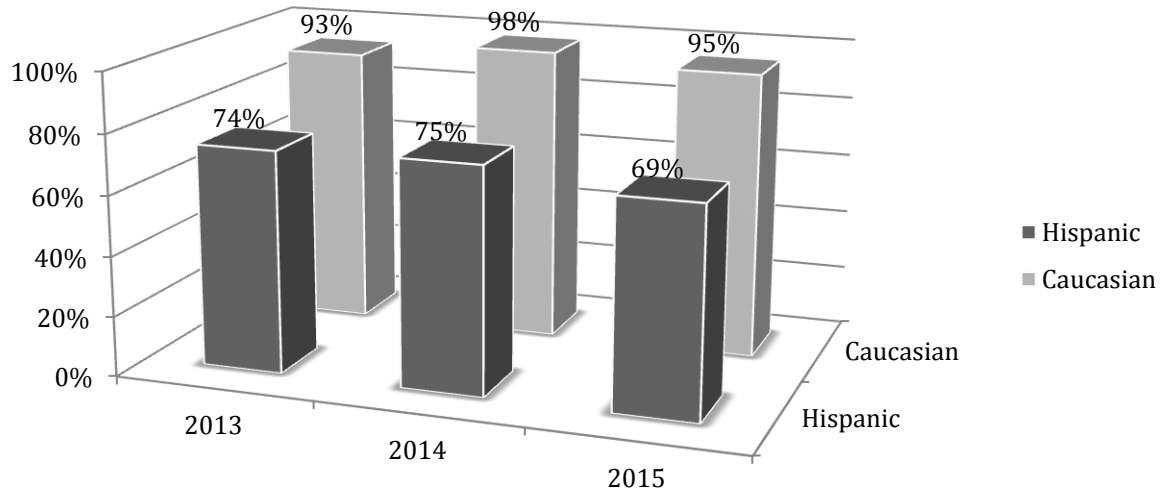




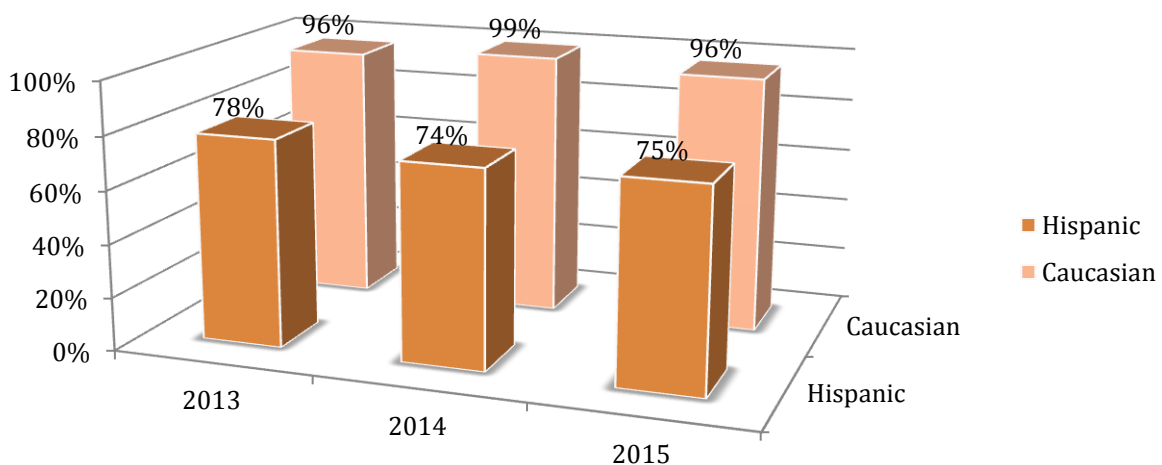
**CAHSEE:**

HMBHS no longer administers the CAHSEE. HMBHS has reached out to every student who graduated without passing the CAHSEE and awarded them a full diploma. The following are our pass rates for the last three years related to our major subgroups in the 10th grade:

### CAHSEE Math Pass Rates for 10th Graders

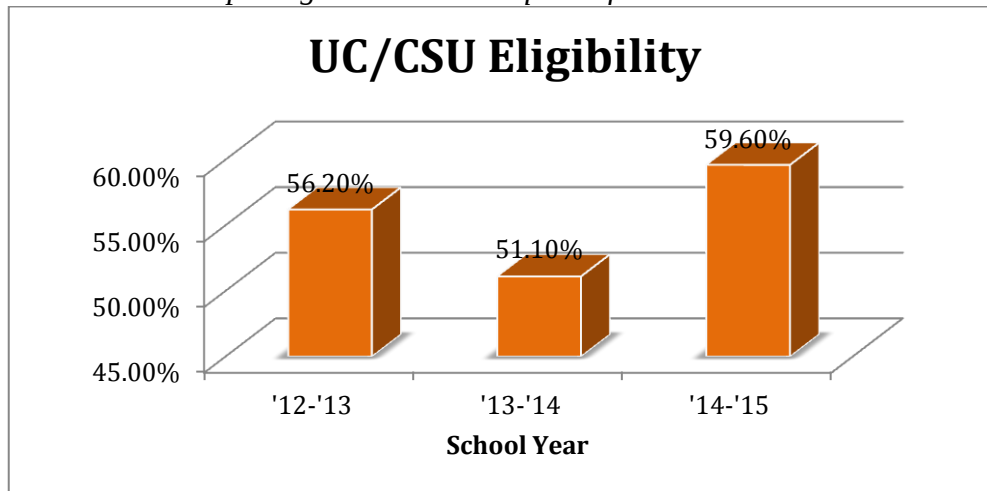


### CAHSEE ELA Pass Rates for 10th Graders

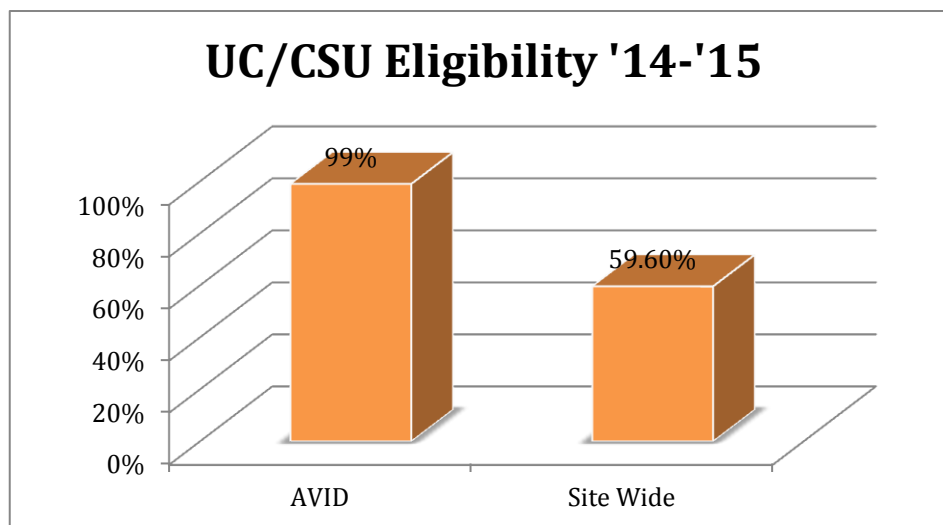


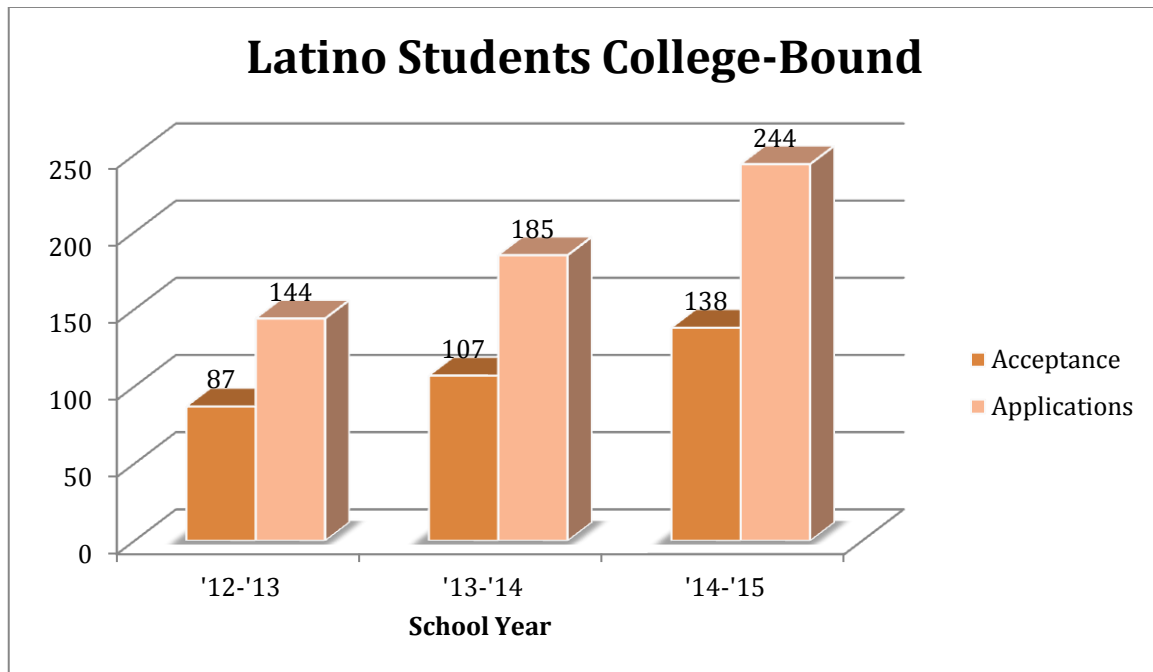
**UC/CSU Requirements:**

The total percent of graduates meeting UC/CSU requirements has increased by 3.4% since the 2012-2013 school year. During the spring of 2015, HMBHS adopted a new credit recovery program, Compass Learning, that is both UC/CSU A-G approved. It is also more closely aligned with the Common Core State Standards, which we believe will help students stay on track toward college admissions and graduation. Additionally, AVID classes are offered to support first-generation, college-bound students. To support our students through all four years of high school, HMBHS plans to complete a four-year AVID program in 2016-17 with an AVID IV class, which will help student's not only gain access, but also transition to college.

*Graduates Completing All Courses Required for UC and/or CSU Entrance*

The above graph depicts the increase in overall UC/CSU eligibility site-wide, while the data below depicts AVID students' A-G eligibility versus site-wide. Our AVID students are almost at 100% A-G eligible, and while our credit recovery program helps support this number, a more important factor is the more active role AVID teachers and counselors play in preparing and enabling these students, evident from the graph below.





The above graph depicts the number of Latino students applying and being accepted to colleges in the last three years. College acceptance and application numbers are increasing from year to year for our largest subgroup, and we are proud to continue the work we are doing with not only AVID students, but also English Language Learners site-wide to support them in their next steps.

#### ***Graduation:***

The percentage and/or number of Hispanic or Latino, and White students has maintained a steady, positive graduation rate\* since the spring of 2013.

\*The new “cohort graduation rate” is a shift in the formula for calculating graduation rate data that began with the 2011 school year. It replaces the previous formula to determine graduation rates as required by U.S. law. The previous formula, called the National Center for Education Statistics (NCES) completer rate was used to determine whether schools have met their targets for increasing the graduation rate for Adequate Yearly Progress reporting under the federal accountability system. The NCES completer rate was needed until California had four years of longitudinal student data to calculate a cohort rate.

#### ***Graduation Rates:***

| School Year | Total | White | Hispanic | Other |
|-------------|-------|-------|----------|-------|
| 2012-2013   | 94.7% | 95.6% | 94.7%    | 100%  |
| 2013-2014   | 95.6% | 95.8% | 94.7%    |       |



## II: SIGNIFICANT CHANGES AND DEVELOPMENTS

### *Administrative Changes:*

In the last three years, Half Moon Bay High School has undergone a number of significant administrative changes. In 2013-2014 Albert Strong was hired as an Assistant Principal alongside our other AP, Jarrett Dooley, and Principal Allison Silvestri. In the summer leading up to 2014-2015, Allison moved on and Ron Campana was hired as Principal. In the same summer, Jarrett Dooley took the Principal position at Cunha Intermediate School in the Cabrillo district, and Tiffany Zammit was hired in his place. This last summer of 2015, Ron Campana and Albert Strong both moved on and John Nazar was hired as Principal and James Barnes as Assistant Principal. John Nazar taught at Half Moon Bay High School for six years (prior to that, he taught for 10 years at Oroville High School), served as assistant principal at Cunha Intermediate School for nine years, and most recently as principal for five years of Tierra Linda Middle School in San Carlos, CA. James Barnes had been teaching at HMBHS for the last 14 years prior to moving into his new role as assistant principal.

In the summer of 2015, the Assistant Superintendent of Curriculum and Instruction retired and the Superintendent also moved on to another position. Jane Yuster came on as the new Superintendent and Dr. Sandra Jewett was hired to be the new Chief Academic Officer.

As evidenced above, many changes have been made in both site level administration and district office administration. This has made it challenging for staff to feel they can invest in the decisions and initiatives coming from administration due to the lack of consistency over the last few years. However, the current administration is working in conjunction with staff to build rapport and support site-wide initiatives to build the best school possible for our students.

### *Curriculum Changes:*

As a result of our large and ever-changing student population, we have a number of students who qualify for special services and programs. To meet the needs of our English Language Learner (ELL) population, we installed a full time bilingual liaison, Cristal Hernandez. This is a significant change from last year's four-hour daily on-site bilingual support. Since the last WASC review, the Cabrillo Unified School District hired a Special Program Coordinator, Katie Duggan, to work directly with our English and Social Studies Departments on Specially Designed Academic Instruction in English (SDAIE) strategies, placements, curriculum, and course offerings. As a result, we incorporated SDAIE courses for English levels I, II, and III. We eliminated courses previously labeled as English Enhanced and Zero Period Student Academic Support (SAS). We also added English Language Development (ELD) levels I, II, III, IV across all grade levels.

To support our Special Education students transitioning to colleges and careers, the Special Education Department now offers a community college fair and a partnership with Skyline College, which provides summer programs in hospitality, automotive, and restaurant management. Additionally, the Special Education Department increased their collaboration with the English Department to offer co-teaching of Special Education students in mainstream classes, and has developed a similar co-teaching partnership with the Math Department in Algebra and Geometry Enhanced classes.

Furthering the goal to prepare all students for college and post-secondary programs, HMBHS offers AVID levels I, II, and III and continues to provide training for teachers so that AVID supports are



provided across the disciplines. As a result of this schoolwide initiative and continuous growth of the AVID program; AVID IV will be offered next year as a new elective. Through the Counseling Department and AVID collaboration, we host college representatives and invite guest speakers to inform our students about various careers and planning for college. Additionally, our counselors organize local college, university, and career field trips, and our students now have the option to shadow local community college students. We have initiated more effective supports for Hispanic and Migrant students in their transition from high school to post-secondary education. We also organize a yearly field trip to the Hispanic College Fair in San Francisco. This provides our Latino students the opportunity to learn more about schools of interest as well as to connect with the Educational Outreach Program (EOP).

Addressing ongoing changes in the college application process, in addition to college readiness classes we now offer workshops three days a week from mid October until the end of November for our migrant education population. All of our college information distributed to parents is provided in both English and Spanish and a parent information night is also offered in Spanish for our Latino families.

With the end of the California State Tests (CSTs) and their replacement with the Smarter Balanced Assessment Consortium (SBAC) tests, we refined the process for collecting longitudinal data for ELL students. As a result, we discovered an increased need for online UC/CSU A-G credit recovery options and recently adopted and implemented the Compass Learning system that is A-G approved and Common Core State Standards (CCSS) aligned. The new curriculum allows for more students to utilize our credit recovery options to meet the requirements for graduation.

With the onset of CCSS and Next Generation Science Standards, HMBHS continues to provide more release time for teacher collaboration and professional development. Departments refined curriculum maps and pacing guides based on student-driven data with the inclusion of CCSS alignment and differentiated instructional strategies. Since the last WASC visit and the end of the CSTs, departments use their own common assessments to gauge student achievement. Consequently, HMBHS has increased vertical articulation with Cunha Middle School and administers placement exams for incoming freshmen. Further collaboration includes more peer-to-peer observations with reflective feedback across the departments and the administration has made efforts to incorporate both informal and formal visits in each classroom.

To serve our 21st Century student body, the site and district has increasingly provided technology to our staff since the previous WASC visit. HMBHS has delivered chromebooks and wireless access to the whole school. Increased access to technology has meant that the site and district offer more training for our Technology Cohorts. The school now has a new initiative to spend existing bond money to update and renovate the campus so that the infrastructure and space allow staff and students to use technology efficiently in the classroom and common areas like the library.

#### ***Positive Behavior Intervention Support:***

Our school climate continues to be a focus of professional development. Our counselors and leadership committee collaborate with our Positive Behavior Intervention Support (PBIS) committee, trained and supported as a district initiative, to create opportunities for teachers to reflect on student behavior, agree on common interventions, and generate positive school culture and climate. In 2014-15, Half Moon Bay High school began to explore the adoption of Positive Behavior Intervention and Support (PBIS). Then in



the 2015-16 School Year, the Cabrillo Unified School District determined to have all sites trained and participate in PBIS. A team was developed and began to meet monthly. The mission of PBIS at the school site is to promote and foster student achievement through recognizing positive behavior and cultivating an inclusive school climate where students all have an opportunity to be successful, contributing members of our school community. Through the PBIS initiative, the team strives to set a uniform, common language in order to build clear expectations that define student behavior throughout the site.

The first task of the PBIS team was to develop a word or slogan that could capture our vision for student behavior. The HMBHS Cougars already use the phrase “Cougar Pride!” It was an easy choice to adopt PRIDE as our PBIS phrase. Then the entire faculty got involved in the creation of the words that went with each letter:

P Perseverance

R Respect

I Integrity

D Diversity

E Engagement

This phrase has been promoted to the student body through signs and videos. The next step is to create expectations for student behavior in all areas on campus and develop an award system for students acting in a positive manner. The goal is to create a series of behavioral expectations and supports for all students following the pyramid of interventions model.

#### ***Coastside Mental Health Collaborative:***

This school year, the San Mateo County Office of Diversity and Equity Behavioral Health & Recovery Services (BHRS) spearheaded a series of meetings called the Coastside Mental Health Collaborative. The purpose of the Collaborative is to help coordinate mental health services among health providers, law enforcement and the Cabrillo Unified and Pescadero School Districts. Data from sources such as the California Healthy Kids Survey and our own experience show a rise in mental health issues among our students. The Collaborative and BHRS have provided information and training to all interested parties, including exposure to the Adverse Childhood Event model and training in Mental Health First Aid.

#### ***Credit Recovery:***

Half Moon Bay was using Aventa, also known as Fuel Education, for credit recovery up until the spring of 2015 for students in credit recovery and in need of A-G eligibility. The conversation around credit recovery site-wide began at Academic Council in Fall of 2014 as a priority. Our Academic Council is a decision-making body that consists of department chairs and administration that meet once to twice a month to guide site-wide initiatives. Credit recovery was made a priority last year.

As a site we created an Alternative Education Task Force to explore different programs available and pilot them prior to employing a new product. Academic Council provided a priority list to the Alternative Ed Task Force when researching different products and the task force spent meeting time looking through programs themselves and being presented to and made a final decision to employ Compass Odyssey learning for a number of reasons. This new program is more closely aligned with the Common Core, engaging for students, and includes a larger number of supports embedded for our English Language Learners and Special Education students who will be taking these courses. The staff also wanted to make sure it was something that kept the integrity of courses and was engaging and accessible to all learners.



Our students proved successful with the program this last summer and are moving through steadily this year in our two sections of credit recovery.

***Local Control Accountability Plan (LCAP):***

The Local Control Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula (LCFF). Our district engaged parents, educators, employees and the community to establish our LCAP plans and goals. Cabrillo Unified School District worked through this process two years ago and this year we have established a process to compile feedback around our eight goals from all stakeholders at all sites. This year we are meeting with all of our stakeholder groups to compile anecdotal feedback. Our process as a site is to reach out for not only anecdotal feedback but also to rate the goals and compile data around what our stakeholders believe to be priorities for our students. Once we discuss LCAP goals with all stakeholder groups based on student impact this information will be reported back to the district for compilation. The goals are rated using the following system:

- 5: Highest Student Impact
- 4: Moderate Impact
- 3: Limited Impact
- 2: Minimal Impact
- 1: Least Student Impact

Local control accountability goals are as follows:

- Goal #1: By '17- '18 district will implement Common Core State Standards in all schools.
- Goal #2: Focus on Early Literacy (Grades K-3) with target that all students are reading at grade level by 3rd grade.
- Goal #3: The number of reclassified ELD students and the number of ELD students moving up one level of proficiency will increase.
- Goal #4: Increase number of students who are college ready by increasing the number of students who meet the standard on the EAP. Increase the number of students taking AP courses.
- Goal #5: Implement CTE Pathways for secondary students.
- Goal #6: Develop a communication plan to provide all community stakeholders with regular updates.
- Goal #7: Reduce district wide truancy rate.
- Goal #8: Reduce district wide suspension rate.

***Cougar Talk:***

Cougar Talk is a series of monthly intervention meetings that began in 2014-2015 to discuss our most at-risk students. Administration, counseling, our school psychologist and campus supervisors meet on a biweekly basis to discuss next steps and interventions for pre-identified students. The meetings give the team a chance to discuss what interventions have already been attempted and what is and is not working for the student both academically and socio- emotionally. This is also a time to discuss attendance issues and concerns related to the School Attendance Review Board and graduation. It has been a very productive means of keeping track of our most at risk students at all levels.

***Health & Wellness Committee:***

This year there was a parent lead initiative to discuss the mental health and wellness of our students, specifically around our zero period start time of 6:40am. As a site we decided to handle the initiative by



creating a Health and Wellness Committee modeled after that of a Saratoga High School formed to address similar topics. This committee is composed of parents, students, teachers, board members and site and district administration. The meetings are held Monday evenings from 4:30pm–6:30pm. The committee is also broken up into subcommittees that include: Community Outreach, Research, Schedule Design, and Board Report.

The objective this year is to explore alternative bell schedules with a focus on a later start time. The necessary timeline brings this proposed bell schedule to the Board in March of 2016. Administration at the site and district level has worked diligently to facilitate communication between the stakeholders involved throughout this process and maintain transparency. As of this writing, a compromise schedule has been proposed by the staff to the Health and Wellness committee and it is this schedule that will be brought to the Board in March. Our next steps include looking at block schedules for '17-'18 and addressing a priority list of other issues related to supporting student health and wellness.



### III: ONGOING SCHOOL IMPROVEMENT

During Super Tuesdays (district staff development early release days), various teacher professional developments, workdays, and collaborative Thursdays, teachers communicate between and within departments regarding curriculum pacing, curriculum implementation, assessment strategies, and interventions needed for students. Teachers discuss techniques to help identified students maintain success, while also contacting and collaborating with parents, counselors, and administration. All teachers dedicate office hours for students who need additional support. Schoolwide homework clubs are offered Monday through Thursday every week, and AVID classes provide opportunities for enrolled students to work with AVID tutors. At the end of the first quarter, the administration distributes and requests feedback via Google docs regarding previously identified students in need of academic or emotional support and counselors continuously meet with and advise identified students.

This year, during one of our Super Tuesday professional developments, the district identified academic, social, and emotional needs of our ELL, Special Education, and underperforming students and addressed appropriate intervention. The professional development included opportunities for administrators, teachers, and counselors to collaborate on PBIS strategies focused on reducing the amount of behavioral referrals and low achievement.

Every year counselors collaborate with the District office to audit students based on their SBAC and benchmark scores, AP Exams, grades/GPA on transcripts, as well as course work completed. At the beginning of the academic school year we review every student's transcript in grades 10, 11, and 12 as well as review summer school course completion in order to determine credits needed for graduation and modify graduation plans if needed. Interventions include: credit recovery, Adult Ed/night school courses, phone calls home, parent meetings, Personal Learning Plan (PLP) meetings, counseling, Student Study Team (SST) meetings amongst counselors and administration, as well as collaboration with staff and student case managers. After enrolling a student in credit recovery or Adult Ed/night school, we continuously monitor their progress throughout the academic year until they have met the course requirement and are on track to graduate.

Annually, Counselors organize and conduct PLP sessions with all students to include one-on-one meetings and small group meetings focused on developing unique academic plans and individual opportunities for college readiness and other interests. PLP sessions focus on a variety of content depending on student grade levels.

At the end of the 2014-2015 school year, the ELD Department Chair, Administration, Bilingual Liaison, Counseling Department and their counterparts from Cunha Middle School met to discuss placement for every ELL student based on grades, teacher input and California English Language Development Test (CELDT) scores. This year, HMBHS rolled out a new reclassification system based on four criteria for ELD students. The four criteria include comparison in performance of basic skills, assessment of English proficiency, teacher evaluation of student academic performance, and parent opinion and consultation. Furthermore, at monthly English Learner Advisory Committee (ELAC) meetings, the student placement process is reviewed with parents to increase their awareness and knowledge about support systems that are offered to ELLs at HMBHS.



The Counseling Department holds monthly meetings with Strengthen Our Youth (SOY) to focus on individual and group counseling for family and drug and alcohol issues, and touch base with County Mental Health (CMH) at the beginning of every year to discuss student ongoing caseloads and referrals. In addition, the Counseling Department refers low-income Latino and English speaking students at risk of drug and alcohol abuse to El Centro de Libertad (The Freedom Center). Students are also referred to family counseling, private therapy, and Kaiser to ensure students are being supported holistically at school.

To prepare for this mid-cycle review and progress report, the staff dedicated time during the September 2015 Super Tuesday. Each department reviewed the school wide action plan and the identified responsibilities delineated to each department, and commented on their progress and any roadblocks encountered. Additionally, departments provided feedback on the steps they are taking to address the areas identified by the review team in the Critical Areas for Follow-up Report.

### ***CSM First Year Success Initiative:***

Half Moon Bay High School is engaging in a pilot program this year working with College of San Mateo (CSM), a local community college. The program will give our students the opportunity to meet with a CSM counselor on our site. This counselor will act as an outreach coordinator to support our students in engaging in smaller learning communities at the community college while still attending high school. One of those communities, primarily of focus, is Priority Enrollment Program (PEP). When students engage in this program they are able to earn priority registration at CSM, priority access to CSM's transfer club and a quick way to connect with a community of students already enrolled in CSM who can act as an additional support.

The goal of this program is to foster the relationships with high school students and our local community college so they feel they are more prepared to access the things they need to be successful in post secondary education. Our counseling and administrative team is working closely with the PEP coordinators and counselor being assigned to our site in this pilot year. Hillsdale and Carlmont High Schools are also engaging in this initiative pilot.

We believe this will support access to post secondary education for our students and build a network of support as we have found it can be difficult for students to continue their education without the appropriate tools.

### ***Early College:***

Early college is another program that Half Moon Bay is collaborating on with CSM. This program is a little bit different, but also supports students with post secondary success as well. This program engages our own HMBHS teachers in teaching college level courses within our school day. For example our Art Department Chair, has a master's degree in Art, making him eligible to teach at the community college level. He is articulating with community college art teachers to teach the Sculpture 405/406 course on our campus. This course will replace our current sculpture course and affords students a grade bump in their GPA alongside free, transferable college credit without taking an Advanced Placement exam.

Next year, will be the first year we build Early College into our master schedule. Art 405/406 will be our pilot course and depending on how things work we will look to potentially transition more of our



courses in this direction for interested teachers who have masters degrees. The community college also grants a stipend each semester for those teaching the course at the high school.

***Common Core Implementation Process:***

Administration is working with Teachers on Special Assignment (TOSA's) and department chairs to ensure all departments have appropriately embedded the Common Core State Standards. The first step began last year allowing each department three days of release time or the equivalent paid time to develop curriculum maps. Each department took the time to complete their curriculum maps for each content area.

This year TOSA's are working with teachers to unpack common core standards within their given units to create more effective Common Core driven lessons. This work will continue into next year alongside Super Tuesday professional development around the Common Core standards and how to drive instruction using the standards.



## IV: PROGRESS ON CRITICAL AREAS OF FOLLOW-UP

Recommendation 1: While data shows that student performance has increased as a result of past professional development efforts, the Visiting Committee feels that a logical next step in the process should involve a more strategic schoolwide approach to what most impacts student achievement: *classroom instructional practices*.

To improve classroom instructional practices, administration has made deliberate efforts to provide support inside and outside of the classroom based on teacher feedback and data analysis. As a result, teachers experience more buy-in when they attend professional development on and off campus. Specifically, because AVID strategies, CCSS, the Next Generation Science Standards, and 21<sup>st</sup> Century Skills are new schoolwide initiatives, the district and school administration collaborate to provide training opportunities, which ensure teachers reach success during our adoption phase. Teachers on Special Assignment (TOSAs) provide support to classroom teachers by conducting observations as well as supporting the implementation of the common core. The aim of peer-to-peer observations is to help teachers successfully integrate new instructional practices to support student success.

Recommendation 2: Related to Critical Area for Follow-Up #1, the Visiting Committee believes that increased observations, support and reflective feedback of instruction by teachers and administrators will move teaching and learning to the next level at HMBHS.

As described above, HMBHS recently adopted informal peer-to-peer observations to support teachers as they improve their craft. The initiative is in its first year of implementation but second year as an adopted strategy. During the 2014-2015 school year, TOSAs made deliberate efforts to gather evidence and feedback from teachers regarding areas of support for classroom improvement strategies and curriculum implementation.

In addition to informal peer-to-peer observations, the HMBHS administration spends more time incorporating more frequent and informal walkthroughs as a way to support teachers and gather information about our students, classroom practices, and school culture. The walkthroughs have become more commonplace and allow for additional support from administration. During annual, formal observations, HMBHS administration makes pointed efforts to communicate any newly refined teaching standards, works with teachers to create observation lessons, and provides timely feedback and support.

Finally, because HMBHS hired many new teachers during over the last two years, there is greater need for on-campus professional development focusing on policies and procedures along with general, new teacher support. Teachers on Special Assignment have also worked to support new teachers around policies and procedures. Also, because HMBHS and San Mateo County value new teachers, the Beginning Teacher Support and Assessment (BTSA) program is fully incorporated and provides additional support off-campus, furthering career development.

While HMBHS recognizes that each new initiative requires continuous adjustment, the school believes that classroom instructional practices have greatly improved.



Recommendation 3: Improve curriculum and supplemental intervention to support ELD/ELL and special needs students, narrow the achievement gap, and provide optimum learning experiences for historically underrepresented students.

HMBHS believes all students should have access to quality education regardless of their background. Therefore, as mentioned throughout the narrative above, new programs, initiatives, and support systems are utilized to provide optimum learning experiences. Counselors, administration, classroom teachers, and support personnel work closely and collaboratively to identify and help students in various subgroups. New this year is the incorporation of the PBIS program, which aims to identify students who have multiple disciplinary infractions and are at risk of failing or not graduating. Through PBIS, all staff collaborates to identify possible intervention programs geared toward steering students back on the right path.

We are using AVID to further support our English language learners as well as first-generation College going students. We have also established a process to placing English Language Learners more appropriately based on CELDT scores, teacher recommendation and current English grades. We have also increased our number of ELD section offerings as well as English SDAIE sections to further support our English language learners.

In conjunction with English SDAIE course offerings and ELD courses our ELD department chair has been working diligently to support our teachers in the creation of authentic curriculum for our students.

Because many students in different subgroups show interest in our Agriculture Program and our Future Farmers of America (FFA) program, increased opportunities to take more agriculture-focused classes across the disciplines has been made available this school year. HMBHS believes that with the addition of these new classes, the Agriculture Program is more rigorous and reputable and better prepares our students for careers after high school.

Recommendation 4: Continue to develop an array of techniques that help students organize, access, and apply knowledge, including the use of technology.

As highlighted above, HMBHS adopted an initiative to incorporate more AVID strategies and incorporate more technology across all disciplines. Therefore, professional development opportunities have been and continue to be offered so teachers are successful during current and future adoptions. HMBHS takes pride in preparing our students for a 21<sup>st</sup> century world and believes that all efforts support future success for our students.

Recommendation 5: Continue collaboration toward common assessments, similar coursework, grading, and aligned planning calendars for all subject areas and between departments.

As mentioned in previous narratives, HMBHS abandoned the previous benchmark system aligned with CST's, and replaced them with departmentally developed common assessments. They were also replaced with curriculum maps developed around the Common Core. The school believes that with the onset of CCSS and the trend to teach depth over breadth, it was in the best interest of our students to create benchmarks, common curriculum maps, and common assessments departmentally. We have received our first SBAC data for use as a baseline. As we get a second year we will be able to compare and project trends.



Recommendation 6: Increase emphasis on vertical articulation. As mentioned in the above narratives, HMBHS makes more and continued efforts to collaborate with teachers vertically and horizontally. Thursday mornings are dedicated to department meetings during which time subject matter teachers collaborate on their scope and sequence, reports are given to entire departments, and updates and support opportunities are shared. Additionally, more effort is made to collaborate between the high school and middle school to develop placement assessments and to adopt common curricula that align with new standards. Finally, multiple professional development opportunities and staff support are continuously provided, which allows for teachers in all departments to collaborate and identify best practices and address any student, academic, or administrative concerns.



## V: SCHOOLWIDE ACTION PLAN REFINEMENTS

HMBHS no longer uses grade bumps contingent on proficient and advanced scores on the CST. With the end of the CSTs and adoption of SBAC, we would have to revisit the appropriateness of awarding grade bumps in the future.

Many students who have not passed the CAHSEE are ELLs. Despite the cancellation of the CAHSEE, English Language Learners have been provided with additional sections this year to decrease class size and increase English acquisition and support. In addition to ELL sections, Counseling communicates with students and parents to discuss the importance of standardized testing in receiving a high school diploma.

Homework Club is an opportunity for students to study and receive teacher tutoring from Monday to Thursday after school. We now collaborate with the California Scholarship Federation in order to provide peer tutoring to students in a range of subjects during Homework Club.

HMBHS has increased the number of parent workshops specifically addressing mental health needs. In 2015 Dr. Keely Rollings led a discussion with parents on anxiety and depression. Additionally, HMBHS has joined forces with the Coastside Mental Health Collaborative to help utilize resources in our county to provide more education and services to our students and families.

For the past two years we have utilized a co-teaching model in English and Math in some classes so that 9th-11th grade students who would have previously been instructed in a small self-contained classroom will be mainstreamed into general education classes.

HMBHS more frequently collaborates with the District Migrant Office to provide summer intervention for students who need further ELL or academic support. Our school liaison Cristal Hernandez now offers translations at all parent events.

### *Development of the Schoolwide Action Plan:*

In January 2016, WASC coordinators met to update the action plan that outlines the schoolwide vision and plan that was originally established for the 2013 Self Study. Since the original action plan was released, several initiatives have either been updated or added to align with our Critical Areas of Need and there has been ongoing discussion as to our commitment and intention of including them in the action plan. To update the action plan from the last WASC visit, staff has met both in faculty meetings and during several collaboration days to ensure progress has made toward the Critical Areas of Need and to evaluate tasks itemized in the original Action Plan.

Following the Visiting Committee report delivered in March 2013, the Action Plan was revised to have their recommendations and School-wide Critical Areas for Follow-Up included in the 6-year plan. The following recommendations are included throughout the Action Plan in order to ensure that all goals are met by 2019.



1. While data shows that student performance has increased as a result of past professional development efforts, the Visiting Committee feels that a logical next step in the process should involve a more strategic, school-wide approach to what most impacts student achievement: classroom instructional practices
2. Related to Critical Area for Follow-up #1, the Visiting Committee believes that increased observations, support and reflective feedback of instruction by teachers and administrators will move teaching and learning to the next level at HMBHS.
3. Improve curriculum and supplemental intervention to support ELD/ELL and special needs students, narrow the achievement gap, and provide optimum learning experiences for historically underrepresented students.
4. Continue to develop an array of techniques that help students organize, access, and apply knowledge, including the use of technology
5. Continue collaboration towards common assessments, similar coursework, grading, and aligned planning calendars for all subject areas and between departments.
6. Increase emphasis on vertical articulation.

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

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

\*Amended: Since 2014-2015, California no longer uses CST data to track student performance for API. The SBAC replaced the CST and data shows that we have made growth in ELL API scores from 2011-2013. While we do not have a new API calculation, based on information from CDE, we believe that we continue to see growth in our EL achievement.



**Supporting 2011-2012 Data\*:**

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

**6-YEAR GROWTH TARGETS:**

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

\* Amended: We are still waiting on another year of baseline data for the SBAC to calculate API therefore we cannot determine if we met our growth targets for 2013-2014 and 2014-2015

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

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



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

|    | <b>Tasks</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Responsible Person(s)</b>     | <b>Resources</b>                                                                                 | <b>Assessment of Improvement</b>                                                        | <b>Timeline</b>                                     | <b>Reporting</b>                                          |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|
| 1. | The English Department will continue to closely examine benchmark data from 1st & 3rd quarter benchmarks to improve areas of instruction with the goal of increasing rigor and incorporating more test preparation. This will be accomplished by refining data analysis practices that involve the use of EADMS and by instituting more collaborative time for essay grading and data analysis dependent on funding | Teachers and Department Chair(s) | Release time/<br>Foundation PD Fund                                                              | Notes from Q1& Q3 data days, collaboration schedule, department meeting agendas/minutes | Biannually<br><br>2013-2019                         | English Department Chair(s), Assistant Principal of C & I |
| 2. | The English Department will align pacing guides and benchmark tests with Common Core. Collaborate with other departments to incorporate the ELA common core standards across subject areas;                                                                                                                                                                                                                         | Teachers and Department Chair(s) | Collaboration time and Super Tuesdays.<br><br>Department Release Day<br><br>(Foundation PD Fund) | PD Day agendas/notes, collaboration schedule topics                                     | Ongoing<br><br>Annual department release in January | English Department Chair(s), Assistant Principal of C&I   |

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

|    | <b>Tasks</b>                                                                                                                                                                                                                            | <b>Responsible Person(s)</b>                             | <b>Resources</b>                                                                                 | <b>Assessment of Improvement</b>                                                                            | <b>Timeline</b> | <b>Reporting</b>                                        |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------|
| 3. | The English Department will continue to calibrate teacher evaluation of the second quarter writing benchmark so that there is continuity throughout the department.                                                                     | Teachers and Department Chair(s)                         | Collaboration time and Super Tuesdays.<br><br>Department Release Day<br><br>(Foundation PD Fund) | PD Day agendas/notes, collaboration schedule topics                                                         | Ongoing         | English Department Chair(s), Assistant Principal of C&I |
| 4. | English Department continues to revise and improve our common quarterly writing applications, which are given to all students in each grade level.                                                                                      | Dept. Chair and level team teachers                      | Subject area collaboration and release day                                                       | ELA department minutes, student work, ELA benchmark and curriculum binders                                  | Ongoing         | Dept. Chair and English teachers                        |
| 5. | The English Department will continuously revise quarterly benchmarks to meet the Common Core Standards and focus on this timed writing prompt as a level team. Develop a corresponding rubric based on Common Core evaluation criteria. | Dept. Chair/English teachers/ Assistant Principal of C&I | Subject area collaboration                                                                       | Department curriculum binders/share drive, department minutes/discussion notes, benchmark results/templates | Ongoing         | Dept. Chair and English teachers                        |

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

|    | <b>Tasks</b>                                                                                                                                                                                                                                                                                                                                                                          | <b>Responsible Person(s)</b>                                      | <b>Resources</b>                                                   | <b>Assessment of Improvement</b>                                                                                                             | <b>Timeline</b> | <b>Reporting</b>                                                  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------|
| 6. | The English Department will research contemporary and multi-cultural literature to expand their literature options in order to increase student engagement in reading and seek board adoption of core literature.                                                                                                                                                                     | Dept.<br>Chair/English teachers/<br>Assistant<br>Principal of C&I | Subject area collaboration<br><br>Lost book funds and local grants | Core novel lists by grade level, literature adoption process                                                                                 | Ongoing         | English Department Chair(s), teachers, Assistant Principal of C&I |
| 7. | The English Language Development department will continue to use differentiated curriculum, collaborative learning strategies, and project- based assessments to improve ELL performance. ELD teachers will continue to follow the vertical alignment with the English Department so that once ELL students are RFEP they will make a successful transition to college prep. English. | Department Chair/ Assistant Principal of C&I                      | Subject Area collaboration<br><br>Super Tuesdays                   | District ELA committee agendas/ minutes, articulation notes w/ Cunha, lesson plans, data from Achieve3000, student schedules and transcripts | Ongoing         | Dept. Chair/ Principal/<br><br>Superintendent of C & I            |

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

|     | <b>Tasks</b>                                                                                                                                                                                                 | <b>Responsible Person(s)</b>                       | <b>Resources</b>                                 | <b>Assessment of Improvement</b>                                                                                                                                                                         | <b>Timeline</b>                                              | <b>Reporting</b>                                                    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------|
| 8.  | Continue Professional Development focus on closing the achievement gap, specifically in the areas of differentiated instruction, teaching academic literacy for English Learner success in the content areas | Teachers, ELD instructor, Assistant Principal C&I  | Workshop fees, Release time (Foundation funding) | Workshop attendance, Super Tuesday agendas, site professional development plan                                                                                                                           | Ongoing                                                      | Teacher reports to Dept. Chair(s)<br><br>Assistant Principal of C&I |
| 9.  | Continue to identify focal students for targeted intervention in Strategic Academic Support classes, credit recovery, AVID, and Adult Education programs during the school year                              | Counselors<br>Student Placement Team<br>Teacher(s) | Subject area collaboration time                  | Published list called Cougar Talk of focal students, passing rate, staff dev. agenda and department minutes. Monitor student progress in credit recovery and academic classes based on grade improvement | Annual enrollment and ongoing evaluation throughout the year | Counselor/Lead teacher/ Assistant Principal of C&I                  |
| 10. | The revised Freshman Studies course will incorporate study skills and academic vocabulary.                                                                                                                   | Dept. Chair/<br>Assistant Principal of C&I         | Subject area collaboration time                  | Social Studies curriculum guides                                                                                                                                                                         | Ongoing                                                      | Dept. Chair                                                         |

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

|     | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsible Person(s)                               | Resources                                                                                                          | Assessment of Improvement                                                                                                                                                                                              | Timeline | Reporting                                         |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------|
| 11. | Basic English classes will continue to work on ELA goals and objectives written into students' IEPs. In addition, the Special Education Department is gradually moving to an inclusion/co-teaching model in English so that 9 <sup>th</sup> grade English students who would have been previously instructed in a small, self-contained classroom will be mainstreamed into general education classes with support from a Resource Specialist teacher. | Special Education and English Dept. Chairs/teachers | Subject area collaboration time<br><br>Release time<br><br>County Office Trainings<br><br>Professional Development | Department curriculum binders/share drive, department minutes/discussion notes, lesson plans, collaboration agendas, Review of services for students with IEP's, improvement on standardized tests and benchmark exams | Ongoing  | Dept. Chairs/ Assistant Principal of C&I          |
| 12. | Social Studies will revise common assessments for all levels at the ends in order to align with the Common Core Standards.                                                                                                                                                                                                                                                                                                                             | Dept. Chair/ teachers/ Assistant Principal of C&I   | Subject area collaboration and Professional Development Plan                                                       | Common assessments, PD Day agendas/notes, collaboration schedule topics                                                                                                                                                | Ongoing  | Dept. Chair/ teachers/ Assistant Principal of C&I |

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

|     | Tasks                                                                                                                                                                                                                                                                                                            | Responsible Person(s)                                          | Resources                                              | Assessment of Improvement                                                                                                  | Timeline | Reporting                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------|
| 13. | All departments will continue to transition all pacing guides and benchmark exams to align with the common core standards                                                                                                                                                                                        | Dept Chairs,<br>Assistant<br>Principal of C&I                  | Subject area<br>collaboration                          | Course syllabi, curriculum guides,<br>lesson plans, benchmark exams,<br>folders in the H:drive                             | Ongoing  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| 14. | Departments will begin to collaborate across disciplines to create interdisciplinary projects and writing assignments                                                                                                                                                                                            | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I     | Subject Area<br>collaboration<br>and Super<br>Tuesdays | Department curriculum<br>binders/share drive, department<br>meeting agendas and<br>minutes/discussion notes,               | Ongoing  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| 15. | The Science Department will continue to incorporate direct instruction related to reading comprehension, note taking skills from textbook, vocabulary acquisition, academic language. Emphasis is on depth rather than breadth including designing inquiry and analysis-based labs as per common core standards. | Science Dept.,<br>Dept. Chair<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration<br>and Super<br>Tuesdays | Course syllabi, School Loop,<br>curriculum guides, lesson plans,<br>classroom observation feedback,<br>written lab reports | Ongoing  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I |
| 16. | The Music Department will continue to incorporate the study of genre, theme, foreshadowing, and culture into music classes. The music department will also work to implement CCSSs by collaborating with teachers outside of music.                                                                              | Dept. Chair/<br>Assistant<br>Principal of C&I                  | Subject Area<br>collaboration                          | Course syllabi, curriculum guides,<br>lesson plans, meeting minutes and<br>agendas                                         | Ongoing  | Dept. Chair/<br>Assistant<br>Principal of C&I              |

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

|     | <b>Tasks</b>                                                                                                                                                                                                                                                                                                | <b>Responsible Person(s)</b>                               | <b>Resources</b>              | <b>Assessment of Improvement</b>                                                                | <b>Timeline</b> | <b>Reporting</b>                              |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------|
| 17. | The Art Department will continue to develop daily writing in all entry level courses and begin to align writing prompts and processed pieces to the Common Core Standards.                                                                                                                                  | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration | Course syllabi, School Loop,<br>curriculum guides, lesson plans,<br>meeting minutes and agendas | Ongoing         | Dept. Chair/<br>Assistant<br>Principal of C&I |
| 18. | In order to implement the Common Core Standards, the Physical Education Department will continue the classroom unit in Core 1-2 which involves reading, writing, and discussion about health, physical exercise, and nutrition.                                                                             | Dept. Chair/<br>teachers/<br>Assistant<br>Principal of C&I | Subject Area<br>collaboration | Course syllabi, School Loop,<br>curriculum guides, lesson plans                                 | Ongoing         | Dept. Chair/<br>Assistant<br>Principal of C&I |
| 19. | Continue to fund site bilingual liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Language Learner Pathway toward College Readiness, college entrance information, financial aid, graduation criteria, and reclassification. | Bilingual<br>Liaison/<br>Assistant<br>Principal of C&I     | LCAP                          | Liaison parent communication<br>logs, Conference reports, ELAC<br>minutes                       | Ongoing         | School Site<br>Council/Principal              |

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

|     | <b>Tasks</b>                                                                                                                                                                                     | <b>Responsible Person(s)</b>                                    | <b>Resources</b>                                 | <b>Assessment of Improvement</b>                                                                         | <b>Timeline</b> | <b>Reporting</b>                         |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------|
| 20. | Align the ELD pacing guide to the Common Core and then to ELA. Teachers will refine their quarterly benchmark exams, organize the results, analyze the data, and reflect upon teaching practices | ELD and ELA Department Chairs/ Assistant Principal of C&I       | Subject Area collaboration                       | Curriculum maps, pacing guides, common assessments, data templates, data discussion notes, unit plans    | Ongoing         | Dept. Chairs/ Assistant Principal of C&I |
| 21. | Continue providing additional English Language Development support section for level 1, 2, 3 and 4.                                                                                              | Principal                                                       | LCAP and district allocated sections             | Master schedule, ELD curriculum binders/share drive, benchmark exams and pacing guides for these classes | Ongoing         | Principal                                |
| 22. | Continue using EADMS to collect longitudinal data that is disaggregated for English Learners for the SBAC, CELDT and benchmark exams across core content areas.                                  | Department Chairs/Teachers/ Assistant Principal of C&I          | Subject Area collaboration<br><br>Super Tuesdays | Data analysis reports in department binders, agendas and department meeting minutes                      | Ongoing         | Dept. Chairs/ Assistant Principal of C&I |
| 23. | Focus staff development on SDAIE strategies to support ELL's in the mainstream content areas                                                                                                     | Department Chairs/TOSA/ Principal /Special Programs Coordinator | Subject Area collaboration<br><br>Super Tuesdays | Professional Development Plan, PD agenda, staff survey, professional development evaluation              | Ongoing         | Department Chairs/TOSA/ Principal        |

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

|     | Tasks                                                                                                                                                                                             | Responsible Person(s)                                                                  | Resources                                                                             | Assessment of Improvement                                                                                                                                  | Timeline                                                                                | Reporting                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------|
| 24. | Award the Seal of Bi-literacy                                                                                                                                                                     | Counselors/<br>Bilingual<br>Resource<br>Counselor                                      | County and<br>district office                                                         | Board agenda, transcripts                                                                                                                                  | Annually                                                                                | Principal/<br>Assistant<br>Superintendent of<br>C & I |
| 25. | Counselors audit transcripts and grade reports to identify high needs students, monitor progress, and implement interventions as necessary. ELL students are connected with appropriate services. | Counselors                                                                             | Subject Area<br>collaboration<br><br>Summer<br>release days                           | Monitor student progress in credit recovery and academic classes based on grade improvement, document meetings and other interventions in Infinite Campus. | Ongoing, but<br>scheduled at<br>the start of<br>the year, 1st<br>quarter, &<br>semester | Counselors                                            |
| 26. | Organize college fair field trip for Latino students in 11 & 12th grades.                                                                                                                         | Counselors                                                                             | College fair<br>funding/ Title<br>III funds                                           | Attendance records, AVID enrollment, College application and attendance rates.                                                                             | Annually                                                                                | Counselors/<br>Principal                              |
| 27. | Continue to offer an AVID course to meet the needs of students, primarily those who are first generation college bound                                                                            | Counselors,<br>Principal                                                               | LCAP                                                                                  | Student enrollment, data collection for students UC/CSU eligible, enrollment data and tracking for college                                                 | Ongoing                                                                                 | Counselors/<br>Principal                              |
| 28. | Continue to consider and explore alternative bell schedules to increase course offerings to meet the needs of all learners                                                                        | Leadership<br>Team/Principal,<br>Academic<br>Council/Health<br>& Wellness<br>Committee | Faculty<br>Meetings/Lead<br>ership Team<br>/School visits<br>(Foundation<br>PD Funds) | Meeting minutes and agendas                                                                                                                                | Began Fall of<br>2012-<br>Ongoing                                                       | Leadership<br>Team/Principal                          |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as ELL, SPED, and SED (*As of 2014-2015 the CST and CAHSEE are no longer being used to assess students. We are using data from the SBAC to monitor increased math achievement levels for all students*).

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

**Supporting 2011-2012 Data\*:**

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

**6-YEAR GROWTH TARGETS:**

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

\*Amended: As of 2014-2015, California adopted the SBAC and so the school no longer relies on CST testing for school wide math achievement levels.

**SLOS ADDRESSED:** Academic Excellence

| Monitor Progress Tools:                                                                                                                                                                                                                                                                                                       | Report Progress:                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Benchmark exams/common assessments</li> <li>• Department curriculum binders: goals/assessments/data reports</li> <li>• Review and analyze SBAC</li> <li>• Early Assessment Program results</li> <li>• CSM placement exam and reports</li> <li>• Student placement reports</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Academic Council</li> <li>• Pods</li> <li>• School site Council</li> <li>• Leadership Team</li> <li>• District Leadership Cabinet meetings</li> <li>• ELAC</li> <li>• School Board Meetings</li> </ul> |



**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED. *(As of 2014-2015 the CST and CAHSEE are no longer being used to assess students. We are using data from the SBAC to monitor increased math achievement levels for all students).*

|    | Tasks                                                                                                                                                                                                                                                                                                           | Responsible Person(s)                                             | Resources                                                                             | Assessment of Improvement                                                                                                                                                                                                       | Timeline              | Reporting                                                            |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------|
| 1. | The Math department will utilize professional development training to help plan collaboration time for aligning curriculum to the Common Core Standards. Teachers will align pacing guides to the Common Core Standards, refine classroom benchmark exams, analyze results and reflect upon teaching practices. | Department Chair/<br>Teachers/<br>Assistant Principal<br>of C & I | Subject Area<br>collaboration/Sup<br>er Tuesdays<br><br>District/Foundati<br>on Funds | Curriculum maps, pacing guides, common assessments, data templates, data discussion notes, department curriculum binders, department agendas, benchmark results/templates, SBAC and EAP results, Professional Development Plan. | Ongoing               | Math<br>Department<br>Chair,<br>Assistant<br>Principal of<br>C & I   |
| 2. | Continue after school tutor center with a math emphasis by expanding math tutoring to four days a week.                                                                                                                                                                                                         | Math Department<br>Chair/Tutor<br>Center Director                 | BAC/Foundation<br>funds                                                               | Tutor center sign in sheets, D/F lists, % of students repeating math course, % of students moving on to next level                                                                                                              | Fall 2013-<br>Ongoing | Math<br>Department<br>Chair, Tutor<br>Director,<br>Head<br>Counselor |
| 3. | Continue to offer College Prep Math course that ensures students are able to complete college level math coursework. Work with counselors on student enrollment.                                                                                                                                                | Teachers/Math<br>Department Chair/<br>counselors                  | General fund<br>section allocation                                                    | Master schedule, Curriculum binders, unit plans, lesson plans, benchmark results                                                                                                                                                | Fall 2013-<br>Ongoing | Department<br>Chair/<br>Principal                                    |
| 4. | Continue to offer AP Statistics and AP Calculus with intent to offer AP Computer Science in 2016-2017.                                                                                                                                                                                                          | Department Chair/<br>Teachers<br>Assistant Principal<br>of C & I  | General fund<br>section allocation<br>and Academic<br>Fund<br>(Foundation)            | Master schedule, course guide                                                                                                                                                                                                   | Ongoing               | Math<br>Department<br>Chair and AP<br>of C & I                       |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED. *(As of 2014-2015 the CST and CAHSEE are no longer being used to assess students. We are using data from the SBAC to monitor increased math achievement levels for all students).*

|    | Tasks                                                                                                                                                                                                                                                                                                                                       | Responsible Person(s)                                  | Resources                                                                                                                      | Assessment of Improvement                                                                                                                                                                                              | Timeline | Reporting                                        |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------|
| 5. | The Math department will continue its' quarterly student recognition program called "Mathletes"                                                                                                                                                                                                                                             | Department Chair/<br>Teachers                          | Foundation                                                                                                                     | Class recognition boards, student surveys, grade reports, SBAC and benchmark results                                                                                                                                   | Ongoing  | Department Chair/<br>Teachers                    |
| 6. | The Special Education department will continue to team with the math department to provide a fully implemented math pathway for students who were previously instructed in a Basic Math class taught solely by a Resource Teacher. This pathway will now be designated as "Enhanced." The Department Chair will be seeking UC/A-G approval. | Special Education<br>and Math Dept.<br>Chairs/teachers | Subject area<br>collaboration<br>time<br><br>Release time<br><br>County Office<br>Trainings<br><br>Professional<br>Development | Department curriculum binders/share drive, department minutes/discussion notes, lesson plans, collaboration agendas, Review of services for students with IEP's, improvement on standardized tests and benchmark exams | Ongoing  | Dept. Chairs/<br>AP of C&I                       |
| 7. | The Science department will continue to identify and embed essential math standards into their content instruction in all science courses                                                                                                                                                                                                   | Department Chair/<br>Science Teachers                  | Subject Area<br>collaboration/Sup<br>er Tuesdays                                                                               | Curriculum maps, department minutes, unit plans, exams, and lab reports, Professional development plan and meeting minutes                                                                                             | Ongoing  | Science &<br>Math Dept.<br>Chairs/AP of<br>C & I |
| 8. | The Music department will incorporate direct instruction of mathematical concepts as it relates to musical metering                                                                                                                                                                                                                         | Department Chair/<br>Music Teacher                     | Subject Area<br>collaboration                                                                                                  | Lessons plans, collaboration and department meeting notes                                                                                                                                                              | Ongoing  | Art<br>Department<br>Chair                       |

**Action Plan #2:** Increase the math achievement levels on the math CST and CAHSEE for all students, while placing a special focus on our significant subgroups such as EL, SPED, and SED. *(As of 2014-2015 the CST and CAHSEE are no longer being used to assess students. We are using data from the SBAC to monitor increased math achievement levels for all students).*

|     | Tasks                                                                                                                                                                                                                                                                              | Responsible Person(s)             | Resources                      | Assessment of Improvement                                                                  | Timeline | Reporting                     |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------|--------------------------------------------------------------------------------------------|----------|-------------------------------|
| 9.  | Art and Industrial Arts departments will integrate math skills into the curriculum for use in entry level courses at least once per quarter                                                                                                                                        | Department Chair/<br>Art Teachers | Subject Area collaboration     | Lessons plans, collaboration and department meeting notes                                  | Ongoing  | Art Department Chair          |
| 10. | During course registration and PLPs, counselors highly recommend that students take 4 years of math, although only 3 years are required. *Students intended to take AP math courses are further counseled because students are not allowed to drop the course regardless of grade. | Counselors                        | No additional funding required | Increased enrollment in higher level math courses (Algebra II and higher), master schedule | Ongoing  | Department Chairs/AP of C & I |

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

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

**Supporting 2011-2012 Data\*:**

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

**6-YEAR GROWTH TARGETS:**

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

\*Amended: CAHSEE is no longer used to determine eligibility for graduation as of 2015-2016.

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

| Monitor Progress Tools:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Report Progress:                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Transcript analysis/tracking of graduating seniors/Infinite Campus query</li> <li>• Annual senior exit surveys &amp; PLP survey</li> <li>• Discipline (Attendance/suspension) data</li> <li>• EAP, EPT (CSU placement test)</li> <li>• Secure funding and implement Naviance to track senior acceptance</li> <li>• Staff, student and parent surveys</li> <li>• Disaggregated Data reports from the adopted data analysis tool</li> <li>• The aligned/combined long range School Wide Action Plan/Site Plan</li> <li>• District/site professional development plan</li> <li>• Continue to increase student recognition through the PBIS program</li> <li>• Professional development surveys</li> </ul> | <ul style="list-style-type: none"> <li>• % Of students in the following subgroups enrolled in college prep and advanced coursework: Caucasian, Hispanic/Latino, English Language Learner, Students with disabilities, Socio-Economically disadvantaged</li> <li>• Analyze survey data on an annual basis</li> <li>• Query and track graduating senior acceptance and enrollment into 2 and 4-year colleges and universities</li> </ul> |



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

|    | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Responsible Person(s)                                       | Resources                                                                                  | Assessment of Improvement                                                                                                                                   | Timeline | Reporting                                 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------|
| 1. | <p>Continue to Implement the English Language Learner Pathway towards College Readiness (a 4 year course of study designed to make English Language Learners CSU eligible upon graduation) Pathway design also includes:</p> <ul style="list-style-type: none"> <li>• Articulate with Cunha to provide services for ELL students and provide a system they buy into.</li> <li>• Additional English Language Development support section for ELD level 2</li> </ul> | Middle and HMBHS Principals/Counselors/ELD Department Chair | Super Tuesday for articulation with Cunha/section allocation with general and LCAP funding | Personal Learning Plans evaluated annually by counseling and Resource Teacher, Master schedule, grade reports, % repeating content area courses, attendance | Ongoing  | Principal/<br>Counseling Department Chair |
| 2. | English department will institute stronger vertical alignment between advanced and AP courses. Increase rigor at lower levels to better prepare students for the writing and abstract thinking demands of AP. Continue to prepare students for success on the EAP assessment.                                                                                                                                                                                      | Department Chair/ Teachers                                  | Subject Area collaboration/Super Tuesdays/Release Day (Foundation PD funds)                | English department agendas, minutes, writing calibration analysis, Master schedule, UC/A-G approval notification, placement test, EAP, and AP results       | Ongoing  | Department Chairs/AP of C & I             |
| 3. | Continue offering Spanish for Spanish Speakers levels 1 and 2 to strengthen literacy skills and prepare Latino students for earlier access to AP                                                                                                                                                                                                                                                                                                                   | Department Chair/ Teachers                                  | General funds section allocation                                                           | Master schedule, PLP monitoring, % of students on college prep track for science                                                                            | Ongoing  | Department Chairs/AP of C & I             |

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

|    | Tasks                                                                                                                                                                                                                                                                               | Responsible Person(s)                                                          | Resources                                                   | Assessment of Improvement                                                          | Timeline | Reporting                         |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------|----------|-----------------------------------|
|    | Spanish 4 and 5 and to achieve the Seal of Bi-literacy.                                                                                                                                                                                                                             |                                                                                |                                                             |                                                                                    |          |                                   |
| 4. | Continue to expand 9 <sup>th</sup> grade science enrollment by offering UC/CSU A-G approved Earth science and Ag Environmental Science courses for incoming 9 <sup>th</sup> graders. Collaboration with middle school science teachers to aid in appropriate placement of students. | Department Chairs/Assistant Principal of C & I                                 | General funds section allocation                            | Master schedule, course description guide, EAP for math, % CSU/UC eligibility      | Ongoing  | Department Chairs/AP of C & I     |
| 5. | Continue to offer our math course offerings with Advanced Algebra II, Advanced Pre-Calculus, and AP Calculus BC. These are all UC/CSU A-G approved or in the process.                                                                                                               | Department Chairs/Assistant Principal of C & I                                 | General funds section allocation                            | Master schedule, course description guide, EAP for math, % CSU/UC eligibility      | Ongoing  | Department Chairs/AP of C & I     |
| 6. | Continue to offer UC and college board approved science electives such as Marine Ecology, AP Chemistry, AP Environmental Science, AP Biology, Physics, and AP Physics                                                                                                               | Science Department chair/ teachers/ Assistant Principal of C & I               | AP workshop and summer institutes (Foundation and AP funds) | AP audit, master schedule                                                          | Ongoing  | Department Chairs/AP of C & I     |
| 7. | Special education will continue to provide specialized academic instruction to students and will continue the IEP process to provide for the least restrictive environment.                                                                                                         | Special Education Department chair/Case managers/Counselors/ Resource Teachers | IEP release days<br><br>Collaboration Time                  | Student IEP's, transcript audits, master schedule, student schedules, lesson plans | Ongoing  | Department Chair/AP of C & I      |
| 8. | Counseling & parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship Night and ELAC                                                                                                                                                     | Counselors, FOUNDATION, community based organizations for                      | Migrant Education funding for speakers at ELAC              | Parent attendance at events                                                        | Annually | Counseling Department chair/AP of |

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

|     | Tasks                                                                                                                                                                                                                                                                                                | Responsible Person(s)                                                                  | Resources                                 | Assessment of Improvement                                                                                                   | Timeline                            | Reporting                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------|
|     | meetings and Spanish Speaking Parents Back-to-School Night. Spanish translation is provided for all parent events.                                                                                                                                                                                   | presentations & resources                                                              | meetings                                  |                                                                                                                             |                                     | C & I                                                                  |
| 9.  | Counseling department holds application workshops throughout application filing period as part of senior PLP workshops                                                                                                                                                                               | Counselors                                                                             | BAC/Foundation                            | Event attendance, parent surveys/feedback, PLP logs, Agendas, announcements, parent surveys                                 | Annually each fall                  | Counseling Department chair/AP of C & I                                |
| 10. | 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, Coastside Collaborative, Challenge Day, and PBIS | Counselors/Leadership class/Activities Director/ Assistant Principal of Pupil Services | Release time in the summer                | School spirit and school climate survey, orientation feedback, senior exit survey                                           | Annually each August                | Counselors/ Activities Director/ Assistant Principal of Pupil Services |
| 11. | Continue to offer homework club staffed by credentialed faculty 4 days per week                                                                                                                                                                                                                      | Teachers/Tutor Center Director/Principal                                               | Foundation                                | Sign in sheets, eligibility rosters                                                                                         | Ongoing                             | Tutor Center Director/ Principal                                       |
| 12. | Continue cross planning for Art curriculum within technology courses and developing digital design/graphic design pre-requisite course within the web/animation pathway                                                                                                                              | Department chair/teachers/Assistant Principal of Technology                            | Subject Area collaboration/Super Tuesdays | Curriculum maps, department minutes, unit plans, exams, digital projects, Professional development plan and meeting minutes | Fall 2013-projected completion 2015 | Department chair/ AP of C & I                                          |

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

|     | <b>Tasks</b>                                                                                                                                                                | <b>Responsible Person(s)</b>                                              | <b>Resources</b>                                        | <b>Assessment of Improvement</b>                                                                                          | <b>Timeline</b>                       | <b>Reporting</b>                        |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------|
| 13. | Continue to grow and enhance PLP program for continued monitoring of progress and student empowerment through information and self-exploration.                             | Counselors                                                                | Subject Area collaboration/Super Tuesdays               | PLP curriculum map, dept agendas, student surveys                                                                         | Ongoing                               | Department chair/AP of C & I            |
| 14. | Continue transition to a standards based 9 <sup>th</sup> grade core and 10 <sup>th</sup> grade core in order to heighten standards based achievement in Physical Education. | Department chair/teachers/Assistant Principal                             | Subject Area collaboration/Super Tuesdays               | Master schedule, PE curriculum guides                                                                                     | Ongoing                               | Department chair/AP of C & I            |
| 15. | District supports HMBHS in implementing a Intensive Summer Intervention for targeted Algebra Readiness students to bridge students to Algebra 1                             | Teachers/ Middle and HMBHS Principals/Counselors/ Summer School Principal | LCAP                                                    | Master schedule (students transitioning out of Algebra Readiness, grade reports, SBAC)                                    | Annually pending funding availability | Summer School Principal/Counselors      |
| 16. | Continue zero period credit recovery during the school year to maintain both UC/CSU eligibility and graduation eligibility                                                  | Resource teacher/ Assistant Principal of C & I                            | Categorical Funding and general fund section allocation | % UC/CSU eligibility tracking, graduation track monitoring and AVENTA pass rate monitoring by counseling, master schedule | Ongoing                               | Counseling Department chair/AP of C & I |
| 17. | Continue to offer a credit recovery program during summer session to ensure students remain on track for graduation and college eligibility                                 | Principal/Counselors/ Summer School Principal                             | LCAP                                                    | Graduation rate, UC/CSU eligibility data, transcript audits                                                               | Annually pending funding availability | Summer School Principal/Counselors      |
| 18. | Continue to implement comprehensive exit surveys and PLP surveys for seniors; Healthy Kids Survey also offered based on student/teacher/counselor feedback                  | Counseling Department chair/ Counselors/ Assistant Principal of C & I     | PLP days, Designated Social Studies Day                 | Survey results, survey reports                                                                                            | Annually in the spring                | Counseling Department chair/AP of C & I |

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

|     | <b>Tasks</b>                                                                                                                                                                 | <b>Responsible Person(s)</b>                                          | <b>Resources</b>                                                        | <b>Assessment of Improvement</b>                                                                                          | <b>Timeline</b>                               | <b>Reporting</b>                        |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------|
| 19. | Referrals to SOY, El Centro, CMH for counseling and social/emotional support and collaborate regularly with these entities                                                   | Counseling Department chair/ Counselors/ Assistant Principal of C & I | One-on-one counseling sessions/SOY funding through Pyramid Alternatives | Survey results, event sign in sheets, discipline records on bullying behavior/student conflicts, conflict resolution logs | Ongoing                                       | Counseling Department chair/AP of C & I |
| 20. | Partner with Talk, Listen, Community (TLC) and Coastside Collaboration, these two community collaborative organizations bring relevant Education workshops to the Coastside. | Counseling Department chair                                           | Evening commitments                                                     | Attendance at TLC events and number of events held. Participation of TLC in site based events.                            | Ongoing                                       | Counseling Department chair             |
| 21. | The Counseling department will continue to sponsor Challenge Day and implement Peer to Peer Counseling to address school climate, bullying, tolerance, and school safety     | Counselors/School Site Council/Principal                              | School Site Council and Foundation funds                                | Event participation, activity agendas, development of ongoing programming after event                                     | Annually, ideally in 1 <sup>st</sup> semester | Counseling Department chair/ Principal  |



# HMBHS Master Schedule '15-'16



\* Please note that schedules are still subject to change. Thank you.

|                           | 0          | 1             | 2            | 3             | 4             | 5            | 6            | 7           |
|---------------------------|------------|---------------|--------------|---------------|---------------|--------------|--------------|-------------|
|                           | 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    | 3:01 - 4:01 |
| <b>ART</b>                |            |               |              |               |               |              |              |             |
| Dept. Chair               |            | K-14          | K-14         | K-14          | K-14          | K-14         | J-1          |             |
| S. Riordan                |            | Art Spectrum  | Art Spectrum | PREP          | Sculpture II  | Art 2/3/AP   | Beg/Adv Met  |             |
|                           |            | K-12          | K-12         | K-12          | K-12          | K-12         | K-12         |             |
| H. George                 |            | Animation     | PREP         | Art Spectrum  | Art Spectrum  | Art Spectrum | Art Spectrum |             |
|                           |            | K-13          | K-13         | K-13          | K-13          | K-13         | K-13         |             |
| D. Dillworth              |            | OFF           | OFF          | PREP          | Art II        | Art II       | Art Spectrum |             |
| <b>ENGLISH</b>            |            |               |              |               |               |              |              |             |
| Dept. Chair               |            | A-8           | A-8          | A-8           | A-8           | A-8          | A-8          | A-8         |
| A. Boysen                 |            | Eng 3         | AP Eng 3     | AP Eng 3      | PREP          | Eng 3        | ELD 4        | CC TOSA     |
|                           |            | D-7           | D-7          | D-7           | D-7           | D-7          | D-7          |             |
| J. Carey                  |            | Eng 4 ERWC    | Eng 4 ERWC   | PREP          | Eng 3         | Eng 4 ERWC   | Eng 3        |             |
|                           |            | A-6           | A-6          | A-6           | A-6           | A-6          | A-6          |             |
| D. Laituri                |            | Eng 3 SDAIE   | Eng 3        | Eng 4 ERWC    | Eng 4 ERWC    | PREP         | Eng 4 ERWC   |             |
|                           |            | A-1           | A-1          | A-1           | A-1           | A-1          | A-11         |             |
| C. Lunstroth              |            | Eng 2         | Eng 2        | AP Eng 4      | AP Eng 4      | PREP         | Yearbook     |             |
|                           | <b>GYM</b> | D-8           | D-8          | D-8           | D-8           | <b>GYM</b>   | D-8          |             |
| R. Lynes                  | EB 9       | Eng 1         | Eng 1        | Eng 2         | Eng 2         | Core 9       | OFF          |             |
|                           |            | C-8           | C-8          | C-8           | C-8           | C-8          | C-8          |             |
| L. Mullin                 |            | Eng 1/2 SDAIE | PREP         | Adv Eng 1     | Adv Eng 1     | Eng 2        | Adv Eng 1    |             |
| Dept. Chair               |            | A-9           | A-9          | A-9           | A-9           | A-9          | A-9          |             |
| K. Koehler                |            | Adv Eng 2     | Adv Eng 2    | AVID 3        | PREP          | Adv Eng 2    | AVID 1       |             |
|                           |            | C-2           | C-2          | C-2           | C-2           | C-2          | C-2          |             |
| G. Westwood               |            | OFF           | Journalism   | ELD 1/2       | ELD 3         | Eng 1        | Eng 1        |             |
| <b>MATH</b>               |            |               |              |               |               |              |              |             |
| Dept. Chair               |            | G-11          | G-11         | G-11          | G-11          | G-11         | G-11         |             |
| A. Treanor                |            | A. Pre Calc   | AP Calc      | AP Calc       | A. Pre Cal    | AP Calc      | A. Pre Calc  |             |
|                           |            | G-10          | G-10         | G-10          | G-10          | G-10         | G-10         |             |
| C. Blanton                |            | Alg 2         | Adv Alg 2    | Adv Alg 2     | Adv Alg 2     | AP Stats     | PREP         |             |
|                           |            | G-8           | G-9          | G-9           | G-9           | G-9          | G-9          |             |
| D. Jones                  |            | Comp Sci      | Alg 1 Enh    | Geo Enh       | Alg Readiness | PREP         | CC TOSA      |             |
|                           |            | G-4           | G-4          | G-4           | F1            | G-4          | G-4          |             |
| D. Rocha-Tower            |            | Adv. Geo      | Alg 1        | Geometry      | Leadership    | Adv. Geo     | PREP         |             |
|                           |            | G-7           | G-7          | G-7           | G-7           | G-7          | G-7          |             |
| L. Szeto                  |            | Geometry      | PREP         | Alg Readiness | Geometry      | Geometry     | Adv Geo      |             |
|                           |            | C-5           | C-5          | C-5           | C-5           | C-5          | C-5          |             |
| C. Lau                    |            | PREP          | Pre Calc     | Alg 1         | Pre Calc      | Alg 1        | Pre Calc     |             |
|                           |            | G-5           | G-5          | G-5           | G-5           | G-5          | G-5          | G-5         |
| S. DeSantis               |            | OFF           | Alg 2        | Alg 2         | Prep          | Alg 2        | Alg 1        | Compass     |
| <b>PHYSICAL EDUCATION</b> |            |               |              |               |               |              |              |             |
| Dept. Chair               | P-3/GYM    | P-3/GYM       | P-3/GYM      | P-3/GYM       | P-3/GYM       | P-3/GYM      | P-3/GYM      |             |
| C. Yeakley                | EB 10      | Core 9        | Core 10      | PREP          | Core 9        | Core 10      | OFF          |             |



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|                          | GYM     | GYM           | GYM              | GYM              | GYM           | GYM          | GYM         |  |
|--------------------------|---------|---------------|------------------|------------------|---------------|--------------|-------------|--|
| B. Anderson              | EB 9    | Elec PE       | Core 9           | Core 10          | Core 10       | PREP         | OFF         |  |
| <b>SCIENCE</b>           |         |               |                  |                  |               |              |             |  |
| Dept. Chair              |         | K-5           | K-5              | K-5              | K-5           | K-5          | K-5         |  |
| J. Centoni               |         | Marine Eco    | Biology          | Biology          | Biology       | PREP         | AP Env      |  |
|                          | K-2     | K-2           | K-2              | K-2              | K-2           | K-2          |             |  |
| P. Dadlani               | Compass | PREP          | AP Chem          | AP Chem          | Chem          | Chem         | OFF         |  |
|                          |         | K-4           | K-4              | K-4              | K-4           | K-4          | K-4         |  |
| P. Hoelzel               |         | Earth         | Earth            | PREP             | Biology       | Biology      | Biology     |  |
|                          |         | K-3           | K-3              | K-3              | K-3           | K-3          | K-3         |  |
| A. Brown                 |         | Chem          | Chem             | Chem             | PREP          | Earth        | Earth       |  |
|                          |         | K-1           | K-1              | K-1              | K-1           | K-1          | K-1         |  |
| B. Stagg                 |         | PREP          | AP Physics       | Physics          | AP Physics    | Physics      | Physics     |  |
| <b>AGRICULTURE</b>       |         |               |                  |                  |               |              |             |  |
| Dept. Chair              |         | K-6           | K-6              | K-6              | K-6           | K-6          | K-6         |  |
| G. Smith                 |         | Collab Ag Bio | Ag Econ/AG Pract | Vet Sci/Ag Pract | Ag Envi       | PREP         | Ag Bio      |  |
| <b>SOCIAL STUDIES</b>    |         |               |                  |                  |               |              |             |  |
| Dept. Chair              |         | K-11          | K-11             | K-11             | K-11          | K-11         | K-11        |  |
| P. Olson                 |         | US History    | Broadcasting     | Frosh SS/WH      | Frosh SS/WH   | US History   | Frosh SS/WH |  |
|                          |         | P-4           | P-4              | P-4              | P-4           | P-4          | P-4         |  |
| S. Hart                  |         | Gov/Econ      | Gov/Econ         | PREP             | Gov/Econ      | AP USH       | AP USH      |  |
|                          |         | A-2           | A-2              | A-2              | A-2           | A-2          | A-2         |  |
| A. Hoskins               |         | AP World      | PREP             | AP World         | AP World      | Wld History  | AP World    |  |
|                          |         | A-3           | A-3              | A-3              | A-3           | A-3          | A-3         |  |
| R. Van Wyngaarden        |         | Frosh SS/WH   | Frosh SS/WH      | AP HUG           | PREP          | Frosh SS/WH  | AP HUG      |  |
|                          |         | A-4           | A-4              | A-4              | A-4           | A-4          | A-4         |  |
| M. Putnam                |         | AP Gov/Econ   | AP Psych         | Gov/Econ         | AP Psych      | Gov/Econ     | AP Gov/Econ |  |
|                          |         | D-4/6         | D-4/6            | D-4/6            | D-4/6         | D-4/6        | D-4/6       |  |
| P. Svendsen              |         | AP USH        | US History       | US History       | US History    | PREP         | Avid 2      |  |
|                          | GYM     | C-6           | C-6              | C-6              | C-6           | C-6          | C-6         |  |
| A. Maggiora              | EB 10   | Wld History   | Wld History      | Wld History      | Wld History   | Prep         | OFF         |  |
| <b>SPECIAL EDUCATION</b> |         |               |                  |                  |               |              |             |  |
| Dept. Chair              |         | G-2A          | G-2A             | G-2A             | G-2A          | G-2A         | G-2A        |  |
| K. Holden                |         | Pilarcitos    | Alg 1 Enh        | Geo Enh          | Alg Readiness | IS           | PREP        |  |
|                          |         | P-1/P-2       | P-1/P-2          | P-1/P-2          | P-1/P-2       | P-1/P-2      | P-1/P-3     |  |
| L. Morford               |         | SDC           | SDC              | PREP             | SDC           | SDC          | SDC         |  |
|                          | G-3     | G-3           | A-6              | G-3              | D-7           | C-2          | G-3         |  |
| J. Ferdinand             | ISPE    | IS            | Collab Eng 3     | IS               | Collab Eng 3  | Collab Eng 1 | PREP        |  |
|                          |         | K-6           | G-1              | D-8              | G-1           | G-1          | G-1         |  |
| K. DeMartini             |         | Collab Ag Bio | IS               | Collab Eng 2     | B Eng         | PREP         | IS          |  |



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| WORLD LANGUAGE  |      |            |            |            |            |           |             |  |
|-----------------|------|------------|------------|------------|------------|-----------|-------------|--|
| Dept. Chair     |      | C-3        | C-3        | C-3        | C-3        | C-3       | C-3         |  |
| P. Games        |      | AP Spa 4   | AP Spa 4   | AP Spa 4   | Spanish 3  | PREP      | Spanish 3   |  |
|                 |      | C-7        | C-7        | C-7        | C-7        | C-7       | C-7         |  |
| A. Perez        |      | Spanish 3  | S4SS 2     | PREP       | Spanish 2  | Spanish 2 | Spanish 2   |  |
|                 |      | C-1        | C-1        | C-1        | C-1        | C-1       | C-1         |  |
| V. Stubbs       |      | OFF        | OFF        | S4SS 1     | PREP       | S4SS 1    | Spanish I   |  |
|                 |      | C-4        | C-4        | C-4        | C-4        | C-4       | C-4         |  |
| A. Ryckebusch   |      | Spanish I  | Spanish I  | PREP       | French 1/2 | French 2  | French 3/AP |  |
| INDUSTRIAL ARTS |      |            |            |            |            |           |             |  |
|                 |      | J-1        | J-1        | J-1        | J-1        | J-1       | J-1         |  |
| A. Agundes      |      | Sm Gas Eng | Sm Gas Eng | Adv Sm Gas | Gen Shop   | Gen Shop  | PREP        |  |
| MUSIC           |      |            |            |            |            |           |             |  |
|                 | F-4  | F-4        | F-4        | F-4        | F-4        | F-4       | F-4         |  |
| W. Anderson     | JAZZ | Ins Mus    | PREP       | Chorale    | Ins Mus    | OFF       | OFF         |  |

WELCOME TO  
HALF MOON BAY HIGH SCHOOL

