



**HALF MOON BAY HIGH SCHOOL
SELF-STUDY REPORT**

**1 Lewis Foster Drive
Half Moon Bay, CA 94019**

Cabrillo Unified School District

March 17-20, 2019

Half Moon Bay High School ACS WASC/CDE Self-Study Report

Cabrillo Unified School District

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Preface

Half Moon Bay High School has followed *Focus on Learning: Joint ACS WASC/CDE Process Guide* in order to meet the criteria and method given. The spring 2018 semester was used to educate staff about ACS/WASC, the 2015-2016 WASC Mid-Term Review, and engage in inquiry-based discussion about what we were currently doing to support student learning and where we could develop opportunities for growth. Next, we made a list of necessary data sets we should obtain and began to formulate ideas about forward thinking goals. We then looked more closely at the revised Action Plan from the 2015-2016 and identified Critical Areas of Need from the 2012-2013 Self-Study before beginning our self-analysis. This eventually led to Chapters I and IV of our current Self-Study.

When we returned from summer vacation, Focus Groups were formed to reflect a cross-representation of our Departmental Home Groups. The Self-Study Coordinator attended meetings involving parent/community groups to solicit volunteers for Focus Group work. Next, the Leadership teacher and several other teachers on campus encouraged students to volunteer. Parent and student volunteer numbers were high enough that we were able to place at least one into each of the Focus Groups. Classified staff members were assigned to Focus Groups, but their participation could not be as robust because these individuals are essential to front office management or are required to attend CUSD driven professional development.

Initial Self-Study work tasked Home Groups with providing information for drafting Chapter I and IV before shifting to address Focus Group prompts relating to Chapter III. This Focus Group work continued until a draft was completed. Afterward, Home Groups began updating Chapter V based on data provided by Chapter II and the CDE Dashboard. Chapter II was the collective work of Site Administration, the Self-Study Coordinator, and CUSD Data Specialist. A draft of Chapter V was completed in mid-January and the entire Self-Study was proofread and polished by a small teams drawn from Site Administration, Focus Group Leaders, Home Group representatives, and Self-Study Coordinator.

The culmination of our Self-Study is the determination of the following Critical Student Learning Needs:

- Increase the academic success in ELA and Math for students within the statistically underperforming subgroups of English Language Learners and Reclassified English Proficient Students.
- Increase college and career readiness, emphasizing the number of students who are UC/CSU A-G eligible, particularly in the EL/RFEP subgroups.
- Continue to promote student success by building a kind, safe, and inclusive space to reduce stress, and increase student engagement and social-emotional wellness.

The LCAP, SPSA, schoolwide learning outcomes, CCR Anchor Standards, content standards, CDE and country directives, and CAASPP are the foundational goals and frameworks by which we have evaluated our ability to meet these CSLN and it is the prism through which we have projected areas of growth. Below is a timeline of how various stakeholders came together to complete our Self-Study Report.

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ACS-WASC Self-Study Process Calendar 2018-2019

Date	Group	Collaboration Event	Activity
1/8/18	Site Administration and Self-Study Coordinator	Meeting in Mr. Nazar's office	• ASC-WASC Webinar
3/6/18	All Faculty and Staff and Site Administration	Super Tuesday	• Brief presentation of ACE/WASC • Explain Home, Focus, and Leadership teams • Investigate CDE Dashboard Data • Whole group discussion on a shared document about where we support and where we can improve student learning. • Links: 3/6/18 PD Folder Documents
3/20/18	Site Administration, Self-Study Coordinator, and CUSD Director of Technology	Meeting in HMBHS Conference Room.	• Look at data types used during 2012-2013 Self-Study and 2015-2016 Mid-Term Self-Study. Brainstorm other data types needed for Self-Study. • Links: Data Checklist
4/10/18	Home Groups and Site Administration	Super Tuesday	• Read through Action Plan and CANS in Mid-Term Report • Read through LCAP • Introduce Focus Group Leaders • Add to existing data points from the last two self-studies on a shared document. • Begin written analysis of Action Plan and CANS in Home Groups. • Links: 4/10/18 PD Folder Documents
6/6/18	Home Group, Focus Group, and Site Administration	Meeting during undesignated collaboration time.	• Debrief 4/10/18 Super Tuesday. • Set deadlines for documents to be completed by the end of the 2018 school year. • Links: Agenda

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6/20/18	CUSD Data Specialist and Self Study Coordinator	Meeting in A-8 at HMBHS	● Begin to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD.
6/25/18	CUSD Data Specialist and Self Study Coordinator	Meeting in A-8 at HMBHS	● Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD .
7/11/18	CUSD Data Specialist and Self Study Coordinator	Meeting in A-8 at HMBHS	● Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD.
8/15/18	Home Group and Site Administration	Pupil free professional development day (first day back from summer vacation)	● Establish norms for collaboration ● Continue Home Group analysis work with Action Plan and CANS ● Begin developing revised Action Plan ● Links: 8/15/18 PD Folder Documents
9/7/18	Focus Group, Home Group, and Site Leadership	Meeting during undesignated collaboration time.	● Discuss and get feedback for 9/11/18 Super Tuesday agenda. ● Links: Agenda
9/11/18	Faculty and Site Administration	Super Tuesday	● Complete Home Group analysis work with Action Plan and Critical Area of Needs. ● Begin Focus Group work with Chapter III, Categories A-E. ● Links: 9/11/18 PD Folder Documents
9/14/18	Assistant Principal Barnes and CUSD Data Specialist	Meeting in Mr. Barnes's office.	● Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD .
9/20/18	Site Administration and Self-Study Coordinator,	Meeting in Mr. Nazar's office	● ASC-WASC Webinar ● Webinar notes

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9/28/18	Home Groups	Meeting during subject area collaboration time.	- Home Groups work on Categories B, C, and D for Chapter III. - Links: Agenda/Direction
9/28/18	Assistant Principal Barnes and CUSD Data Specialist	Meeting in Mr. Barnes's office.	Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD .
10/3/18	Focus Groups and Site Administration	Meeting during undesignated collaboration time.	- Debrief 9/11/18 Super Tuesday and discuss agenda for 10/16/18. - Links: Agenda
10/9/18	Assistant Principal Barnes and Self-Study Coordinator	Meeting In Mr. Barnes's office.	Work on Chapter II
10/12/18	Assistant Principal Barnes and CUSD Data Specialist	Meeting in Mr. Barnes's office.	Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD .
10/16/18	Faculty and Site Administration	Super Tuesday	- Continue Focus Group work with Chapter III, Categories A-E. - Links: 10/16/18 PD Folder Document
10/17/18	Academic Council	Academic Council Meeting	- Discuss Super Tuesday and brief about deadlines for the remainder of the fall semester. - Links: Things to Do List for Departments (Home Group)
10/18/18	Leadership Team	Mr. Nazar's office	View ACS/WASC Self-Study Training Webinar.
10/19/18	Focus Group and Site Administration	Meeting during undesignated collaboration time.	Discuss Academic Council Meeting, draft of deadlines, and expectations for completing a draft of Chapters I, III, and IV.
10/12/18	Assistant Principal Barnes and CUSD Data Specialist	Meeting in Mr. Barnes's office.	Continue to gather data from Dataquest, CBEDS, CDE Dashboard, CAASPP, and CUSD .

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10/16/18	Faculty and Site Administration	Super Tuesday	• Discussion of good habits to form for promoting student learning/meeting needs of the whole student. • Evidence gathering directions • Focus group work on Chapter III • Links: Agenda
10/26/18	Home Groups	Meeting during subject area collaboration time.	• Establish Home Group deadlines for Chapters I, III, and IV so final drafting can begin. • Begin thinking about new Action Plans. • Link: Agenda
10/26/18	Site Administration, Self-Study Coordinator, and VC Chairperson Deanna Young	Meeting in Mr. Nazar's office	• Discuss upcoming visit, concerns to address, and things to do.
10/30/18	Assistant Principal Barnes and Self-Study Coordinator	Meeting In Mr. Barnes's office.	• Work on Chapter II.
11/13/18	Assistant Principal Barnes and Self-Study Coordinator	Meeting In Mr. Barnes's office.	• Work on Chapter II.
11/30/18	Faculty, staff, and Site Administration	Whole site faculty meeting.	• Final Focus Group contributions for Chapter III. • Link: Focus Group work on Chapter III
12/4/18	Assistant Principal Barnes and Self-Study Coordinator	Meeting In Mr. Barnes's office.	• Work on Chapter II.
12/7/18	Home Groups	Meeting during subject area collaboration time.	• Go through deadlines/timeline until VC visit. • Continue to work on new Action Plan. • Links: Agenda

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12/12/18	Academic Council	Academic Council Meeting	● Provide drafts of Chapter I, II, III and IV. ● Discuss and continue to develop new Action Plan. ● Links: Agenda
12/14/18	Faculty and Site Administration	Meeting during subject area collaboration time.	● Read Chapter II, review CDE Dashboard, and continue working on new Action Plans. ● Links: Agenda
1/9/19	Site Administration and Common Core Specialists	Mr. Barnes's office	● Discuss upcoming new Action Plan work to be done during 1/ 18/19 Subject Area Collaboration and 1/22/19 Super Tuesday. ● Links: Agenda/Directions
1/16/18	Assistant Principal Barnes and Self-Study Coordinator	Meeting In Mr. Barnes's office.	● Discuss revisions for Chapters I, II, III, IV, upcoming PD agendas, and divide tasks for appendices.
1/18/19	Faculty and Site Administration	Meeting during subject area collaboration time.	● Finalize Home Group new Action Plan Statement using Chapter II, LCAP, SPSA, and SLOs as guide. ● Links: Agenda/Directions
1/22/18	Faculty and Site Administration	Super Tuesday	● Complete table for Home Group new Action Plan using table as guide. ● Links: Agenda/Directions
1/25/19	Focus Group Leaders and Leadership Team	Release day	● Complete Chapter III ● Links: Agenda/Directions
1/26/19	Leadership Team	Work day	● Complete Revised/Updated Action Plan ● Revise/polish Chapter III
1/30/19	Editing team and Self-Study Coordinator	Release day	● Revise, proofread, and polish Self-Study ● Complete Preface and Appendix

Chapter I: Progress Report

Prompt: Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas for follow-up from the last full self-study and all intervening visits.

Comment on the original areas for follow-up not in the current plan.

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

Half Moon Bay High School has worked hard to implement College and Career Readiness Anchor Standards and target underperforming subgroups, particularly English Language Learners. The CCSS TOSAs (2014-2016) and Common Core Specialists (2016 to 2019) have worked with Department Heads and all members of their respective departments to align curricular maps and benchmarks or common assessments that are aligned with CCR Anchor Standards. Two CCSS TOSAs were given release periods to advise departments with CCSS implementation and lead professional development throughout the year to educate and model how literacy can be supported in content areas. Common Core Specialists consist of representatives from each department, thereby tightening the connection between CCR Anchor Standards and how they are embedded into content area curriculum and instruction.

Professional Development has been largely driven by the goals of building capacity for curricular and instructional implementation of CCR Anchor Standards and of having comprehensive literacy instruction across all content areas. Professional development has targeted reading instruction standards, peer to peer observations, aligning technology standards with CCR Anchor Standards, aligning CCSS with the recently adopted block schedule, and aligning CCSS, ELD standards, and AVID strategies with lesson and unit design.

Last year, a project-based learning team formed with representatives from the Art, World Languages, Math, Social Studies, and English Departments. Professional development was arranged through the Buck Institute and San Mateo County Office of Education. The goal was to design a Project Based Learning unit which meets the spirit of PBL but is interdisciplinary in nature. There has been some informal collaboration between English and Social Studies Departments, but this is done in isolated instances. However, both of these departments design curriculum that require students to do interdisciplinary projects. Students doing English-based projects with historical research and students doing Social Studies-based projects align content area standards with CCSS.

The English Department designed benchmark assessments similar to CST assessments from a range of standards contained in the CDE ELA Framework. These assessments were done in-house using the EADMS test generating software during the 2013-2014 and 2014-2015 years. These assessments were aligned to the CDE ELA Framework, so we began looking for assessments aligned with CCSS. The English Department gave 1st and 3rd quarter benchmarks for the 2015-2016 and 2016-2017 academic years. We used EADMS (now IO Assessment) Key Data Systems (KDS) test generator to administer objective assessments and used subject area collaboration time to debrief each other about the resulting data during subject area collaboration. The KDS assessments touched on a range of CCSS. We found that the KDS assessments showed results that were significantly lower than CAASPP performance and this called into questions the usefulness of the assessment. For example, the 2015-2016 did not have one student in the junior class exceed the standard. Currently, we are using the Interim Block Assessments at the CAASPP website. This

year will be our second year using the interim Block Assessments. These Interim Block Assessments are used in ELD classes and in SDAIE classes.

The English Department has worked diligently to align curricular maps to CCSS. Each teacher, except for new hires over the last two years, have created six unit plans in an agreed-upon template with hyperlinks to small, medium, and large assignments that build toward a final writing application. These assessments are aligned to have students respond to literature, informational texts, and argumentative texts.

We have continued annually with this process and find it valuable for ourselves and our students. Each December, we are given a release day to calibrate our evaluation of the second quarter written benchmark. We do this by pulling random samples and evaluating timed-essay benchmark responses given a week or so earlier. Similar to College Board AP workshops and institutes, we read about five essays and follow a show-of-hands evaluation process and discuss the essays individually if we are out of range. We continue this process until we have confidence that we are normed and confidence with our evaluation accuracy. Over the years we have used the CSU/EAP Scoring Guide, but we intend to begin looking for prompts that are similar in design to the Performance Task on the CAASPP. Additionally, we want to use a similar analytical scoring guide for evaluation.

Adopting the Interim Block Assessment from the CAASPP web site has gone a long way toward providing us with a stand-alone assessments for the 1st and 3rd quarters. This enables us to get cross sections of skills assessment which is recursively done throughout the year. Each grade level is given assessment items centered around literature and argumentative texts during the first and second quarter.

We offer four assessments aligned with the Common Core, but we have not developed a rubric specifically for the benchmarks. All capstone unit-ending assessments are linked to scoring guides or rubrics. Some of these scoring guides are analytical with weighted categories and others are holistic depending on the type of writing application. Analytical scoring guides are modeled after the CAASPP scoring guide used for the Performance Task. The holistic rubrics are modeled after the CSU English Placement Tests, the Early Assessment Program, and the UC Analytical Writing Placement Examination.

The English Department continues to use its annual budget and grant funding to purchase contemporary and multicultural texts. New texts obtained since our last self-study are *Diary of a Part-time Indian*, *Passing*, *Persepolis*, *Curious Incident of the Dog in the Night-time*, and *12 Years a Slave*.

The English Department uses IO assessment (formerly EADMS) to view data after Interim Block Assessments (IBA). Currently the English Department does not have a data stream other than performance on Pre- and Post-Interim Block Assessments (IBA); however, site administration does have longitudinal data for English Language Learners from CAASPP and ELPAC assessment. IBA have been administered and student responses evaluated over the last four years. Initially, we used KDS/IO Assessment before the recent adoption of the IBA pre- and post-assessments (1st quarter and 3rd quarter). We continue to refine these assessments and work out problems to make the data more useful. We hope to contribute to the site administration's data sets for English Language Learners with those results and provide another measure to gauge reclassification.

English Language Learners currently enrolled in ELD 4 / 5 classes also take a SDAIE English class, preempting reclassification, with the goal of making their transition easier once reclassification has been attained. Irene Preciado, Director of Categorical Funding, has worked closely with both English and ELD departments to ensure that teachers not only align CCSS with curriculum maps but ELD standards as well.

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During the 2017-2018 academic year, she has also worked closely with Common Core Specialists in the content areas toward this end. Two Super Tuesday professional development days last year were devoted to aligning all department curriculum to ELD standards and AVID instructional strategies. One day was devoted to showcasing week-long block lesson plans displaying this alignment and one day was devoted to articulation between Cunha Middle School and HMBHS that explicitly focused on alignment between the new ELD Standards and CCSS. The goal is to get students consistent site-wide literacy instruction and improved academic literacy. The high school and middle school are working to ensure all incoming 9th graders are correctly placed in a level appropriate ELD/SDAIE class.

A target area for the English Department last year was to get the whole site to align curriculum to content standards, CCSS, ELD Standards, and AVID strategies. Two professional development days were held, and we intend to preserve and nurture this relationship. Beginning the 2017-2018 academic year, the English 3D curriculum was adopted and is currently in use for ELD 3, 4, and 5. ELD teachers were trained by an English 3-D representative during the 2015-2016 academic year.

HMBHS has a full-time bilingual liaison who serves as a hub for informing parents about an array of information necessary for parents of students who have difficulty in speaking and/or understanding English. In addition to providing daily translation services and calls home, she is present at meetings for our ever-growing ELAC and other meetings that relate to topics such as college application information.

ELD and SDAIE teachers were trained to use English 3-D during the 2015-2016 academic year. This curriculum and instruction program is layered with SDAIE strategies and is used in ELD 3, 4, and 5 as well as in our SPED Foundational English class for ELL students who have special needs. We briefly reviewed SDAIE strategies last year, but need to review more this year. The ELD Department has ordered a large array of new resources which will be introduced this year.

For the second semester of the 2018-2019 academic year, the ELD department will be piloting new curricula, primarily from the National Geographic/Cengage library. This includes 'Impact' (three levels) and 'Grammar Explorer' (two levels). These options will be piloted parallel to current curricula with the intention of switching if each pilot proves a success. We also now have a sitewide subscription for NEWSELA, which provides focused, lexile-based reading strategies, primarily for our ELD 4/5 and SDAIE classes. We are also exploring various interactive multimedia learning solutions, such as 'Yabla' activities which not only enhance learning, but also consolidate students' IT and multimedia skills.

The Counseling Department uses various data to target subgroups who need support. English class performance is a main factor as it is a four-year requirement for graduation. Since our EL subgroup is a perennial point of focus, counselors reviews transcripts at the beginning of each semester to make sure that students are properly placed in support classes, and to identify students who need additional support or are appropriate target students for "AVID". Transcripts are reviewed to determine students' credit needs and to sign students up for credit recovery. Documents of evidence include

- transcript review spreadsheet,
- ELPAC spreadsheet for ELD placement,
- D/F reports
- documentation of ELD placement meeting,
- credit recovery spreadsheet.

HMBHS is in its third year of offering a Senior AVID course; we have adjusted our master schedule to meet AVID student needs. AVID 1-4 students are identified by being potential first generation college graduates, many of whom are ELL or struggling students.

New models of support have replaced our Strategic Academic Support (SAS) and Adult Education programs. Interventions such as Cougar Talk meetings, SPT agendas, and placement contracts for credit deficient students provide support for students who are at-risk or who have special needs or other contextual issues that inhibit success for the whole student. The Counseling Department organizes a Hispanic college fair field trip, Spring and Fall college field trips open to all students, and organizes site visits by college representatives where general information is conveyed and specific students are target recruited.

The Physical Education Department has expanded Common Core Standards to both Core 1-2 and 3-4. Each have different and diverse activities to help incorporate CCSS standards at each grade level. Instead of a classroom unit, students work weekly using the Google Classroom. The Physical Education Department has incorporated computer lab time into our Physical Education instruction where students are given assignments involving writing about their physical and mental being with self-reflection and recursive activities. We incorporate reading assignments to diversify the way our students get and retain information in regards to our curriculum. We have made a concerted attempt to involve more technology and literacy instruction throughout our teaching. However, with the number of students in each class (cap is 45) it is a daunting task to grade each student's work with accuracy and precision. The Physical Education Department does not offer CCSS aligned benchmark exams at this time.

The Physical Education Department continues to implement SDAIE strategies, but we need more training. We use a "buddy" system with some of our bilingual students to help our ELL's understand instructions and rules in order for them to fully participate. We also use several forms of implementing instruction, including kinesthetic, visual, and auditory, to help break the language barriers between student and teacher.

In the **Social Studies Department**, teachers backward map from content-aligned standardized written and speaking assessments and create curricular maps from them. The department has common standards based on units and sequentially aligned curriculum. Document-based questioning is a central approach for addressing content and CCSS standards. Recently, a site license of Document Based Questions Online[®] was purchased and is currently being used for common instruction and assessment throughout the department. This resource is effective for supporting literacy skill-building and content understanding. In 9th grade Freshman Studies, students focus on a wide array of common core and AVID based learning skills. A particular emphasis is put on sentence frames, vocabulary squares, word banks, Cornell Notes, cooperative learning, and inquiry-based learning. We incorporate study skills and note-taking skills into the first unit of the school year in the Freshmen Social Studies course so that students are better prepared for high school. The Social Studies Department is developing a list of content-related words across our courses that provide a foundation for future study and is adopting a common methodology, like Frayer, to encourage vocabulary acquisition and a common assessment framework.

The Science Department provides scaffolding in the introductory level courses, especially Earth Science and Biology, that are slowly removed in the upper level courses as students continue to take increased ownership of their work. These include AVID strategies like Cornell Notes templates, marking the text, Socratic Seminars, vocabulary root word instruction and flash cards, mini-poster presentations, and claim-evidence-reasoning-based argumentative writing in lab conclusions. Site-wide professional development has been focused on strategies to support English Language Learners in our subject areas. We have focused professional development and collaboration time on the implementation of CCSS reading and writing standards in the context of science and agriculture courses.

Across the Science Department courses, there are common expectations for writing lab reports. Students use strategies like marking the text to read and analyze background information for the lab. Then, they follow a procedure or design an experiment to collect data around a natural phenomenon. Data is analyzed using graphing and mathematical modeling to create a claim-evidence-reasoning-based argumentative conclusions at the conclusion of labs. While this process may vary in each course, all students are expected to gain these skills to be college and career ready. Students also present their science work in a variety of ways; these include oral presentations, powerpoints, mini-posters, and formal lab reports.

The Science Department uses supplemental resources to offer more opportunities for students to meet reading, writing, listening and speaking standards. These resources include data-driven case studies, data nuggets, and news/current events.

For the past 6 years, the Science and Agriculture departments have been meeting monthly with the middle and elementary school science teachers in our district to improve vertical articulation. We have focused on implementing Next Generation Science Science standards in our existing courses and developing consistent instructional pathways that help students build skills as they progress through the district. Much of our work has focused on instructional practices that enhance student reading and writing skills in science.

The VAPA Department uses common professional language, elements of art, principles of design, critique protocol, and classroom discussions (verbal and written). A word bank is given to students to use within their written critique. Collaborative instructional strategies such as think, pair, share are also used to support literacy. Students take Cornell notes during lectures for units which include art history. The Art Department meets to share common curriculum, including a pacing guide, common rubrics, common critiques, and common Art History presentations.

In music classes, in addition to large ensemble rehearsals, students form small ensembles of three to five students. In these chamber groups, students lead themselves during rehearsal in preparation for public performances.

The World Languages Department has expanded its Spanish for Spanish Speakers program, which benefits both immersion students and Native Spanish speakers. Native Spanish speakers practice many CCSS skills in these classes, which facilitates their learning in others classes. The AP Spanish courses help prepare students for college; however, the enrollment for these classes has been falling.

The Seal of Biliteracy is presented at Awards Night late in the Spring semester.

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

The Math Department has oriented its curriculum and instruction toward providing a pathway for student success with the CAASPP and A-G readiness. This is the case for majority groups as well as subgroups. The Math Department has also worked hard to implement College and Career Anchor Standards and College Prep Math. Teachers have attended CPM training for the subject they are teaching. All AP teachers attend a yearly conference to update them on changes in the AP test given their subject and review last years exam. We have attended other workshops to help with pacing guides and Common Core Standards. We

post our pacing guide for all subjects that all teachers can share so we can be sure to be on the same time line. We assess our students twice a year using CAASPP tests to measure improvement in the subject area over the year. We are aligning our final exams to EADMS and the standards so we can quickly see where to make improvements on instruction.

The Math Department offers tutoring to all students before and after school and most lunch periods. We have two volunteers from the community who help students twice a week during lunch in the library. We have Homework Club offered four days a week after school for all students. Within the school day, we have peer tutors helping with our AVID classes and in our SPED classes. We have expanded the availability to help all students with this subject over the past six years. Our department stresses the importance of a 4th year of mathematics. Our College Prep Math course is now called Finite Math. With this, we offer 3 courses after Algebra 2 so those students not interested in a STEM career path have an option to maintain important skills necessary for college level courses.

All math courses are UC/CSU and A-G category "C" approved. We will be offering two new courses for the 2019-2020. We are offering Finite Math for the students not interested in pursuing a STEM career. This offering is in hopes to have all students taking a fourth year of mathematics. We are still offering AP Statistics and AP Calculus AB/BC. We are supported by HMBHS Foundation by sponsoring a recognition program that helps students feel good about math and continue to work hard to become a Mathlete. We honor hard working standards in this subject area.

The Science Department developed a list of mathematical objectives incorporated into each science course. We have worked to build students' mathematical skills in introductory courses (e.g. graphing and data presentation skills) toward more analytical math in advanced science courses (e.g. mathematical modeling, curve fitting). The Science Department has incorporated the use of computer-linked probes and sensors with software that allows students to create graphs and analyze relationships between variables in real time.

The Social Studies Department uses statistics and charts as texts for discussion and analysis of historical, social, economical, and political content.

The Special Education Department now has a pathway including co-taught and general education classes to allow students more access to the general education curriculum. Co-taught classes include Algebra Readiness, Algebra I Enhanced, and Geometry Enhanced. Students who take these classes may also take Algebra I, Geometry, and/or Alg II during their time at HMBHS. We also went back to providing a Foundational Math class for students who do not have the skills to access the curriculum of the Algebra Readiness co-taught class. Algebra I Enhanced and Geometry Enhanced are A-G approved.

The Music Department incorporates direct instruction of mathematical concepts as it relates to musical metering by using the traditional method of rhythm counting, which requires division skills. In addition, students use rhythm counting and subdivision to analyze, identify, and reproduce complex rhythms in performance pieces.

The VAPA Departments integrate math skills into the curriculum for use in entry level courses at least once per quarter. Students use measurements for figure drawing (human proportion) and comparative measurements for grid technique where students learn to measure the perimeter of an image and enlarge by two, three and four times the size to create a replica version on the smaller image using a grid. The Art and Industrial Arts Departments integrate math skills into the curriculum for use in entry level courses at

least once per quarter. In Building and Design, student work requires using Fusion 360, which incorporates geometry applications while using basic measuring skills.

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.

Half Moon Bay High School adopted a modified block schedule during the 2016-2017 academic year after about six years of research and discussion. This was motivated by a number of concerns. One was the start time of 6:45 for zero period classes, primarily Physical Education, Music, and Credit Recovery. Site Administration formed a Health and Wellness Committee to discuss this matter and report to faculty and staff, where the issue was the subject of much debate at Academic Council and within departments. Recent research suggests that early start times are detrimental to the health and development of late-adolescent students. Secondly, the block length periods allow for greater use of collaborative and project-based learning. Thirdly, labs in science and art classes have much more flex room to set-up, use, and put away materials. Fourthly, the long term goal of increasing enrichment opportunities is much more possible with the seven period day. This does create some hard adjustments for content areas such as math, physical education, and world languages; however, these departments are striving to make an adjustment. This schedule also benefits credit deficient students so they can meet graduation requirements and take necessary courses for A-G eligibility.

Site Administration works with teachers to make sure that their curriculum is submitted to UC Doorways for A-G approval. As our SDAIE courses and ELD 3 meet A-G requirements for a 4 year college, this has greatly increased the UC/CSU eligibility of our ELD students. The Counseling Department works to encourage ELD students to enroll in Advanced Placement (AP) and college prep courses that fit their skill set, whether it be an AP Foreign Language, Early College course, or Agriculture Career Technical Education (CTE) pathway.

Our English Learner Advisory Committee (ELAC) holds parent information meetings for our ELD families to address graduation and college/career topics to. Our ELAC meetings address graduation requirements, A-G requirements for a four year school, pathways offered at the high school, and resources that are available to families at the school site.

While the Counseling Department, Administration and ELD staff have taken several steps to ensure that our graduation rates of ELD students has increased and our reclassification rates have increased; this has resulted in fewer ELD courses being offered at the high school. This might not affect a long-term ELD learner, but this greatly affects our "newcomer" students who have just immigrated to Half Moon Bay. Additionally, while several of our ELD courses are A-G approved through UC Doorways, we will be submitting ELD 2 and ELD 4 in the Spring.

The Counseling Department continues to provide resources/services to increase our graduation rates and provide opportunities for ALL students to be UC/CSU eligible. We offer a Parent College Night to all families, with a focus on Sophomore and Junior families. This parent night is offered in both English and Spanish. Some topics that are covered are A-G courses and college entrance criteria for CSUs, UCs and private colleges, as well as basic requirements for community colleges and trade schools. We discuss tools for researching college majors, career programs, certificate degrees and the Transfer Admission Guarantee (TAG) program.

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Following our College Night, the Counseling Department holds college application workshops every Tuesday, Wednesday, Thursday in the library for an hour so that students can have their college questions answered, college applications reviewed, help working on personal statements, etc. College application workshops start mid-October and run until November 30, the UC/CSU college application deadline. There are two counselors and one college advisor volunteer available at each workshop day.

We continue to offer our FAFSA Walkthrough on a Saturday for Senior students and their families). At this workshop, students can complete either the FAFSA or the Dream Act. We collaborate with the College of San Mateo (CSM) financial aid department, who sends one of their staff members to HMBHS to lead the event. This has greatly increased our FAFSA completion rate, as well as greatly increased the number of students choosing to attend college.

The Counseling Department continues to offer the Local Scholarship Program, which provides scholarships to the majority of Seniors from over 50 local donors every year. Donors establish their own criteria and some scholarships are specific to students attending a 4 year college, some are specific to students who want to attend a community college, and some are specific to students who want to attend a trade school. At the end of the year, the Counseling Department holds a Local Scholarship night, which is a great night for younger siblings and future HMBHS families to see the reward for students who work hard and set goals.

The Counseling Department organizes a Parent Night every January offered to 8th grade parents to provide information from the Department Chairs on specific HMBHS courses and academic pathways, including ELD, AVID, Agriculture, etc.

Credit recovery is offered to all students who are credit deficient or need to make up a grade/class in order to be A-G eligible. We originally offered only one credit recovery class during the 1st period time slot, however we added an 8th period class to meet the need and demand. Credit recovery has been offered 1st and 8th period the last two years. The class is overseen by a certificated teacher, who checks in with students progress, grades written assignment for a percentage of their grade, and submits a final grade for their Edgenuity online courses to the school registrar for transcripts and fulfillment of graduation/CSU/UC eligibility requirements. Additionally, the same online program is provided to students in summer school for credit recovery purposes.

The Counseling Department continues to implement comprehensive exit surveys and Personal Learning Plan surveys for seniors; a Healthy Kids survey also provides on student/teacher feedback. Data obtained from Naviance is also used to make adjustments to the Student Planning Guide and course offerings.

This past year the Counseling Department was able to add our Freshmen Family Nights to our list of parent support and informational workshops. This presentation was targeted towards freshmen families and went over graduation requirements and the basics of college entrance requirements. After our short presentation, we provided step by step instructions for parents to log on to Naviance and set up a college/career research portal that connected to their students. This can help parents engage in the conversation with their students about goals and plans. Parents could create a four year academic plan with their student's input.

The English Department has instituted stronger vertical alignment between advanced and AP courses and increased rigor at lower levels to better prepare students for the writing and abstract thinking demands of AP. We continue to prepare students for success with English placement exams. Since our last self-study,

the English Department has worked on curricular maps with a common agreement to assign a CCSS aligned summative writing and presentation assessment for each unit. We require that teachers assign at least one of the three writing assessment (narrative, informational, and argumentative) per semester and argumentative for the remainder of summative writing assessments. We focus on rhetorical analysis, close reading strategies, research methodologies, and multi-document synthesis and analysis. While the use of the EAP for CSU placement is in flux, we have a second quarter benchmark assessment given to 9th, 10th, and 11th grade students that was taken from released EAP or AWPE assessments.

The ELD Department Chair, Site Administration, and Counselors meet with the middle school's ELD Team, Administration, and Counselors to determine appropriate and correct placement of ELD students at the high school level. This not only sets ELD students up for success in their English courses, but also in their support Math classes, etc. Appropriate placement across the board ensures that students are able to be successful in their courses, resulting in accumulated credits and completed graduation pathways.

ELD placement meetings with school Administration, Counselors and ELD staff is also completed at the high school level to determine appropriate placement of all 10th, 11th, and 12th graders for their following school year. These placement meetings have resulted in a higher rate of reclassified students and improved reclassification rate.

The ELD Department is implementing the English Language Learner Pathway towards College Readiness (a 4 year course of study designed to make English Language Learners CSU eligible upon graduation). Since the last self-study, ELL student in levels 3, 4, or 5 have been concurrently placed in A-G English courses so that they may achieve college readiness when they graduate.

The Special Education Department has added foundational classes in subjects that previously had a high fail rate for SPED students, allowing for the least restrictive environment and increasing the graduation rates of SPED students.

The Social Studies Department administers the California Healthy Kids Survey every year to 9th and 11th graders. This data is used to reshape our drug and alcohol lessons for the 9th graders. This data also reveals what drugs/substances our students are abusing. The Social Studies Department works closely with the SOY counselor, who makes regular visits to our 9th grade social studies class. Also, we schedule a Suicide Prevention presentation every year in all 9th grade social studies classes.

The Math Department recognized a need to offer another high level math course and offer another option for 12th graders not interested in pursuing a STEM career. We will be offering Finite Math for the school year 2019-2020. Our department offers several different pathways to accommodate students. We offer an advanced track as well as support math courses. We are hoping to add a support block to students who are not in SPED but are struggling in Algebra 1 and Geometry.

The Physical Education Department has successfully created two different standards-based curricula based on the California State Physical Fitness Standards. Both courses are specific to each grade and students are not allowed to take a course twice for different credits. However, students are now being transferred into the wrong sections due to class size limits. The Freshmen sections are full. According to administration, the least impactful way to solve the overcrowding was to remove Freshmen students from their peers and move them into Sophomore classes. Also, some junior and senior transfer students are allowed to take Physical Education online for credit. In some cases, students who have failed Core 1-2 or 3-4 may be allowed to take our Elective class for Core credit in order to graduate.

In the **Science Department**, the majority of 9th grade students now take a UC/CSU A-G approved science course. The addition of Earth Science and Ag Environmental Science courses allows for most students to begin science in their 9th grade year; however, a number of our students are unable to access these courses because their schedule is restrictive due to other enrollments (especially ELD and SPED courses). Additional improvements could be made by analyzing data on student science enrollments, identifying reasons students may not be meeting UC/CSU requirements, and determining how to encourage more students to take a 3 or 4 year science pathway rather than the minimum 2 year graduation requirement.

HMBHS students have the opportunity to take a wide variety of advanced, college-prep elective science courses which help them meet the admissions requirements of colleges and universities. HMBHS is committed to offering a wide variety of science elective courses such as Marine Ecology, Physics, AP Physics 2, AP Biology, AP Environmental Science, and Veterinary Science.

The VAPA Department meets to discuss and share ELD strategies and approaches to effective instruction for English Language Learners. Students are given translations of common documents such as rubrics, critiques, and benchmark tests. All art classes are A-G approved and required by the state to take in order to attend a State or UC school. In addition to our long-running AP course, we now offer an Early College Art course in collaboration with CSM.

The World Languages Department offers two sections of Spanish for Spanish Speakers I and two sections of Spanish for Spanish Speakers II. Although there has been a great level of interest in AP Spanish Literature 5, there has not been enough students to create a section for the previous two years. Students who have successfully completed Spanish for Spanish Speakers I and Spanish for Spanish Speakers II are encouraged to take the AP Spanish Language 4 class. The numbers of students earning the Seal of Biliteracy have declined over the past few years: 67 students in 2015-2016, 39 students in 2016-2017, and, 41 students in 2017-2018.

Chapter II: Student/Community Profile and Supporting Data and Findings

GENERAL BACKGROUND AND HISTORY

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 continues to experience growth, and the rise in population and housing prices have had significant impacts on the once small, isolated, and rural coastal community. Originating as an agricultural and fishing 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 Coastsides. 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 “agrotourism,” and there is a significant debate over the possibilities of growing cannabis as a way to support struggling farms and greenhouses, and the impact that will have on youth and schools.

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 school —both private institutions. As the only comprehensive high school on the Coastsides, HMBHS serves as a community hub for recreation, events, and a major source of local interest and pride.

Parent & Community Organizations and Partnerships

HMBHS has an extremely supportive community that includes the following active organizations: The HMBHS Foundation (and Campus Beautification Committee), Half Moon Bay Cougar Boosters, English Language Learner Advisory Council (ELAC), Cabrillo Education Fund (CEF), and Friends of Cougars in Concert (FOCIC). HMBHS partners with the College of San Mateo for our Early College Program, and HMBHS is also greatly supported by community organizations including:

Abode	Coastsides Pets	Friends of Fitzgerald Marine
Alifano Technologies	Connell Insurance Agency	Reserve
Amgen Biotechnology	Core Studio	Giannini Tractor Repair
Experience	Coruccini Farms	Glen Mitchel Group
Andreini Bros.	La Costanera	Goldworks
Bay Area Biotechnology	Cowboy Fishing Co.	The Greater Farallones
Community	Cozzolino Farms/Landscape	National Marine Sanctuary
Bay World Travel	Crucial Creative	HMB Brewing Co.
Big Creek Lumber	Delta Project Management	HMB Feed & Fuel
Big Fish Designs	Element Real Estate	HMB Chamber of Commerce
HMB Bike Works	Elkus Education Ranch	HMB Review
Bob’s Vegetable Stand &	Ember Ridge Equestrian	Half Moon Bay State Beach
Pumpkins	Center	James Ford
Boys & Girls Club	Empowered Fitness	Jersey Joe’s
Cartwright Design Studio	Falco Construction	The Kulda Group

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Lions Club	Rethink Waste	Seville Tapas
Long Branch Ranch	Rice Trucking & Soil Farm	Sewer Authority
Main St. Scholars	Rocket Farms	Mid-Coastside
Marine Science Institute	Rotary Club of Half Moon Bay	Sheppard Family Dentistry
Marsh & Sons	Sam's Chowder House	Spangler's Market
New Leaf Community	San Mateo County Fair	Spice Me Thai
Markets	San Mateo County Farm	Teamsters Local 350
Ocean Shore / Hassett	Bureau	TomKat Ranch
Hardware	San Mateo County Office of	The UPS Store
Ocean View Farms	Sustainability	University of California Santa
Oceano Hotel	San Mateo County Parks	Cruz Department of Ecology
OGR CON Construction	San Mateo County Resource	and Evolutionary Biology
Outward Bound California	Conservation District	Zola Fruits of the World
La Petite Baleen	Save the Redwoods League	
Republic Services	Seacrest School	

Staff

Half Moon Bay High School has an excellent staff of 45 teachers for the 2018-19 school year. The total certificated staff is at 51, with the addition of three administrators and three academic counselors. There are 26 classified staff members on site, which includes five office support staff, one nurse's aide, two food service staff, three campus supervisors, one maintenance custodian, three night custodians, nine paraprofessionals, a library technician, and an IT technician. Substitutes are provided by the district, and there are about 18 available to fill in for absent teachers.

Staff Demographics (self-identified)	Male	Female	White	Latino/Hispanic	Asian	Total
	41	37	32	5	2	78

In addition to the on-site staff, in response to perceived need from referrals and survey data, and as a result of meetings in our Health & Wellness Committee, we have added six Social-Emotional Health Counselors through a variety of programs, who are here on a regular schedule and see students referred to them.

WASC History

Since the full Self-Study in 2013, HMBHS received a six-year accreditation with a one-day, Mid-Cycle review. In 2016, HMBHS completed the Mid-Cycle Report. At both times the visiting committee suggested additions to our critical areas of need. Following this review, the action plan was revisited and updated as it relates to the site progress around its goals, LPAC goals, and the Single Plan for School Achievement (SPSA).

Mission and Vision Statement

Half Moon Bay High School is committed to providing a physically, emotionally and socially safe environment, and 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 (SLOs) Also Known as ACEs here at HMBHS

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

LCAP and SPSA goals

Through the Local Control Accountability Plan (LCAP), The Cabrillo Unified School District developed four major goals to be implemented by the District and the sites:

Goal 1: All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learner students.

Goal 2: Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.

Goal 3: Implement a stakeholder communication plan to support parental involvement.

Goal 4: Create a positive school climate where students feel safe and supported.

The CUSD LCAP goals are applied to the school through the Single Plan for School Achievement (SPSA) process: The input of parents and community to this process is ensured by membership in the School Site Council (SSC). The purpose of the SSC is to review and analyze student achievement data, gather community input, and develop and monitor the programs and categorical funds that support the school's SPSA goals. The SSC members represent parents, students, community members, and school staff in the school governance process. Meetings are held on the second Wednesday of the month at 5:15 p.m. in the faculty lounge at the high school, and carries out a number of important responsibilities.

The 2018-19 SSC members include:

- Principal John Nazar
- 3 certificated teachers
- 1 certificated counselor
- 1 classified staff member
- 4 parents
- The student body president
- 4 grade-level student representatives

Our **2018-19 SPSA goals**, derived from the CUSD LCAP goals, are:

School Goal 1: By June 2019, increase the overall academic success of all students.

- UC/CSU Eligibility will be increase by 1%
- ELA CAASPP Proficiency Rates will increase by at least 1%
- Our reclassification rate to Fluent English Proficient or 2018-19 will be above 10%
- Increasing focus on English Language Arts, and placing special emphasis upon students within the statistically under-performing subgroup of English Language Learners and our students receiving special education services
- Using lessons supported by departmental Common Core Specialists based on Common Core State Standards and increased AVID strategies used in all classrooms
- **Metrics:** UC/CSU Eligibility, ELA Interim Assessment Block/CAASPP Proficiency Rates, Reclassification Rates for EL students.

School Goal 2: Increase the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2019. Increase access to technology devices (Chromebook) to 100% of our students.

- **Metrics:** CSU and UC eligibility rate, AP and Early College enrollment by Subgroups, Access in the Classroom and whole school to advanced technology device (ChromeBook).

School Goal 3: By September 2019, adopt an integrated communication system to inform parents, staff, and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence.

- **Metrics:** Implementation of the stakeholder communication system.

School Goal 4: Increase the number of services available to students, including Social/Emotional Health Services, student positive behavior education, and continue PBIS to support a positive climate on our campus.

- **Metrics:** Annual Hours of mental health counseling provided, Alternative to Suspension Referrals, Enrollment in the Kindness Campaign group, Number of students participating in Wellness Week, Number of students participating in Challenge Day, Continuation of PBIS work through the Leadership Team, Teen mental health and anxiety presentations at school-wide assemblies by an expert, "Dr. O", as well as community presentations, and continue the work of the Health & Wellness Committee.

SCHOOL PROGRAM DATA

Program of Study

Half Moon Bay High School is a comprehensive 9-12 public high school with a course of study designed for college and career readiness. The school day is run on a modified block schedule, adopted in the 2017-18 school year, that came about through a fruitful combination of parent calls to begin the school day later, and the academic benefits of more class and instructional time. We have a seven period day, all of which run on Mondays, and then odd and even days the rest of the week. Students are required to take six classes (seniors five), and most of our students do not begin their school day until after 9:00 am. Students must earn 230 credits to graduate, including four years of social studies and two full years of physical education. They must also perform 35 hours of community service as a stand-alone requirement.

College and Career Preparation

For a small school, we offer a competitive and broad program of study, with a robust suite of 18 currently running Advanced Placement courses along with an Early College class from a joint effort with the College of San Mateo. We are now in our third year of offering a four-year AVID program designed to increase college readiness and eligibility for potential first generation college students. We have the only Agriculture Career Technical Education program in San Mateo county, and continue to develop CTE in Building and Construction Trades and Broadcasting. We have a fine art department, and an award-winning music program, out of which the marching band features prominently at our games and community events.

As a community with a large and recently immigrated population, mainly from Mexico, many of our families are Spanish-speaking, and their children are often identified as English learners whether they immigrated themselves or were born in the county, but grew up speaking Spanish at home. It has been an identified issue for many years to develop the best way to see that those students have access to both fluent English at a level that is academically competent, and sets them up for a range of post-secondary education and employment opportunities. We have made great progress in reclassification, with a now long-term and dedicated ELD teaching team and district support that makes a real difference. We have endeavored to make sure that with any pathway a student takes, they will be UC/CSU A-G eligible, and our AVID classes have helped increase that for those students. Our Special Education department has innovated strong collaborative teaching models for push-in resource support, enhanced math classes, and have created foundational courses in English, math, and social studies. Special Ed also provides an excellent special day class, while SPED students have access to our Vocational/Transition, Workability program.

Credit Recovery, Independent Study, & Concurrent Enrollment—For students needing to recover credits, the online credit recovery program in summer school and during the school day now is powered by Edgenuity, a more rigorous system than we previously used, and each course is customized by our academic departments with a-g and graduation requirement versions. We do allow concurrent enrollment in the San Mateo Community College district campuses, with department approval. Students can recover credits, take courses unavailable at the high school, or advance in some areas. HMBHS also partners with the College of San Mateo to provide our Middle College program, for students who would rather complete their high school requirements in a community college environment while earning college credit. Middle College students remain HMBHS students, and are eligible to walk at our graduation and play sports with us. In addition, we have an Independent Study (IS) program that is run through our continuation school, Pilarcitos High School, but IS students also remain in our enrollment.

Counseling—We have a dedicated counseling staff of three (ratio: 333 students to one), who provide academic and career counseling, as well as operate as the first stop for social-emotional support and intervention. Our college and career readiness program is supported by Naviance, and the counselors work with our students through the Personal Learning Plan (PLP) meetings with students, in grade level groups. The counselors also support the Local Scholarship program which awarded over \$100,000 to graduating seniors last year.

Health & Wellness—We have been very lucky to have the services of a health aide who is present to oversee students with serious medical issues, but who serves as our school nurse and has created a well-run, safe, and supportive environment for our students needing medical attention. Our dedicated athletic trainer also oversees all our sporting events, and is there at most games to provide first response to sports injuries. HMBHS is a community school, and truly is at the heart of the Coastside.

Our parents are highly involved and work with us closely to support the students, staff, and our goals. In recognizing the increase in anxiety and mental health issues that we share with so many other schools, some of our biggest initiatives have come in the areas of behavioral and emotional support. Our Health and Wellness Committee of parents, staff, and students, was formed originally to tackle the ongoing problem of sleep deprivation in teens, which resulted in our new bell schedule. Since then the committee has promoted and supported our expansion of mental health services. We now have a comprehensive mental and emotional health support system in place. We have a Coastside Mental Health counselor who works with students with IEP goals, and a School Linked Services program with four counselors and MFTs who operate based on referrals from academic counselors and our Alternatives to Suspension program that diverts students referred for alcohol and drugs to counseling. We have a group counseling program called SOY (Strengthen Our Youth) through STAR VISTA, which also sees students of ours for suicidal ideation and mental health assessments. We have also made use of RTS (Rape Trauma Services) to help a number of our students. In addition we have built on our PBIS expectations and campaigns, a Peer Helpers class that offers individual counseling, Wellness Weeks, and Challenge Day. We developed a Young Men's sheriff group to go with our girl's group, run by our SROs, and now have an Advisory period for all students to get academic support or attend specialized programs and events.

One of the most exciting initiatives is the growing One of a Kindness campaign, spearheaded by our principal, John Nazar, to promote his theme of kindness and support for all students at all levels. As he says at the end of each morning address: "Work hard, be kind to each other, and have a great day!"

Support and Intervention Programs

ELD—Designated ELD instruction is spread across five levels, from newcomers at Level 1 to students on the verge of reclassification at Level 5. We place a lot of focus on getting placement right. As a team we meet at least twice during the year to consciously analyze the strengths and weaknesses of each individual student. For incoming 9th graders we also liaise with our local middle school, so we can correctly place those students when they arrive. Last year (2017) we also provided two extensive Professional Development (PD) trainings to our staff (the PD designated time we refer to as 'Super Tuesdays') These PDs included extensive strategies and training focused predominantly on integrating ELD students at a cross-curricular level. To do this we adopted an ELD/ELA integrated framework for use across the curriculum, articulating common core ELA standards with ELD standards. The ELA/ELD Framework forges a unique and unifying path between two interrelated sets of standards: the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy) and the California English Language Development Standards (CA ELD Standards). Through our Common Core Specialists who work with each department and the whole-school professional development trainings, we have brought this integrated ELD.ELA framework into the practices of the entire teaching staff.

Lower-level ELD students and newcomers are closely monitored both within ELD classes and through liaison with their teachers in other departments. Our SDAIE program and ELD 4/5 class are tailored towards those students we consider close to reclassification. ELPAC (formerly CELDT) scores offer us a decent breakdown of student strengths/weaknesses, but we are also conscious that placement cannot be based solely on standardized testing—some students perform poorly in tests, or fail to take them seriously, therefore our own formative assessments over the length of the year are critical.

One of our most valuable initiatives for EL students has been the Summer School Jump Start program. This class is designed to support students in the early advanced and advanced levels of English Proficiency as

measured by the CELDT/ELPAC scores. It focuses on listening, speaking, reading and writing in rigorous settings with engaging curriculum. The students chosen for this program are those who are at the cusp of reclassification and/or have just being reclassified as Fluent English Proficient. Much of the increase in reclassification shown in our ELD data below is attributable to Jump Start.

English Learner Progress Indicator calculations not only give us a good insight into our overall achievement as a department, but also allow us to specifically address which state and local indicators on which we might be under-performing. It allows us to target these areas at both an instructional and school climate level, and also helps direct our LCAP process. Attention to these eleven indicators further determines how we use Title III funding to provide supplemental support, and are specified in our SPSA. In the 2017-18 school year, for example, we earmarked \$7,500 for ELD student support and teacher professional development, \$2,500 for ELD tutoring, and \$416 for ELAC support. We continued to budget Title III funds this year with \$5,000 for professional development, and \$4,000 for specific technology for our ELD program.

Low Income Youth—HMBHS has a number of programs, some at the District level, to support Low Income students, many of whom are our most vulnerable students. We do have the Free and Reduced lunch program, for which 43.1% of our students are eligible. We also make sure that income is no barrier to student participation in school activities, waiving fees and costs as needed, and making sure school lunches are available on field trips. We have several programs that benefit at-risk students, whose parents may be away for much of the home time working, including the Sheriff's Activities League (SAL), and our Girls' Group and Young Men's group. Our AVID and Early College programs support students who are seeking to advance to college preparation and eligibility, but may need assistance that families cannot provide.

As technology has become an imperative in education and employment, HMBHS has expanded the availability of computers in labs, as well as wireless access for devices. We began a program in 2013 of providing carts with class sets of Samsung pads and Chromebooks for cohorts of teachers and departments. By the 2017-18 school year we had reached the point where we had nearly 1000 devices on campus, but available only in some classrooms, sometimes unused while other departments had none. During this time, the utility and robustness of the Google Apps for Education increased exponentially, and teachers began making very productive use of the sharing features and tools such as Google Classroom. At the same, an equity gap manifested more pointedly as students with computers at home with good wireless access had great advantages in doing their assignments than did students from often less wealthy immigrant families on the other side of the digital divide.

Chromebooks: The solution was our 1-to-1 Chromebook Take-Home Program. After consultation with other schools that had tried this, we determined that actually checking out a Chromebook to every HMBHS student with a mandate to bring it to school every day. The terms were the same as a textbook, in that loss or damage would have to be paid for, but unlike a textbook they would keep the Chromebook all four years, including summer, and then keep them after graduation (when they would be nearing replacement anyway). While logistically difficult, The IT department collected all the existing Chromebooks to be handed out to juniors and seniors and sorted them for usability, and then the District paid for new ones for our freshmen and sophomores. Beginning at Freshmen Orientation and the first week of school, we distributed them all.

In addition, and directly addressing the matter of digital equity, we provided wireless hotspots for any family who requested one, checked out from the library. Chromebooks are of little use without wireless, so addressing this was imperative. The hotspots were provided to us with a grant from T-Mobile's

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EmpowerED program which aims to level the homework environment by providing off-campus devices and data plans to students at eligible schools and districts.

From what we have observed this year so far, the program has been an absolute success: students bring them, take care of them, and teachers make great use of them in the classroom.

Funding—As the Cabrillo Unified School district responded to the development of the Local Control Funding Formula (LCFF), they approached stakeholder groups from all the schools, including HMBHS. Each group filled out an LCFF matrix, which then were distilled into LCAP goals which we incorporated into our annual Single Plans for Student Achievement (SPSAs).

Following our SPSA goals, in the 2017-18 school year, we spent Title I funds to support our at-risk student population (\$6,000), funded professional development and college field trips for our AVID program (\$32,000), and funded parent education and improved communication (\$3,000). We also used \$7,504 of Title I funds to provide field trips for student enrichment and support for teachers without experience in teaching low income/at risk students.

In 2018-19, we allocated \$3,000 in Title I funds for supplemental materials to increase development in academic language, \$5,000 in support for Common Core adoption across the curriculum, \$6,000 for technology upgrades, an another large allocation of \$36,500 for AVID, Including college visits, materials, and professional development. We also budgeted \$2,000 in training for new school security and safety technology, and \$5,000 for mental health services and the activities of the Health & Wellness committee.

Foster Youth—Currently we have no foster youth at HMBHS. We did have two students from one family whose services were specified through the IEP process, but they were recently adopted! We are now actively connected to the Foster Focus tracking program, so that we will be able to contact case managers and provide services to new foster youth who may enter our school.

Migrant Students—The Cabrillo Unified School District's Service Agreement is to provide Academic Case Management for Migrant students that at risk of not graduating. Migrant Services is currently working with students that have a GPA lower than 2.0. They meet with students and their parents and do a needs assessment and create Individual Learning Plans for them, and contact the parents once a week to monitor their progress and refer them to services. In 2017-18 HMBHS received a larger than usual incoming class of 9th graders who had been with the district for most of their schooling, but by the end of that year, one student left and several were no longer considered migrant, which dropped numbers to a lower level in 2018-19.

Migrant Students at HMBHS	2016-17	2017-18	2018-19
	33	39	32

Homeless Students—Following state law, we are able to exempt students in foster care, homeless students, and 11th and 12 grade migrant and newcomer ELL students from district requirements beyond statewide coursework requirements. We have applied the McKinney-Vento provision in a number of cases for homeless students graduating from Half Moon Bay High School.

Students Designated with Special Learning Needs

Our students with special needs, as documented in Section 504 plans and Individual Education Plans (IEPs) have a range of services available to them. Students with 504 plans for medical, learning, or mental health

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issues receive accommodations such as preferential seating, extended time on tests and quizzes and for assignment due dates. Sometimes the accommodations require that students leave the classroom without notice, or take breaks. Every provision of the 504 is agreed to by a team of teachers, counselor, the 504 coordinator (Assistant Principal), and specific personnel with oversight of the conditions being addressed (district nurse, for instance).

For our students with IEPs, our Special Education department offers a range of supports and services. Each student is assigned a case manager, who usually serves as the teacher for their Foundational Study Skills class, our support class for the Resource Specialist Program. A number of our Special Ed students are also enrolled in Collaboration Classes, where the SPED teacher pushes in, and works in a team teaching model to assist and support the Special Ed students in that class. Many of our students have a need for a classroom aide or paraeducator, and at HMBHS we have nine paras assigned to students per their IEPs. For students for whom the general ed. curriculum is not accessible, even with collaboration or aide support, we have created Foundational Math, English, and Social Studies to allow students to earn graduation credit in a small class environment and a modified curriculum taught by special education teachers.

We also have a remarkable Special Day Class (SDC) with a dedicated teacher and team in a more sheltered and restricted environment that specializes in both academics and life skills. Students are provided with district transportation, as well as regular field trips, enrichment, and programs that ensure they are an integral part of student life such as special olympics and up until this year, our recycling program.

Depending on their individual goals, our Special Ed services may include Speech, Adaptive PE, and other interventions. We provide students with specialized curricula, as well as impairment-adaptive materials, supplies, and devices. All our Special Education students are eligible for Vocational/Transition services that introduce students to educational opportunities via a community college fair, and create employment opportunities and training through a partnership with Skyline College, which provides summer programs in hospitality, automotive, and restaurant management.

<i>Student Subgroups</i>	2014-15	2015-16	2016-17	2017-18
English Learners	15.90%	16.40%	13.20%	9.50%
Foster Youth	*	*	*	*
Homeless Youth	0.68%	0.50%	1%	0.70%
Migrant Education	3.30%	2.50%	3.10%	1.90%
Students with Disabilities	8.00%	7.90%	8.70%	9.40%
SED	39.20%	42.20%	42.40%	43.30%

DEMOGRAPHIC DATA

Socioeconomic Status

The socioeconomic status of the school can be measured by the percentage of Socio-Economically Disadvantaged (SED) students, which has ticked upward from 39% in 2015 to 43% last school year. This should have impacts on our Free and Reduced lunch eligibility, and in fact that does correlate with a rise

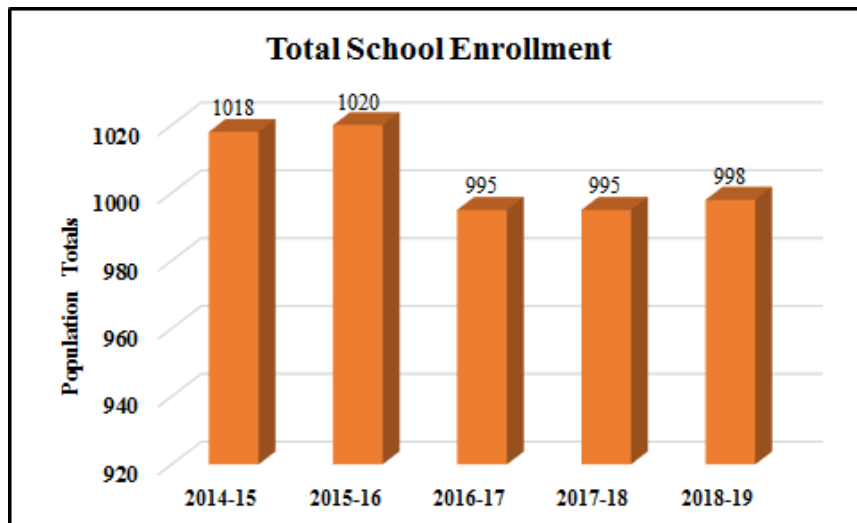
from 36 to 43% there. However, we have also employed improved screening, along with reclassification, and a drop in migrant student numbers.

<i>Students Eligible for Free and Reduced Lunch</i>	2015-16	2016-17	2017-18	2018-19
Number of Students	369	520	344	431
Percent Eligible	36.1%	52.3%	34.5%	43.1%

The significant increase that we saw for 2016-17 is due to the new rules that were introduced to include the students who have a household member on Medicaid or Medicare. It has been a district priority to make sure all eligible students are signed up. Despite this we experienced a dip the next year, but numbers have climbed back.

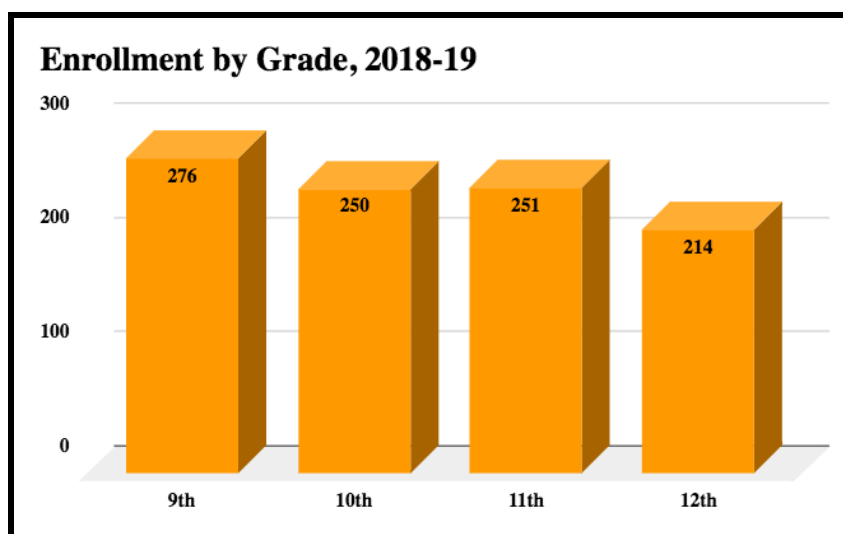
Enrollment

At this writing, HMBHS has 481 girls and 517 boys. Enrollment as a whole is fairly stable, with numbers that hover just above or below 1,000, shifting from year to year. The economy is fairly robust as of this writing, meaning there are jobs available, however the housing crisis is a countervailing force, making it difficult for young families to remain in this area. As the only public high school in the district, with resources considerably lower than public schools “over the hill” and with a number of private options, HMBHS tries very hard to make the case through outreach and recruitment efforts that we offer as strong an education as any school in the area. We have a very strong Shadow program, where 8th grade students are matched with Leadership students for the day and a luncheon, as well as our 8th grade Open House, 8th grade Parents’ Night, and direct recruitment at local private schools and the middle school, Cunha Intermediate.



Grade Level— This year represents one of the smallest senior classes we have had in recent years, dropping by 37 students from the graduating class of 2018 (252). Senior numbers haven’t been this low since 2012-13. We may expect an increase in enrollment going forward as the 8th grade class at Cunha

stands now at 275, most of whom will attend HMBHS. Our current, smaller, senior class entered HMBHS at 242 in 9th grade.



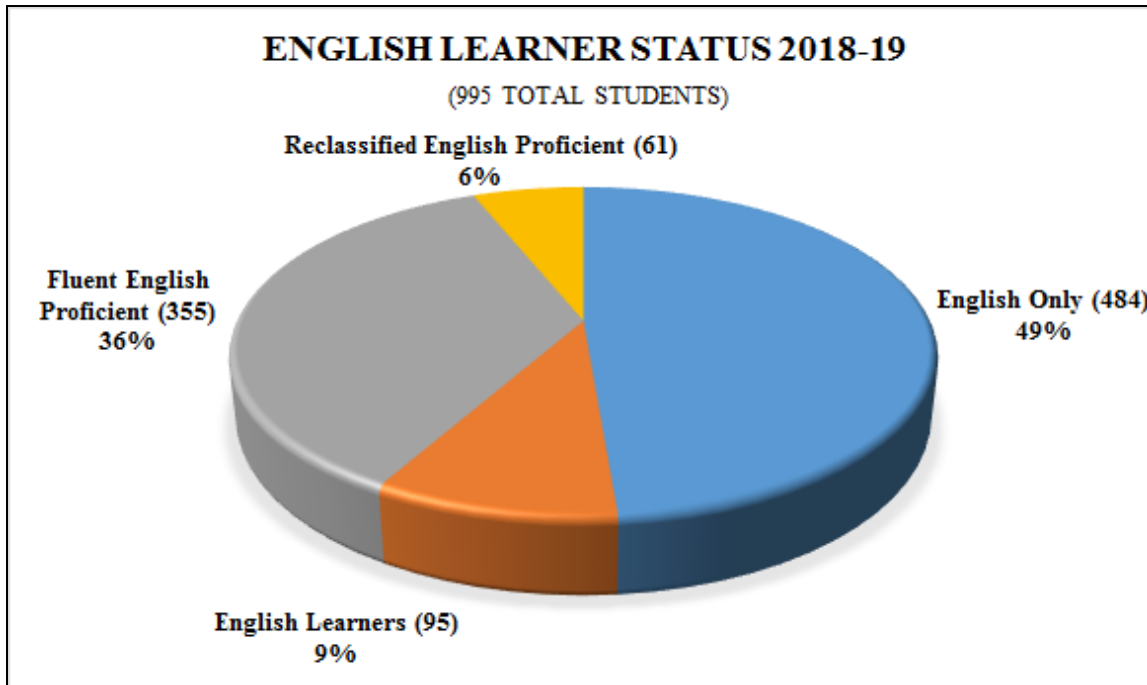
Ethnicity—Half Moon Bay High School’s student population is divided fairly evenly into two major racial/ethnic groups, Hispanic and Non-Hispanic White. Our two major language spoken here are English and Spanish. In 2010-11, the Non-Hispanic White population lost its status as an absolute majority, although it remained the largest ethnic/racial group until 2012-13, when the Hispanic subgroup gained the plurality. That status has continued over the subsequent five years, with Hispanic students at the highest level ever, 49.35%.

Enrollment by Ethnicity

	2014-15	2015-16	2016-17	2017-18
Hispanic/Latino	45.70%	47.70%	47.60%	49.35%
White	48.30%	46.30%	46.30%	44.02%
Filipino	1.80%	1.20%	1.20%	1.41%
Asian	1.60%	1.60%	1.60%	1.41%
Other	3.40%	3.20%	3.30%	3.81%

Language Proficiency

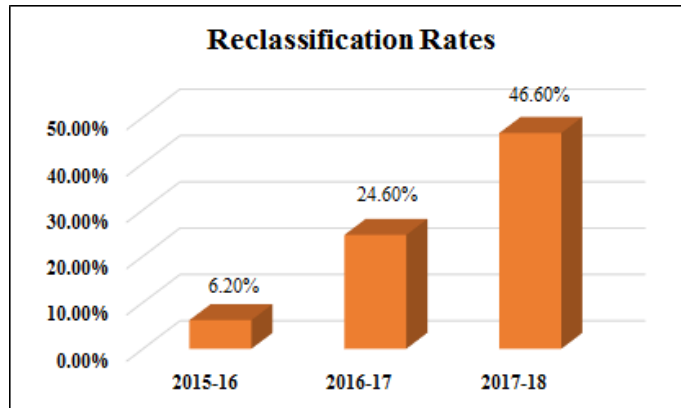
As detailed above Half Moon Bay High School and the Cabrillo Unified School District have made support for our English Learning (EL) population a priority. 51% of our current population are “Ever ELs,” having been classified as English Learners at least at one time during their career with CUSD.



<i>CELDT Data</i>	2012-13	2013-14	2014-15	2015-16	2016-17
% Proficient (Early Adv.& Adv.)	70%	64%	58%	74%	52%
Advanced % of total	20%	17%	15%	20%	12%
Early Advanced % of total	50%	47%	43%	54%	40%
Intermediate % of total	25%	26%	29%	38%	30%
Early Intermediate % of total	4%	5%	6%	16%	9%
Beginning % of total	1%	4%	6%	5%	9%
Total Number Tested	141	129	144	133	114

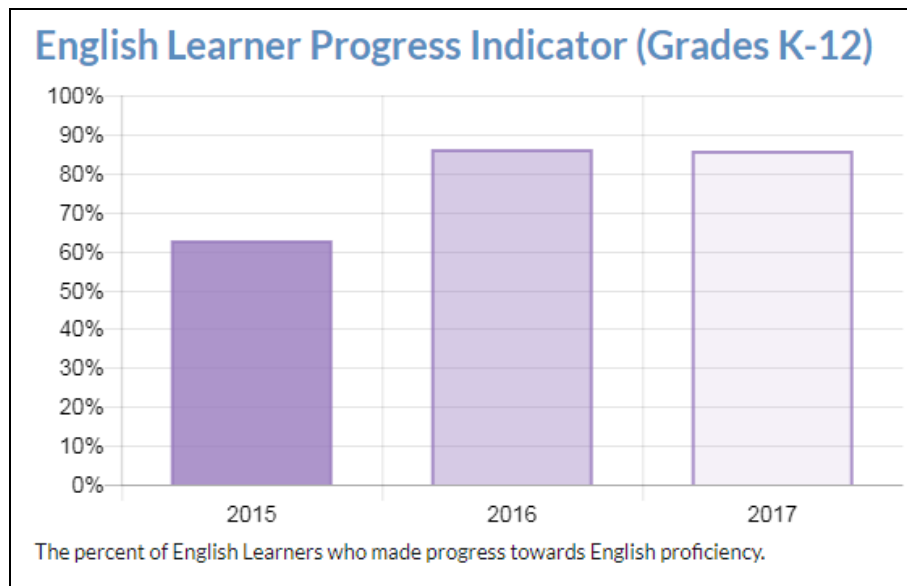
CELDT data shows swings with no clear trend lines for the percent of ELs scoring proficient. The move to ELPAC data has made comparisons difficult until we see further years' results come in. However, one thing we can see are the number of students tested for language proficiency, which represent the number of ELs. The number tested dropped to 114 in 2016-17 from the 130s and 140s.

ELPAC Summative Scores 2017-18	
Beginning Stage:	8 (15.69%)
Somewhat Developed:	13 (25.49%)
Moderately Developed:	19 (37.25%)
Well Developed:	11 (21.57%)
Total Number Tested	51



The following year, only 51 students took the ELPAC — a very significant drop. This is a result of a strong push for reclassification of qualified students, support in ELD and SDAIE classes, programs such as Jump Start, and the integration of ELD standards with the Common Core across the curriculum. Our reclassification rate has moved steeply upwards over the past three school years, from 6.20% in the 2015-16 school year to 46.60% this last year. Our prediction is that the rate will level off, as students who more easily achieved reclassification status have done so, and we will be concentrating support on the much smaller EL cohort that we have at HMBHS in the 2018-19 school year.

In addition, the K-12 data for the Cabrillo Unified School District as a whole shows an increase and high rate of progress on the English Learner Progress Indicator from the California School Dashboard.



DATA ON ADDRESSING THE EIGHT LCFF STATE PRIORITIES**Priority 1: Basic (Conditions of Learning)*****Teacher Qualifications and Assignments***

All certificated staff members are fully credentialed except for one long-term substitute in math. and highly qualified for their subject areas. In addition, our paraprofessionals all meet the requirements of the Every Student Succeeds Act (ESSA).

As the table below demonstrates, our teaching staff has an average of 11 years in the teaching field. And while HMBHS experienced a high rate of turnover from 2014-15 to 2017-18, we have made strides in teacher retention and have hired fewer teachers in general, and fewer new teachers. For the first time in the years of data we had available, two of our teachers hold doctorates.

Certificated Staff Service	2013-14	2014-15	2015-16	2016-17	2017-18
Total Certificated Staff	45	45	45	48	47
Average Years of Educational Service	12	11	9	9	11
Average Years in CUSD	10	8	7	8	8
Number of First Year Teachers % of total	4	6	8	6	1
	8.88%	13.33%	17.77%	12.50%	2.12%
Number of Second Year Teachers % of total	3	5	4	6	5
	6.66%	11.11%	8.88%	12.50%	10.63%
Master's Degrees Held	14	16	12	11	15
Doctorates Held	0	0	0	0	2

Specialized Training/Intern programs

All our beginning teachers are assigned Beginning Teacher Support and Assessment (BTSA) Support Providers, who serve as mentors and advocates to support them through the first years. The BTSA program also is part of the two-year job-embedded individualized teacher induction program which results in new teachers' obtaining their clear credential.

From year to year we also host student teachers from the credentialing programs in the area. In the current school year we do not have any teachers, however we do have an intern counselor, who works closely with our head counselor, teachers, and students as they complete their program.

Professional Development Programs and Activities

The staff at HMBHS is encouraged and supported in their ongoing professional development. This sometimes takes the form of school-wide PD, but often is driven by department, program, or individual curriculum and instructional needs. Professional development ranges from annual Advanced Placement institutes, to subject area conferences, instructional and support trainings, and individual advancement.

Professional and Staff Development Programs/Activities	Content of Staff Development	Numbers Participating
AP Conferences and Institutes	AP content instruction by subject area	@ 6 biennially
AP Summer Exam Readings	Scoring AP exams by subject area	5 annually
English 3D	Special education/ELD ELA curriculum	2
WASC Training	Coordination and Visiting Committee Work by Admin and Teachers	5
AVID Summer Institute	AVID instructional technique training	6 annually
Physical Education CAHPRD Conference	Promote programs of health, physical education, recreation and dance	3
K-12 Science collaborations	Transition to NGSS and vertical articulation of science programs	6 monthly
National and California Science Teachers Association National Conferences	Science content, teaching strategy, and research to enhance and expand professional growth	6 semiannually
Teacher institutes at the SFMOMA	Workshops designed for high school teachers focused on incorporating modern and contemporary art into classroom curricula	3 art teachers
FLANC conference (Foreign Language Association of Northern California)	Presentations on research, theory, and methods related to topics such as language acquisition and translation, language and technology, literature and culture, study abroad, and the role of bilingualism in the 21st century.	1 World Language Teacher
Stanford World Language Project Workshop	Promotes quality language teaching and learning with year-round programs for all language teachers of any level.	1 World Language Teacher

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National Art Education Association Conference	Conference of the professional membership organization for visual arts educators	1 teacher
CPM Training for all math teachers	Training in new CPM math curriculum and textbooks	3 days for all 9 math teachers
Comprehensive Sexuality Education Training	Curriculum and training in delivering state approved comprehensive sex ed	2 teachers
Career Technical Education workshop	Arts, Media, and Entertainment pathway training	1 teacher, 2 days
National Conference for Social Studies 2017	A conference to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators	6 teachers
Mental Health First Aid	An 8-hour course that helps people identify, understand, and respond to signs of mental illness.	Counselors and Admin
Positive Behavior Intervention Systems (PBIS) training for the PBIS team	The team received Level I and Level II intervention training	12 teachers and admin
Big 5 Safety Protocol Training	San Mateo County Emergency preparedness training for admin and emergency staff	All admin, and members of the Safety Committee.
ACSA Leadership Summit	Principal is on the ACSA Region 5 Board (San Mateo Chapter President)	Principal
Lead 3 Symposium	A collaborative conference for administrators and educational tech innovators	2 Assistant Principals
Suicide Prevention Training	District and County training for administrators and counselors	Admin and counseling staff

Half Moon Bay High School Professional Development Schedule 2016-17 and 2017-18

August 17, 2016: ELD Standards and ELD Strategies

August 25, 2016: Embedding Common Core State Standards (CCSS) in Units and Lessons

September 13, 2016: CCSS Professional Development

October 18, 2016: Positive Behavior Intervention Systems (PBIS) Training

December 8, 2016: ELD Reflection and Conversation

January 24, 2017: Integrating ELD by each department

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February, 14, 2017: Positive Behavior Intervention Systems (PBIS) Training
March 7, 2017: AVID and Advisory Period structure and strategies
August 16, 2017: Advisory Pass system training
August 23, 2017: Block Instructional Planning: CCSS/Integrated ELD
October 17, 2017: PBIS/Student Behavior Check-in
November 29, 2017: Dyslexia Experience/Training
January 23, 2018: Integrated ELD with Pilarcitos HS
February, 13, 2018: Integrated ELD with Pilarcitos HS and Cunha Intermediate School
March 6, 2018: Common Core Specialists (CCS) lead training on CCSS and integrated ELD in the classroom
April 10, 2018: CCS led AVID and ELD Share out with Pilarcitos HS and Cunha Intermediate School

Standards-Aligned Materials

High School textbook adoption language by the Cabrillo Unified School District Governing Board:
“Under the newly adopted Common Core State Standards (CCSS), curricular changes have begun at Half Moon Bay High School. In order to facilitate the continued integration of CCSS and corresponding curriculum changes, it is imperative to provide Common Core texts for each of the new courses we provide at the high school. This new curriculum will meet the diverse needs of our student population in new and innovative ways, creating critical thinkers and college and career ready students.”

Department chairs and the Assistant Principal for curriculum and instruction review proposed texts, and apply to the Assistant Superintendent for Curriculum and Instruction and then to the Governing Board for review and adoption. Proposed texts are presented with evidence based on the following questions:

1. How is the reading level appropriate for the course in which the book will be used?
2. Why did you choose this particular book?
3. How does the book relate to standards in the content area?
4. How does the content of the book reflect current State Frameworks?
5. What other textbooks have been reviewed? Why was this textbook selected?
6. How do you intend to meet the standards [Content Area and CCSS]?

On approval by the Assistant Superintendent, the texts are presented in public board meetings for review, and then voted on for adoption at the next board meeting.

Facilities Maintenance

According to the most recent Facility Inspection Tool (FIT) data, Half Moon Bay High School was rated “Fair” overall, with the rating of “Good” in:

- Overall Cleanliness, Pest/ Vermin Infestation
- Electrical
- Restrooms, Sinks/ Fountains
- Fire Safety, Hazardous Materials
- Playground/School Grounds, Windows/ Doors/Gates/Fences

However, Systems (Gas Leaks, Mechanical/HVAC, Sewer) were found to be in “Fair” condition: “Boilers are only working at 50 to 60% capacity. They are at the end of their life, parts are obsolete, controls do not work, system is stuck in a heating loop to operate.”

Interior Surfaces are in “Poor” condition: “Carpets are worn and at the end of their life and need to be replaced. Hard surface floors are worn and need replacing.”

Structural was also rated “Poor,” as there is some damage: “Breezeway supports rusted and scaling, need to be fixed or replaced. Gutters leak or are failing, need to be replaced, roofs are at the end of their life and should be replaced.” Repairs to all of these will be addressed by the facilities bond passed in June 2018.

All science courses at Half Moon Bay High School meet the UC/CSU A-G course requirement of at least 20% laboratory time. Chemicals in laboratory facilities are stored in lockable store rooms and in proper chemical storage cabinets (e.g. flammables and acids cabinets). The science department chair works with the school district maintenance department to regularly collect, label, and dispose of our minimal amount of hazardous waste through the San Mateo County hazardous waste program. Science lab facilities are inspected periodically by the San Mateo County Environmental Health Services Division. Science classrooms are equipped with safety equipment such as eye washes, fire extinguishers, and first aid kits, as well as goggle sterilization cabinets, fume hoods, and safety shower where appropriate. Each science classroom is now equipped with 8 student lab stations and two or more sinks.

Priority 2: State Standards (Conditions of Learning)

The District and HMBHS administrations continue to promote and support Common Core implementation. Each department has a representative Common Core Specialist, previously known as Common Core Teachers on Special Assignment (TOSAs), and the Common Core group meets monthly. The Common Core Specialists work with department chairs to ensure all departments continuously embed the Common Core State Standards (CCSS) into the curriculum, developing unit and lesson plans from the ground up aligned with the CCSS. Departments built curriculum maps for each content area, and then worked with each department member at each course level to expand their range of CCSS-aligned lessons. HMBHS devoted professional development time both within subject-area collaborations throughout the year, as well as Super Tuesday district-mandated PDs to help teachers drive instruction using the standards. Departments have created benchmark and/or common assessments that are aligned with Common Core Anchor Standards. One of the most fruitful developments was the alignment of ELD standards with the Common Core. Our specialists worked directly with teachers to make that connection, while the District presented whole-school professional development on working with ELD students and standards.

The Science/Agriculture departments have been regularly practicing in vertical alignment across the district. The departments meet together with the middle and elementary school science teachers and focus on implementation of the Next Generation Science Standards (NGSS) and developing consistent instructional pathways. As the NGSS are themselves aligned with the CCSS, the focus has been to enhance student reading and writing skills in science.

The Math department has also participated in District-wide K-12 vertical alignment. One result is the adoption of the CCSS-based CPM (College Preparatory Math) curriculum for the 2017-18 school year at both the middle and high school levels after intense review and piloting. As part of the adoption and its shift to a CCSS base, the math department has regularly attended training workshops on implementation.

This year, our Math and English departments took advantage of the Interim Assessment Blocks (IABs) available through the CAASPP portal to test students in the fall, and then be able to get longitudinal data from the IABs given in the spring. This will give us information we need to see the progress the same cohorts of students are making in their CCSS-based curriculum.

In addition, an English department representative and our Social Studies department chair will be attending the San Mateo County Office of Education-sponsored Communities of Practice series. The ELA series will focus on best practices for CCSS instruction, while the Social Studies series, following the The Content, Literacy, Inquiry, and Citizenship (CLIC) Project, will examine the shifts in history-social science standards, the national professional collaborative C3 (College, Career, and Civic Life) framework, and a focus on inquiry.

Priority 3: Parental Involvement (Engagement)

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. As listed above in the *Parent & Community Organizations and Partnerships* section, there are a number of parent groups and organizations which contribute to the growth, resources, and success of HMBHS. Some particular ones have a formal or informal role in school decision-making.

One of the most formal is the School Site Council, which annually takes on the task of updating the SPSA document, prioritizing site funds for programs that the committee and site administration agree on, in alignment with district LCAP goals. Four parents sit on that board as voting members.

Another organization that is mostly parent but with some staff members included, is our Half Moon Bay High School Foundation. This group is essentially our PTO, and raises funds that support programs, materials, and courses. This decision-making body is extremely influential and supportive, and meets monthly.

One of the most important parent groups for outreach is ELAC, our English Learner Advisory Committee. ELAC meets monthly in the evening and the meetings address both concerns from non-English speaking parents, but also presentations and educational components around career and college options, requirements, and opportunities.

The Health & Wellness Committee has had an enormous impact on our school community. Formed initially to address parent concerns about adolescent sleep deficits, the committee began investigating the possibilities for later start times, which led in the 2016-17 school year to a change of optional "O" period start time from 6:40 am to 7:15 am, and regular 1st period start time from 7:45 am to 8:20 am. Over the next year, the committee worked with teachers and administration to approve and roll out a modified block schedule, implemented in the 2017-18 school year. The earliest students can begin is at 8:00 am, and many now do not start their day until 9:00 or 9:40 am. Now, as parent/group members look at other aspects of student health and well-being, the committee is now addressing drugs and alcohol, particularly vaping of both nicotine and cannabis, Homework & School Stress, Mindfulness, Nutrition, and Kindness - Civic & Community Responsibility. This last area has spun off the One of a Kindness Committee, with parent volunteer help and headed by the Principal. These organizations all had input into the WASC Self-Study process.

Another important decision-making body is the School Safety Committee. While always a part of our annual safety review, this committee has taken on a larger role, with more parent input, due to the state-mandated Comprehensive Safety Plan. This committee makes recommendations as to safety improvements based on its quarterly reviews.

Other parent organizations assist particular school programs and raise funds for them. The largest is Cougar Boosters, which promotes and funds HMBHS athletics. Our Agriculture program has Ag Boosters,

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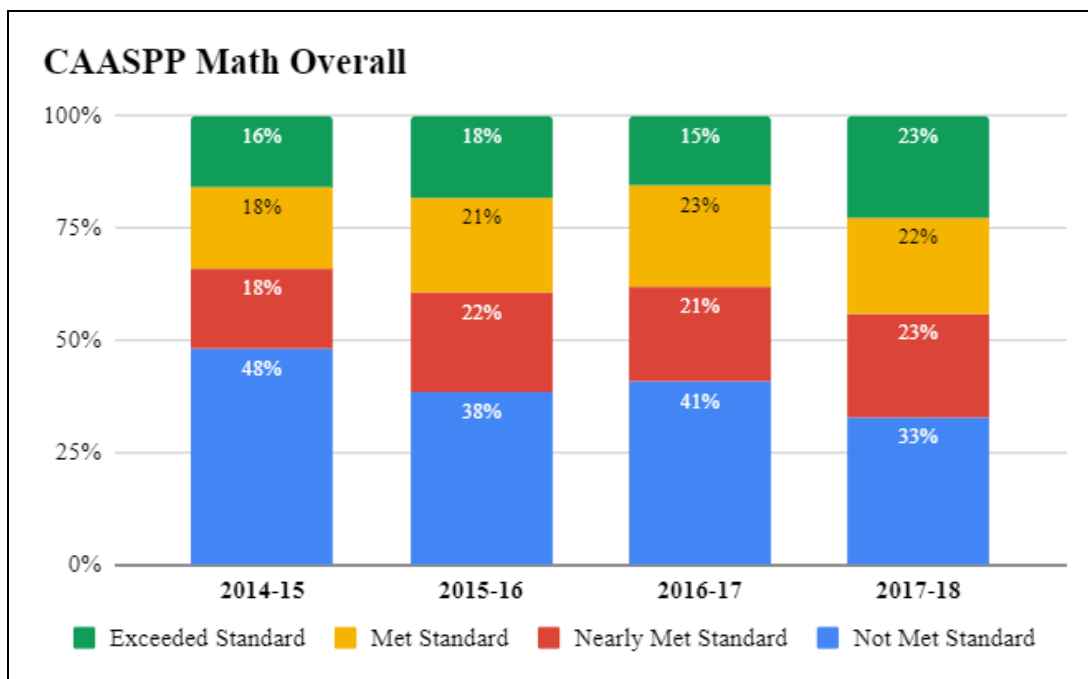
the music program has Friends of Cougars in Concert (FOCIC), our Local Scholarship Committee helps coordinate and disseminate scholarships to graduating seniors, and the Cabrillo Education Foundation is a district-wide fundraising committee that supports HMBHS programs.

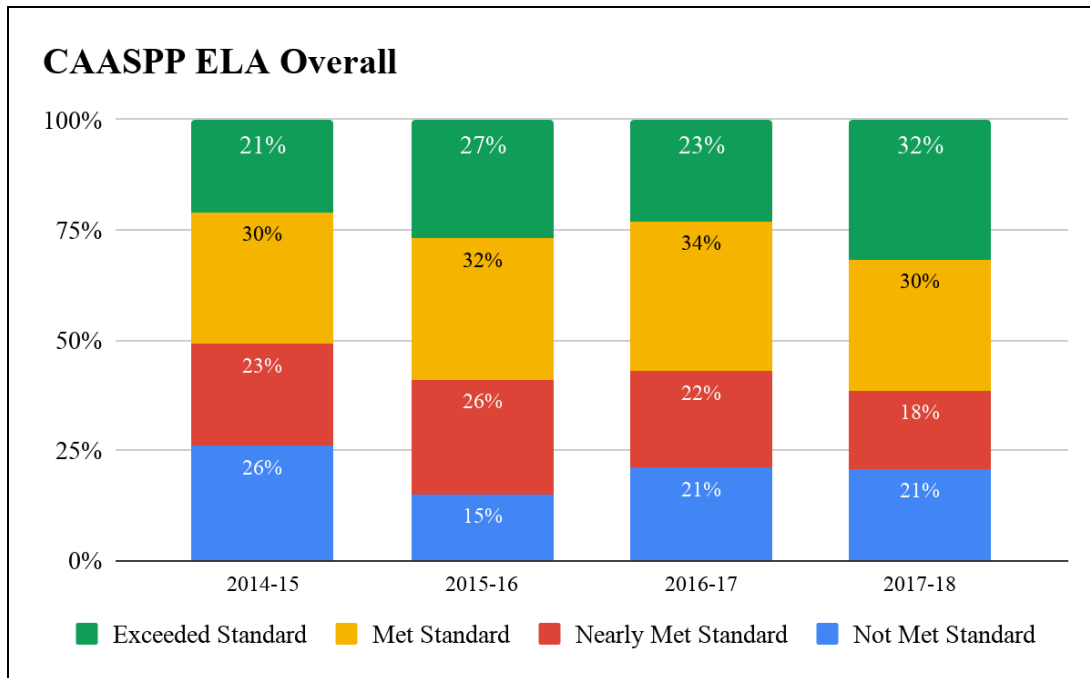
Priority 4: Pupil Achievement (Pupil Outcomes)***California Assessment of Student Performance and Progress (CAASPP) Results***

Since 2014-15 when the first baseline SBAC tests were given, HMBHS has maintained high levels of participation. We do, however have an active opt-out movement among some families, encouraged by local private tutors. This showed in the 2014-15 school year, but work with the tutoring services and outreach to students and families has brought our numbers up to an acceptable participation rate. We are continuing our outreach as to the importance of the testing, and especially now that the Early Assessment Program (EAP) is tied to the SBAC.

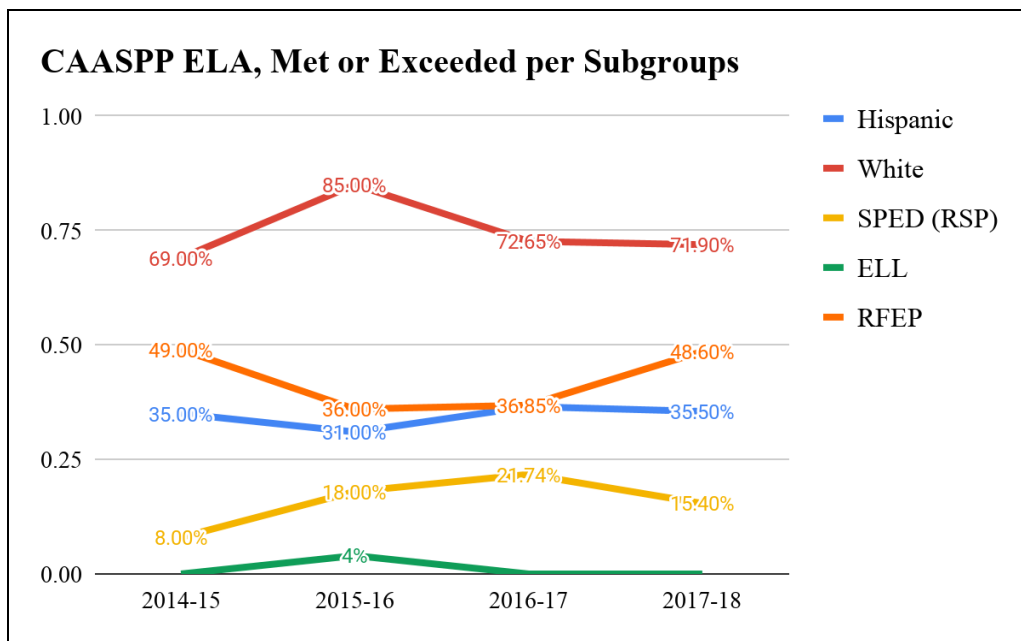
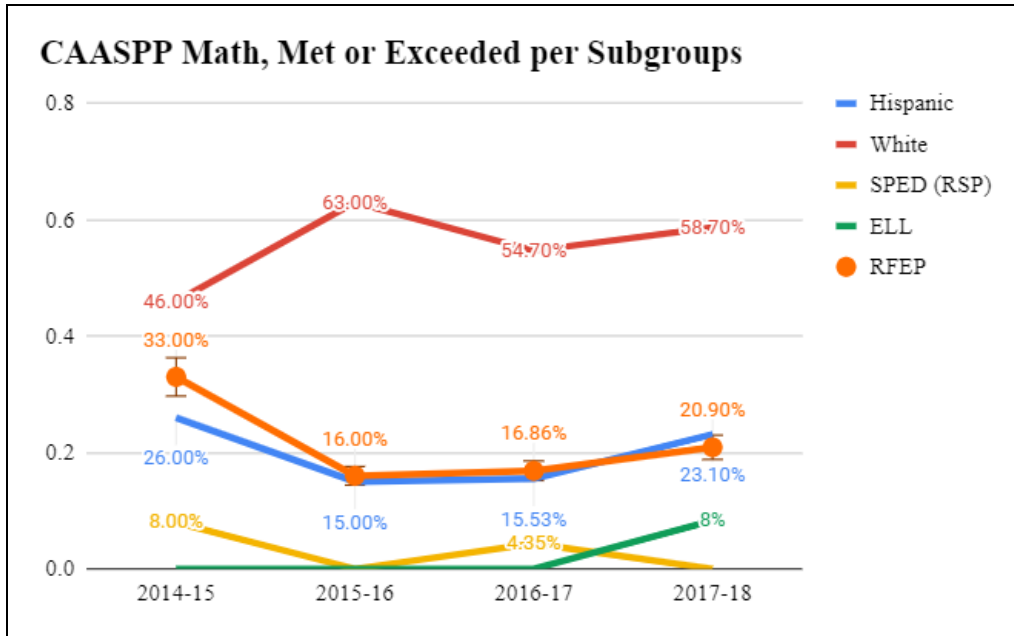
CAASPP Participation Rates:	2014-15	2015-16	2016-17	2017-18
	81%	94%	92.8%	94.5%

With four years of results, the overall scores for both the ELA and the Math CAASPP are trending in the right direction. For math, HMBHS shows a drop of 15% in the number of students who do not meet standards, while those exceeding has increased 7%. Similarly for ELA, we see a small drop in those not meeting the standards, 5% over four years, while we have enjoyed an 11% gain in students exceeding standards.





The story gets more complicated when we examine the data disaggregated by subgroups. While our White group ranges generally above 50% Met or Exceeded, our other groups score consistently lower. Few Special Ed students score Met or Exceeded, and there are no clear trends. EL students posted a small percentage gain in passing scores for 2017-18 in Math, but have remained at or near zero in English. Apart from the baseline year of 2014-15, HMBHS has reported small increases for the Reclassified Fluent English Proficient (RFEP) subgroup, although there is a long way to go in closing the gap with the White subgroup. Virtually matching the RFEP group is the Hispanic group, which would be expected as the vast majority of our Hispanic students have been reclassified from ELs. Especially as our reclassification rate has greatly increased, there is evidence for continued support for ever-ELs in acquiring academic fluency, even if they have been reclassified, as well as the alignment of ELD standards with the CCSS across the curriculum.



In a comparison with San Mateo County schools as a whole for Met or Exceeded standards, HMBHS looks to be close to that average for all students. In math, HMBHS came in at 45%, slightly above the county percentage of 43.84%. Going the other way for ELA, our high school scored at 62%, a little lower than the county percentage of 63.68. If we break it down to the Hispanic or Latino subgroup, we see a similar difference. HMBHS had 23.10% Hispanic students meeting or exceeding standards, while the county scored at a rate of 19.41%. Whereas, HMBHS Hispanic students performed less strongly in ELA, with 35.50% at or above standard, while Hispanic students in the county as a whole came in at 42.28%. While some of the differences may be attributable to differences in the demographics between the Coastsides and the Bayside of San Mateo county, it is clear that our ongoing work must focus on closing this ethnic and linguistic achievement gap.

College Scholastic Assessment Test (SAT) and/or ACT results

It is difficult to make an extensive longitudinal comparison, as the SAT changed after the 2015-16 school year. With what we do have, the numbers are mixed. Reading/Writing scores dropped 15 points from 2016-17 to 2017-18, however if one could average the Critical Reading and Writing scores in 2015-16 to 541, we do see an overall gain. Using the College Board's conversion table, the 1636 average for 2015-16 would compare to an 1180, so if that is at all accurate, we do see a drop of 51 points on average.

<i>SAT Scores</i>	2015-16		2016-17	2017-18
Number Tested	150		141	114
Critical Reading	544	Reading/Writing	570	555
Mathematics	553	Mathematics	550	574
Writing	538			
Total Scores	1636		1120	1129

For the ACT, scores improved from 2016-17 to 2017-18, except in Math, although like the SAT (if that is accurate), we do see an overall drop over the last three years. However, our numbers tested have gone up for the ACT, while SAT numbers tested have declined.

<i>ACT Scores</i>	2015-16	2016-17	2017-18
Number Tested	73	84	90
Composite	26.2	24.2	24.7
English	25.0	23.4	24.5
Mathematics	26.6	24.7	24.3
Reading	28.0	24.7	25.6
Science	24.8	23.6	23.9

Percentage approved for the California State University (CSU) Early Assessment Program (EAP)

<i>EAP Approval</i>	2015-16	2016-17	2017-18
ELA	59.23%	57.45%	61.25%
Math	39.74%	38.20%	44.02%

CAASPP test scores also serve as an indicator of readiness for college-level coursework in English and mathematics and are used by the California State University (CSU) and participating California Community Colleges (CCCs) to determine Early Assessment Program (EAP) status. As is it a site and district priority to increase college readiness for underrepresented subgroups through programs such as AVID, we want to continue the gains we have made in the RFEP/Hispanic group. For the first two of the last three years, our EAP approval percentage was stable if slightly declining, but we made important gains in the 2017-18 school year.

Advanced Placement (AP) Courses

For the 2018-19 school year HMBHS is running 17 unique AP courses. Each lead teacher for a particular course maintains the approval through the audit process, in conjunction with the AP Site Coordinator. The courses below are the current AP offerings:

Art Studio Drawing	English Language	Psychology
Art Studio 2-D Design	English Literature	Spanish Language
Art Studio 3-D Design	Environmental Science	US Government
Biology	French Language	US History
Calculus AB	Human Geography	World History
Calculus BC	Physics B	

AP Course Enrollment

Students continue to take AP courses at high numbers, increasing steadily to its zenith in 2015-16. At that point, HMBHS introduced the Early College program, and some students who might have taken AP courses, took Early College Art, and subsequently Early college US History instead. There are several factors at work at HMBHS to push toward high numbers in AP courses: student and family perception that enrolling in multiple AP courses across the curriculum is a winning strategy for 4-year (UC) college acceptance; an open enrollment system that allows students who do not meet prerequisites to sign up anyway, with a parent approval through a waiver; AVID courses that are providing incentives for students whose families are new to the college experience to stretch into advanced classes; Equal Opportunity Schools (EOS) recommendations for removing barriers to participation by underrepresented subgroups; and an increased variety and availability of AP courses.

There are also countervailing pressures as well: financial constraints and the Promise scholarship at the community colleges may be a factor in student's decision not to take as many advanced/AP courses; more accurate placement has reduced the numbers of Freshmen and Sophomores coming out of the district Immersion Program taking AP Spanish IV; and the increased prevalence and awareness of mental health/stress issues at HMBHS and many other schools has caused counselors and other staff to caution students against taking too many AP courses

Advanced Placement Sections and Enrollment, per Subgroup

	14-15	15-16	16-17	17-18	18-19
<i>Number of Sections</i>	28	37	31	28	28
Caucasian	224	276	287	268	252
Hispanic	120	138	101	101	127
Asian	17	22	24	20	24
Other	13	21	5	4	6
Total Enrollment	374	457	417	393	409

AP Course Results

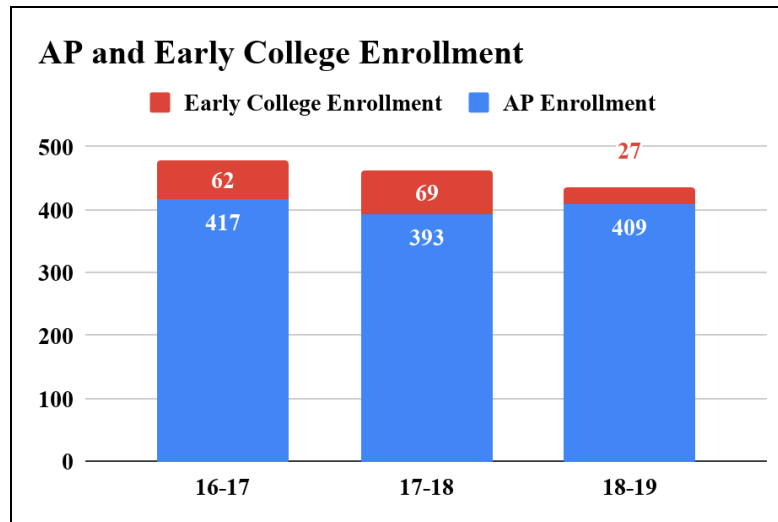
The percentage of students passing—scoring 3 or above—has remained at 68% or above over the last six years. At the present time, and in the last several years, we have seen a turnover in long-term AP teachers replaced by new staff. This has occurred in AP Human Geography, US History, Psychology, and Physics. In the coming school year, we will now be offering Finite Math, a regular college prep math course that allows students to take a fourth year of math, recommended for UC acceptance, without taking our only previous offering, AP Calculus. It is our prediction that students who do not feel as skilled in advanced math will move to this course, further decreasing our AP enrollment numbers, but perhaps increasing our passing score percentage.

Advanced Placement Scores

	2013-14	2014-15	2015-16	2016-17	2017-18
Total AP Course Enrollment	368	374	457	417	393
Total students taking an AP Exam	301	334	366	324	304
Total number of AP tests	558	565	653	537	506
Number of students scoring 3 and above	245	238	249	236	207
Percentage of students scoring 3 and above	81.4%	71.3%	68.0%	72.8%	68.0%

Early College Courses

Students are able to take college level courses by a HMBHS teacher who has a masters in the specified area. Students attend class on HMBHS's campus. Students attend class during the school day. For the last three years we have run Art 401/405 (CSM). We have offered Early College US History which ran in the 2017-18 school year. We also offered Early College Senior English, which did not make sufficient numbers to run. We have been able to run the Art class consistently for the three years of the program. The enrollment numbers for AP versus Early College are consistent with an interpretation which shows that where we have been able to offer increased Early College courses and sections, we see a drop in AP numbers and students move to Early College. AP enrollment has increased as we have had to limit our Early College offerings.



Assessments and Analyses

It has long been an expectation that every academic course will end each semester with a final exam, ranging (by department policy) from 10 to 20% of a student's total grade. Each department, as a part of their collaborative process and a professional imperative to make data-derived decisions and improvements to the curriculum, has created common assessments for their finals. During subject-area collaborations, grade level teams analyze student results for trends and areas in need of instructional improvement.

Currently there are no district-wide benchmark assessments at the high school level, as we are the only comprehensive high school in Cabrillo USD. However, the English department has developed an intensive benchmark assessment for placement in Advanced/AP courses, in which all department members calibrate and collaborate. As mentioned above, we are now giving the ELA and Math Interim Assessment Blocks available through the CAASPP portal to test the same cohort of students in the fall and in the spring for their progress in meeting the CCSS standards.

For our incoming 9th graders (and transfer students) the World Language department (for Spanish) and the Math department arrange placement tests at Cunha Intermediate to most accurately ensure that our students are at the correct level. Students coming from the private school system are also given placement exams upon enrolling in the fall semester.

At each quarter, the counselors at HMBHS review all the students on their caseloads for Ds and Fs. These reports, analyzed for trends over multiple semesters, then form the basis for discussions with administration and mental health support providers during our biweekly Cougar Talk meetings. Students' needs and issues are discussed, and potential interventions considered to try to reverse any academic decline as well as promote their general well-being. As at-risk students continue to experience lack of success at HMBHS, those students' case histories are migrated to the Student Placement Committee list, where alternative placement options are discussed in order to maximize the students' change of graduation from high school.

Priority 5: Pupil Engagement (Engagement)**Graduation Rate**

Half Moon Bay High School continues to have a high graduation rate. The cohort graduation rate has remained robust even with the shift in demographics to a larger population of students who were at least at one time considered EL. With the exception of 2013-14, the rate has been above 92%.

Graduation Rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Number and Percent of Seniors Graduating	193 of 200	197 of 225	207 of 229	232 of 252	224 of 237	233 of 252
	96.50%	87.50%	90.39%	92.06%	94.51%	92.46%
Hispanic/Latino Population	72	75	91	92	101	95
	37.31%	38.07%	43.96%	39.66%	45.09%	40.77%
Caucasian Population	121	122	116	140	123	138
	72.69%	61.93%	56.04%	60.34%	54.91%	59.23%

Dropout Rate

The rate that students drop out from HMBHS is also very low, consistently 1% or below for the last six years. This rate reflects one or two students only in a school with graduating classes generally under 250 students. Students who do not succeed at this comprehensive high school may find their fit in Independent Study, Middle College, or at our continuation school, Pilarcitos High School. For students that find themselves at risk of not graduating with their class, counselors and administration work with them on a very personal basis to evaluate what they need to complete, and make sure that they do so through the summer school program.

Dropout Rates

2012-13	2013 - 14	2014 - 15	2015 - 16	2016-17	2017-18
0.80%	0.60%	1.00%	0.30%	0.30%	0.80%

Tardiness Rate

The Chronic Tardy rate is calculated by the number of students who are tardy 10% or more of the available class periods. For the whole school year this represents 18+ tardies (in 180 days) divided by the whole-year school enrollment. We have made a serious effort to make sure that all tardies are recorded. Since tardy lockouts were instituted, the efficiency of the office staff in recording them has increased, as well as focused attention on students who are frequently tardy, through the work of our campus supervisors and administration. Each year we have reviewed our policies and procedures, as well as appropriate consequences. In the 2018-19 school year, for example, students who come in late or are sent to the office by their teachers for tardiness (lockouts) receive a time-stamped slip which serves as their detention notice and lets the teacher know when they were at the office. The absence from class will remain until the teacher records the tardy from the slip. This shifts responsibility to the student to make sure their tardy is recorded, otherwise it will become a cut, with higher consequences.

Chronic Tardy Rates

2012-13	2013 - 14	2014 - 15	2015 - 16	2016-17	2017-18
1.01%	2.87%	3.93%	3.42%	4.58%	2.50%

Average Daily Rate of Attendance

Half Moon Bay High School continues to maintain its high rates of attendance across all subgroups. Seniors have the incentive of qualifying to walk at graduation to maintain their attendance at 92% or above, but for all students we have a very active attendance clerk and Spanish-speaking Liaison who are very knowledgeable about student and family attendance issues. We strive to get information to families about the detrimental effect that family vacations and travel have on student success when these are scheduled during final exams. Our block schedule has also allowed for a greater flexibility for students who need to work to help support their families, so that one need is not set against another. Accordingly, we also review grades and attendance before issuing work permits, to ensure that students understand that employment is contingent upon their school responsibilities. A decline in SPED attendance rates in the last two school years can be analyzed at the individual student level. Several students experienced long term physical illnesses, while others engaged in truant behaviors or were chronically absent due to their disabilities. Some experienced unstable housing issues or had to care for seriously ill family members. Our expectation is that this trend will reverse.

Attendance Rates per Subgroup

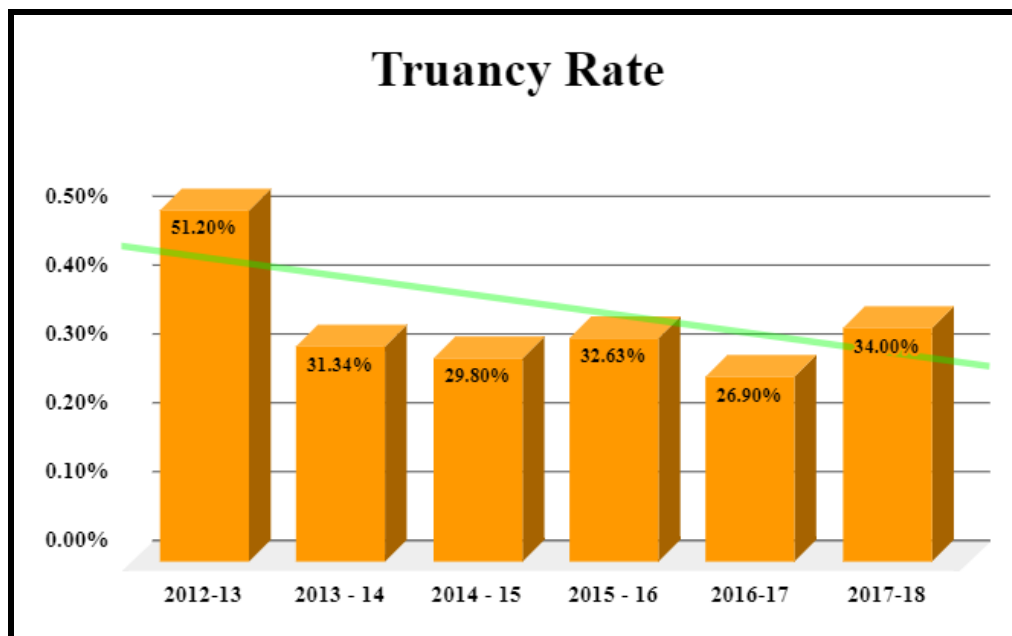
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total	94.30%	95.90%	97.10%	97%	96.70%	96.97%
Caucasian	95.30%	95.70%	95.40%	98.20%	92.62%	94.37%
Hispanic	94.50%	94.90%	95.80%	98.10%	91.14%	93.27%
Socio-Economic	94.10%	94.70%	95.70%	97.60%	89.33%	93.30%
Migrant	95.40%	94.60%	96.40%	98.70%	94.37%	92.38%
SPED	93.70%	93.50%	94.30%	97.60%	86.86%	88.38%

Truancy Rate

From a high of 74.5% in 2008-09, and 51.30% in 2009-10, the truancy rate at HMBHS has dropped significantly and we have maintained at around 30% on average. This is despite the fact that HMBHS is an open campus, with staggered student start and end times, and all students are allowed to leave at lunch and return for afternoon classes. Administration, teachers, attendance and security staff regularly meet, discuss, and refine procedures that help us account for all our students at all times.

Both the Cabrillo Unified School District and HMBHS site administrations have worked hard to maintain a robust Student Attendance Review Board (SARB) process, with regular meetings with truant students and their families to identify reasons for absenteeism, and work to find supports and direction for them so they can succeed at HMBHS.

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.

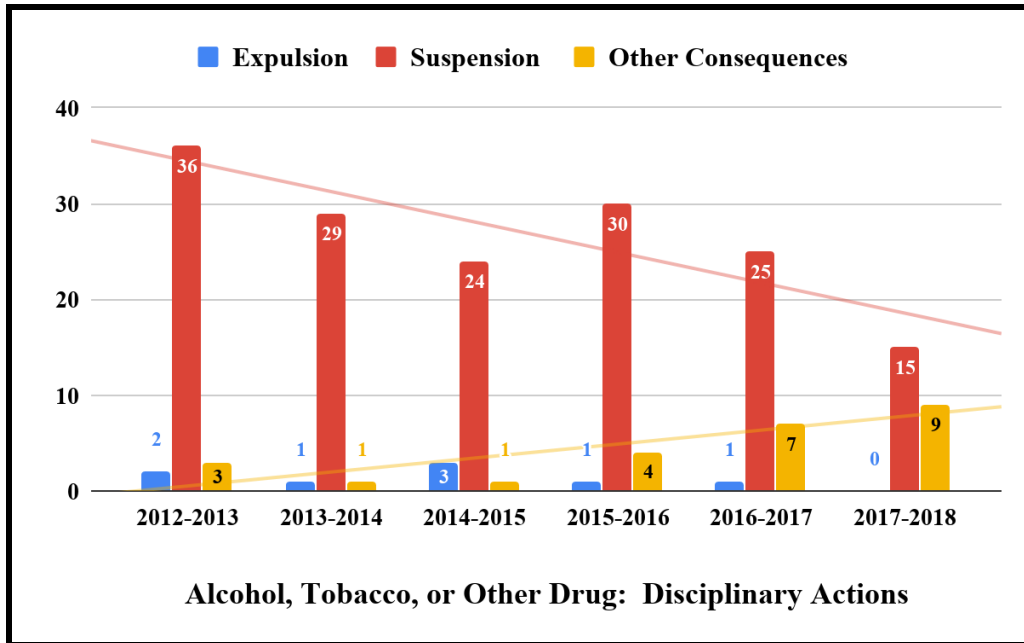
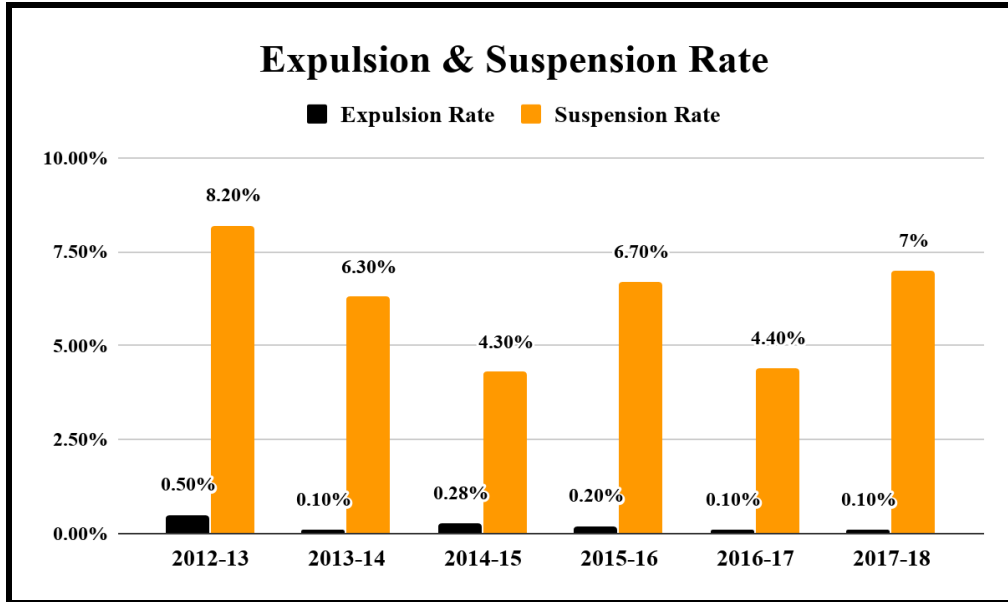


Priority 6: School Climate (Engagement)

Suspension & Expulsion Rate

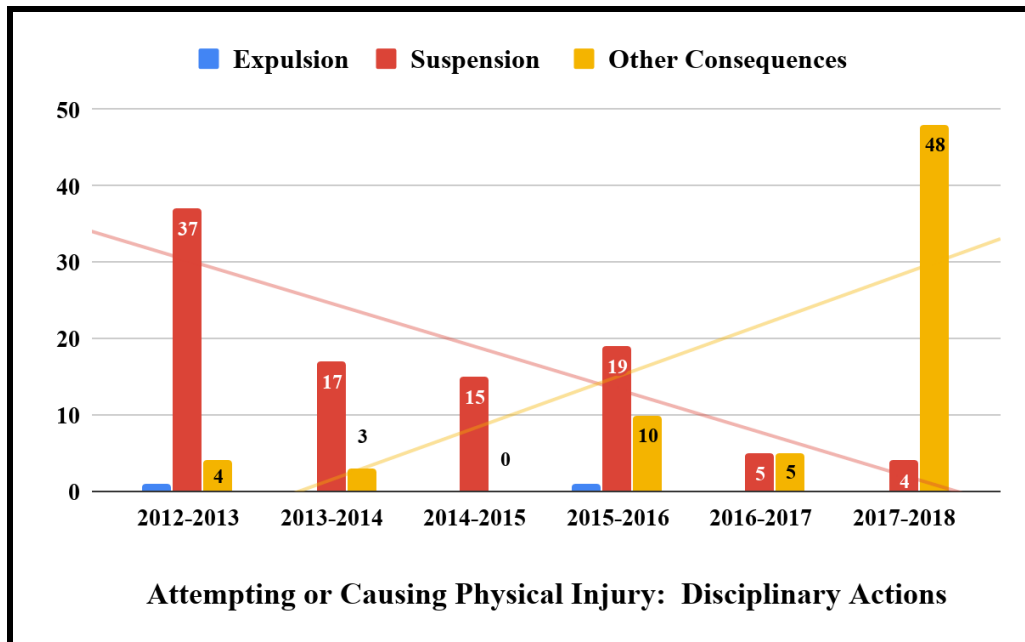
Each year, the HMBHS administration reviews the Student/Parent Handbook for updates to disciplinary policies. Students and parents sign that they have read and agree to the policies therein. Both Assistant Principals in their respective grade-level assignments review rules and updates with all students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

Overall suspension and expulsion rates have remained lower, although at a higher rate this last year than in previous years. The State of California, CUSD, and HMBHS are all looking to avoid suspension as a default consequence. Implementation of Positive Behavior Intervention System (PBIS) has made expectations for student behavior clear. Collaboration with San Mateo County Sheriff's Department on attendance and youth engagement via the Sheriff's Activity League and in School Resource Officer-led Girls Group and Young Men's Group addresses the behavior and engagement of at-risk students. HMBHS has reduced the number of days of suspension through our Alternatives to Suspension protocol for alcohol and marijuana offenses, as well as for anger management/fighting. HMBHS has been working closely with the Health & Wellness Committee to educate parents and families about the increased prevalence of vaping both cannabis and nicotine, through community and school educational presentations. Related to this is the countervailing trend of increased suspensions that will show in future statistics, is that we have found ourselves catching students vaping at a greatly increased rate, and are applying two-day suspensions as we cannot absolutely identify the contents of the juice, which could range from flavor, to nicotine, to cannabis-based ingredients. We are currently working on an alternatives to suspension, education and cessation protocol for vaping.



Disciplinary Referrals

For other disciplinary infractions such as fighting, bullying, and harassment, HMBHS has also worked to resolve issues with students using consequences other than suspension. Where possible, students are referred to counseling and mediation. If a student should not be in class due to the nature of the offense, they may be referred to administration-supervised detention in the office for the school day, where they work on their assignments. Upon return from any suspension, at parent/student attendance meetings, and as part of mediation, students, parents, and administration sign contracts in which the expectations for the students are laid out and agreed to by all parties, including support from parents and administration.



Bullying and Harassment

Much of the work done as part of HMBHS's theme of Kindness is to encourage students to develop empathy and consider others. Supports we have in place and positive forces to improve student relations with each other include:

- The 9th grade social studies (Cyber) bullying curriculum
- Presentations by Peer Helpers
- The One of a Kindness Campaign
- Leadership Class
- Positive Behavior, Intervention and Supports (PBIS)
- Challenge Day
- Intensive Student/Family Social Emotional Counseling
- Tip411, an anonymous text/phone/email line that allows students to report issues without fear of reprisal

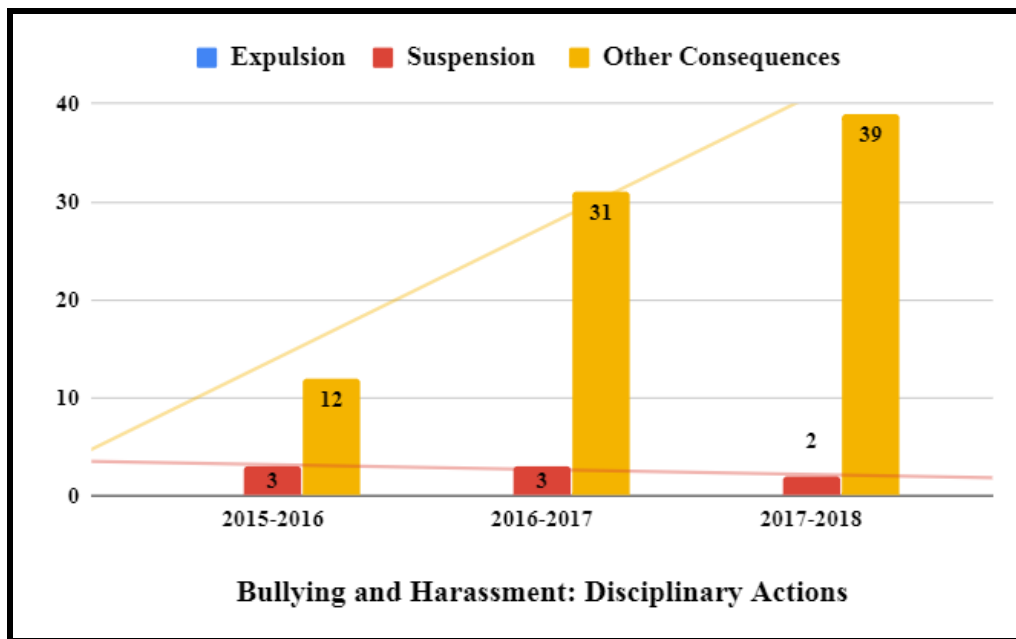
At the same time, safety is the number one concern for our school and District. Bullying has become a priority issue for us to address, following District policy:

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Half Moon Bay High School held a public presentation about our bullying policies on October 16, 2018. The presentation detailed how we will address bullying:

- The school will take all reports of bullying seriously.
- The school will investigate the case to the best of our ability.
- The school will make every effort to keep information and “reporters” as anonymous as possible.
- The school, through the counseling services, will support the students emotionally and teach coping and resilience skills.
- The school administration will do whatever possible to make sure the bullying STOPS. (This can be: restorative practices, in some cases mediation, and disciplinary actions including and up to detention, suspension, or expulsion)

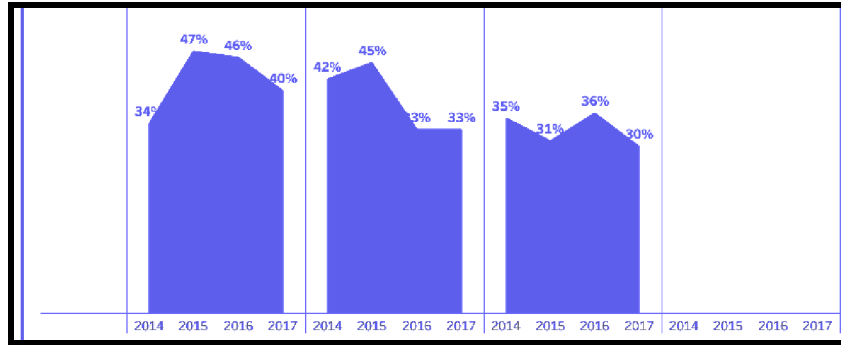


School Conditions and Climate Surveys

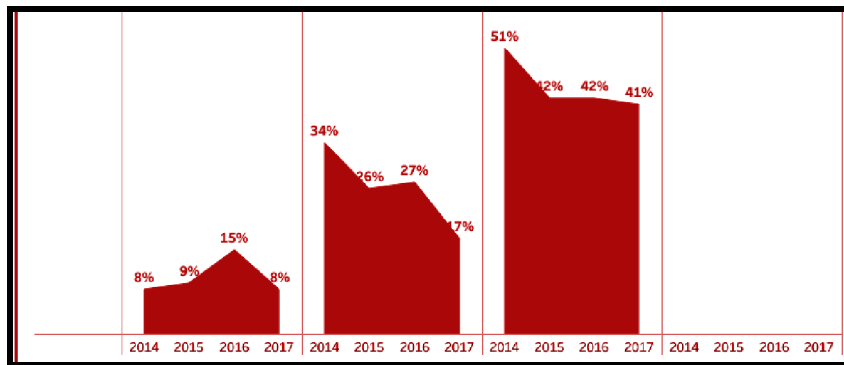
California Healthy Kids Survey— HMBHS participates annually in the CHKS, along with its associated Staff and Parent surveys. 9th and 11th graders are surveyed annually, as well as 7th graders at Cunha Intermediate.

Based on the results available at <https://calschls.org/reports-data/dashboard/>, there appear to be some positive developments. Beginning with Bullying and Harassment, we are seeing a general drop in the percentage of students reporting bullying across the three grade levels, and our hope is that the levels will continue to drop considering the interventions put in place as discussed above.

Half Moon Bay High School ACS WASC/CDE Self-Study Report

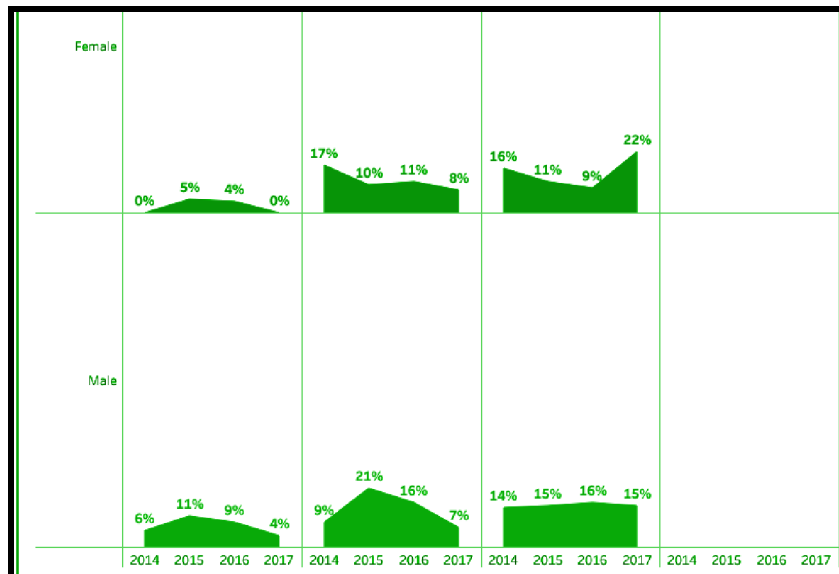


7th 9th 11th
Experienced Any Harassment or Bullying, Past 12 Months



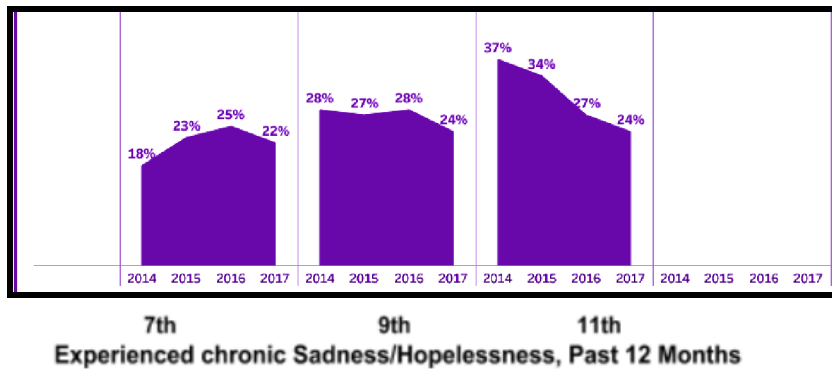
7th 9th 11th
Current Drug and Alcohol Use, Past 30 Days

Current Alcohol and Drug use has also declined, according to student reporting. HMBHS has worked hard on initiatives to reduce drug and alcohol use by means of increased education, supervision, enforcement, and support services.



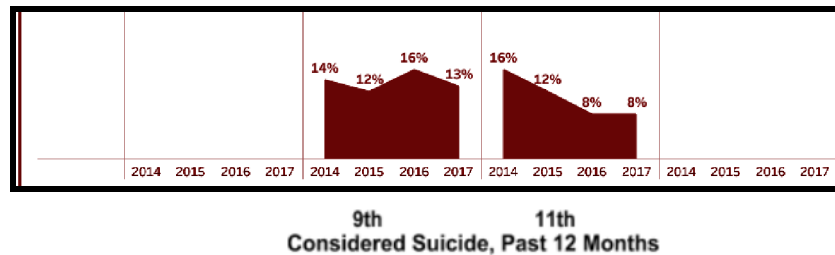
7th 9th 11th
Current Electronic Cigarette Use, Based on Gender, Past 30 Days

One trend that has bucked our efforts to counter it so far is the use of vapes for nicotine in particular, as well as for cannabis. In their self reporting, we see the use of electronic cigarettes flat for all students surveyed except prominently for one: 11th grade girls. This aligns with anecdotal reports that inhaling flavored vapor from devices like “Juuls” is increasingly popular with girls. We are currently looking at two approaches to assisting students experiencing or potentially experiencing nicotine addiction: Cessation programs through Breathe California and “Brief Intervention,” which uses motivational interviewing, cognitive behavior therapy and the stages of change model for adolescents using alcohol, tobacco, or other drugs. Training to be provided by Tobacco Use Prevention Education (TUPE) and the County of San Mateo.



Since mental health has been recognized as a serious issue for our school and district, we have increased supports for students and access to counseling. The rate at which students report chronic sadness and hopelessness has declined significantly in the 11th grade, from 37% to 24% over four years and more modestly in 9th.

Along with this the CHKS survey shows a decline in the percentage of students considering suicide.



The County of San Mateo has developed a Suicide Is Preventable protocol, and has trained our counselors and administrators in Youth Mental Health First Aid, coordinating our efforts through the Coastside Mental Health Collaborative.

Panorama Surveys—The Cabrillo Unified School District has engaged Panorama Education to provide student surveys on an annual basis for the past three years. As part of our work with student mental health, especially as it applies to academic success, we have noted how much school engagement matters in student achievement, from attendance to discipline to mastering content. In addition, resilience (or Grit, as Panorama puts it) in the face of personal and academic difficulties is necessary as setbacks will

occur, and students must have the coping skills to deal with them. The Panorama survey asks many questions of students, organized in to various categories, of which a sample of the most relevant are:

- **Grit:** Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.
- **School Belonging:** How much students feel that they are valued members of the school community
- **School Engagement:** How attentive and invested students are in school
- **School Safety:** Perceptions of student physical and psychological safety at school.
- **School Climate:** Perceptions of the overall social and learning climate of the school.

Panorama Survey	2015-16	2016-17	2017-18
Grit	3.5	3.5	3.4
School Belonging	3.0	3.0	2.9
School Engagement	2.6	2.8	2.7
School Safety	3.6	3.8	3.6
School Climate	3.2	3.3	3.2

The survey uses a scale of 1-5 in its summary. There are no significant statistical trends in the data. Our students report that they can persevere at a moderate level. However, school engagement has the lowest numbers reported, with an average of 2.6. Our efforts to increase this perception must continue to engage our students socially, through school-sponsored activities, as well as in the classroom.

Athletic and Extracurricular Participation

Sports are an important component of the culture at HMBHS, especially as we are the only high school on the Coastsides and thereby attract a great deal of interest and support from the community. With 21 sports, there are a lot of choices. For 2017-18, the numbers are close to past rates, with a little less than ⅓ of the school population participating. Hispanic rates of participation have increased slightly, from 21% in 2012-13 to 25% in the last school year. As the Hispanic subgroup is over 50% of the school population, however, we would like to see this number increase, due to the benefits to students in physical fitness, social development, and school engagement. The number of girls declined from rough parity with boys in the 2015-16 to lower levels over the next two years. We have seen a decline in softball, dance team, and gymnastics, and with changes in coaching and community support for feeder programs, we are hoping to reverse this trend.

Athletic Participation

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total	604	680	852	667	595	617

Ethnicity

Asian	27	18	23	14	16	23
Pacific Islander	19	22	17	14	10	7
Hispanic	133	149	238	171	149	158
African American	2	5	6	8	12	6
White	423	486	566	459	405	415
No Response			2	1	3	8

Gender

Female	281	341	411	334	269	268
Male	323	339	441	333	326	349

Clubs are a major part of student life at HMBHS. 39 Clubs are active in the 2018-19 school year, most of which are student-driven. In the fall, HMBHS puts on a Club Jam for clubs to advertise their activities and attract new students. Clubs require a staff sponsor, and must draw up a constitution and elect officers. Each club is approved by Administration and filed with the Associated Student Body (ASB), the elected student government. The ASB meets as part of the Leadership Class, and discusses topics of importance to students, puts on and assists with special school and community events, sponsors school spirit activities and fundraisers, holds quarterly assemblies, and organizes the Homecoming, Winter Formal, and Prom dances. In addition to ASB, our Drama Club put on a fall play this year, for the first time in decades: *Peter and the Starcatcher*. The Spring Musical Club annually presents a musical production, the major theatrical extra-curricular activity at Half Moon Bay High School. This spring the musical is *Mama Mia!*.

Club Participation

	2018-19
Total	274

Ethnicity

Asian	7.7%
Hispanic	51.1%
African American	2.9%
White	50.9%

Gender

Female	51.4%
Male	46.9%

The statistics regarding club membership are based on a survey. While 37% of respondents indicated membership in one club, 63% said they were in 2 or more. With so many clubs with so many activities and interests offered, the numbers indicate that participation reaches across ethnic and gender lines. This is a big change from the number reported in 2013. The survey was given in all English classes, although it should be noted that it is self-reported. Our 2018-19 clubs include:

Anime Club	Environmental Club	Paleo/Geology Club
Art Club	FFA General	Physics Club
Astronomy Club	French Club	Pokemon/Game Club
Aviation Club	GSA	Puente Club
Band Club	HMBHS National Honor	Six Man Club
Big Sister Little Sister	Society Chapter	Songwriting Club
Boxing Club	Industrial Arts Club	Spring Musical
Bridge Club	Interact Club	Surf Club
CSF	Journalism (PAW Print) Club	Tea Club
Cougar Buddies	Kids United Club	Tennis Club
Creative Writing Club	Korean Pop Culture Club	Youth Leadership Institute
Dance Club	Mock Trial Club	
Drama Club	Model United Nations	

Priority 7: Course Access (Conditions of Learning)***College and Career Readiness (CCI)***

This last school year, HMBHS scored extremely well on the California School Dashboard. We received a “Green” rating, the second highest, for Math and ELA performance, and for our Suspension Rate.

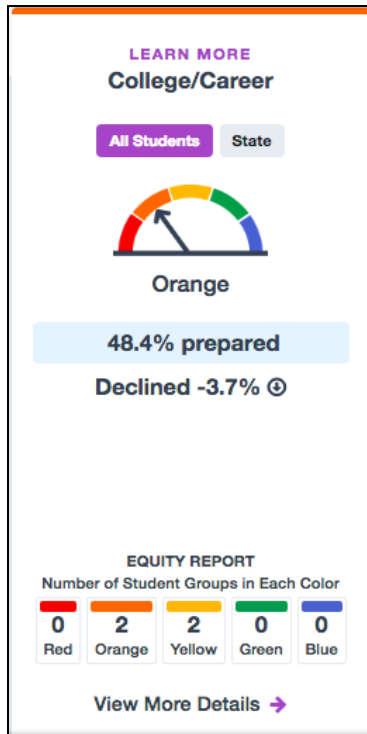


Our graduation rate was considered even better, with a “Blue” rating.



However, despite numbers that look positive in all directions, not just in the performance colors but when you look at the disaggregated statistics, we received an “Orange” rating for for the College/Career

Indicator (CCI). As a result, HMBHS administration and our District data specialist have been working to find out the factors that have led to this negative designation.



For us, the CCI is based on student SBAC and AP scores, Dual Enrollment courses, A-G eligibility, the State Seal of Biliteracy, and CTE pathway completion. While only a part of the CCI, HMBHS has been building CTE pathways in Agriculture, Building Trades, and Communications. Yet due to enrollment in those classes and their design, NONE of our students are considered completers, even if they have taken three or four Agriculture classes (Ag is the only full pathway). Having a CTE program with 0 completers is a negative for the CCI. We reached out to the County data analyst, who stated:

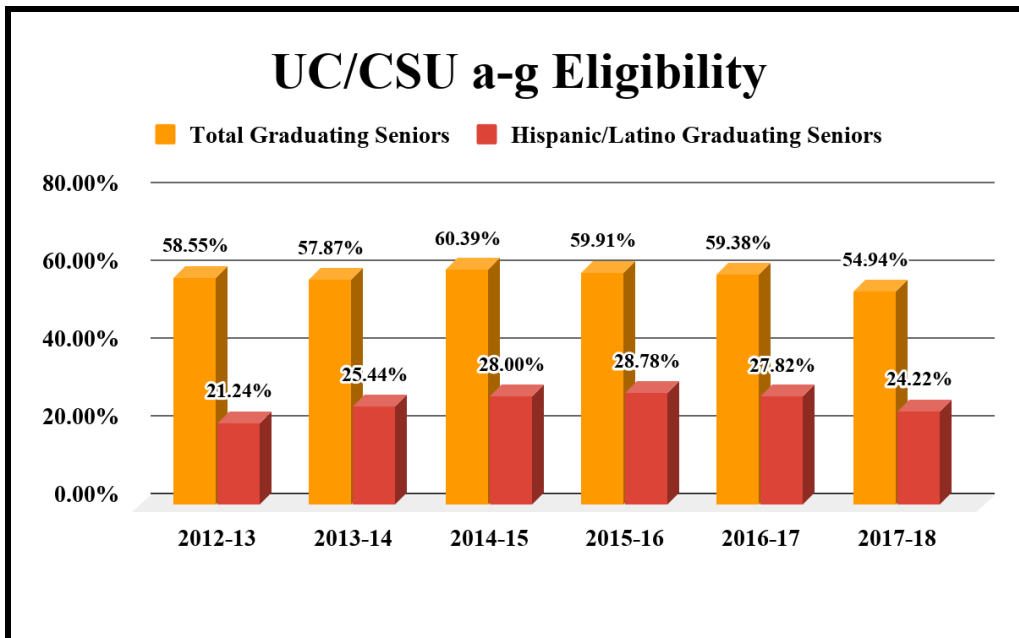
“A 3% drop in the percent of students qualifying as prepared from last year, equates to a “decline” on the dashboard and resulted in Orange. If the percentage had stayed constant, the performance level/color would have been Yellow and ‘Maintained.’ Meeting A-G course requirements (as a stand-alone achievement) is not enough to be considered “prepared” under the CCI. Students must also meet additional requirements around Smarter Balanced assessments, college credits, AP exams, and/or CTE pathways. It could very well be the case that although the A-G course completion rates are high, many of those students are not qualifying in those other areas. Since completing a CTE Pathway along with meeting A-G is one of the ways to get to prepared, having a zero percent CTE pathway completion could exclude those students with only A-G completion from being prepared.”

HMBHS will have completers at the end of this school year, and for 2019-20 we have reworked the Ag CTE pathway to make sure that all the courses align so that students will complete.

UC/CSU A-G Requirements

While increasing to around 60%, the number of students meeting UC/CSU requirements has dropped off in the last couple of years. Since we have maintained our efforts to make as many students eligible and provide them with as many courses that are approved, it is of concern that the percentage has declined 4.32% overall from the previous year. It could be a statistical anomaly, which could become clear with a rise after this year, or it could reflect a real change, in which case we need to understand why. One theory that has been floated, is that students are choosing to avoid difficult A-G courses as they have decided to go to a community college rather than a four-year school, due to the latter’s expense and the Promise Scholarship that makes the former free for the first year.

The Assistant Principal of Curriculum & Instruction works with Department Chairs to maintain course approval, and we will have applied for A-G status for several new and existing courses in spring 2019.



Latino/Hispanic Eligibility and AVID

There is a consistent gap in four-year college eligibility at California state schools between the whole school and Latino/Hispanic students. Concerned about this gap we instituted the AVID program. For the two years we have run the AVID IV class and graduated seniors from it, we have a percentage of A-G eligible students which comes very close to the school average. Most of our AVID students are Latino. For AVID IV seniors in 2016-17, all 22 were Latino, and all 15 in 2017-18. The A-G eligibility of Latino students in AVID closely approaches the schoolwide percents, and it is our belief that the AVID program is allowing us to make progress in closing that gap.

AVID Students A-G Eligible	2016-17	2017-18
Number of Students in AVID (includes tutors)	112	109
Students in AVID IV who are A-G Eligible	12	8
% of Students in AVID IV who are A-G Eligible	57.00%	53.00%
Total School Eligibility	59.38%	54.94%

Priority 8: Other Pupil Outcomes (Pupil Outcomes)***Expenditures per Pupil***

Over the last three years, district overall spending for HMBHS and per pupil has increased. However, with the sunset of our last parcel tax, and none planned in the immediate wake of the June 2018 Construction/Facilities bond measure, the district is looking at a funding shortfall.

	2015-16	2016-17	2017-18
General Fund HMBHS	\$6,447,190.42	\$6,834,950.99	\$7,330,425.98
Enrollment	1020	995	995
Per-pupil	\$6,320.77	\$6,869.30	\$7,367.26

Other Funding Sources

Title 1—Title 1 funding has declined in the last year from \$48,505.00 to \$47,591.00, causing a per-pupil expenditure decline from \$141.00 to \$110.42. Title 3 absolute funding has also decreased from \$58,920.00 to \$56,644.52, but with eligible students decreasing the amount available per student went from \$84.00 to \$95.30.

Foundations—HMBHS is also lucky to have our Half Moon Bay High School Foundation, which serves as a PTO and fundraising parent organization. This group provides volunteer support for staff and students, and funds many of our department's material needs and programs, including sections, as well as professional development and graduation. Over the last three years, the Foundation has allocated the following amounts:

2016-17	2017-18	2018-19
\$160,698.00	\$128,665.00	\$148,331.00

The Cabrillo Unified School District as a whole benefits from the Cabrillo Education Foundation (CEF), which has been able to provide between \$170,000 and \$180,00 annually to programs in all our schools. The high school particularly receives funding for our AVID program and our Computer Science class, as well as Science Department funding for collaboration over implementation of the Next Generation Science Standards (NGSS) and Innovation Grants for teachers.

Our athletic program is also greatly supported by our parents, with the Cougar Boosters (Boosters Athletic Corporation) providing our students with critical safety services, besides ordinary requests for uniforms, fees, and equipment. In 2015-16 they spent \$598,196.66, \$605,644.53 in 2016-17, and \$540,809.32 last year. This funding went to pay for our Athletic Trainer, who is a huge asset to the program. They also provided us our AED cardiac defibrillation devices, as well as fund the very important concussion baseline testing for all our athletes.

Grants—Since developing a Career Technical Education program, we applied for and received a CTEIG grant, which totals \$217,241.00 over 3 years. We also are recipients of the Perkins grant, which provides \$14,301.00 annually, and for our Agriculture program, specifically, the Agricultural Incentive Grant which paid out \$5712.00 in the last school year.

SUMMARY

The rapid reclassification of ELs has been a good, and overdue, thing, but it also denies newly Reclassified English Proficient (RFEP) students additional English language support via formal ELD classes, something we need to take into account as we look at performance data. And even though general trends for CAASPP data are good, we need to make inroads on boosting the performance of our RFEP population, to support them in meeting the standards at a rate more comparable to our White (and mostly EO) population.

We are maintaining our AP offerings, though having reduced some sections, with the caveat that we advise students to take three or fewer if possible each year for the sake of their success with a manageable workload, stress, and the evident rise in mental health and issues.

It is an encouraging sign, however, even if self-reported, that negative mental health indicators in the California Healthy Kids Survey are down, so continuing our increased access to social-emotional counseling is strongly warranted. School engagement is low, according to our Panorama survey, so activities and outreach that could address this need to be considered. This positive approach will also assist in our continuing work of promoting and enforcing attendance, as it is holding tardy and truancy numbers down, and students in school achieve better than those who are not.

The work of making HMBHS into a kind and safe space also includes ways to combat bullying and harassment. The trend of far more referrals for bullying but fewer suspensions allows more educational consequences such as mediation.

For the same reasons suspension for drugs and alcohol has declined, replaced with a successful Alternatives to Suspension program, and the task now is to design similar successful programs to address the nicotine vaping epidemic.

Addressing career readiness, changes to our CTE program, specifically for the Agriscience pathway, are needed to increase the numbers of students completers. A bigger issue is program viability, as we redesign it to be efficient and manageable for a certified Agriculture teacher. For Building and Construction, the challenge is to develop sufficient student interest to successfully run the pathway courses. Regarding college readiness, we absolutely must figure out the root causes of a drop in A-G eligibility, and find ways, such as the successful AVID program, of closing the Latino/White gap in eligibility.

And finally, we have to exercise our best judgment and creativity in prioritizing our actions to tackle the above in the face of funding cutbacks.

Critical Student Learning Needs

The data, as highlighted in the summary, point to the continued need to address our achievement gap, which has been an ongoing component of identified critical areas of need for multiple WASC cycles, and is addressed in our LCAP and SPSA goals. One change in emphasis that is needed is a result of the rapid reclassification of EL students, so that support is needed in both English and Math. As discussed above, Since the majority of our Hispanic students are RFEP, the disaggregated data shows these two subgroups as moving in near lockstep.

1. Increase the academic success in ELA and Math for students within the statistically underperforming subgroups of English Language Learners and Reclassified English Proficient Students.

The data also supports a need to reverse the trend of lower percentages of students graduating A-G eligible schoolwide, and increase the percentage of our mostly RFEP Latino/Hispanic students. While forces beyond our control may be contributing to student choices to attend community college rather than four-year schools, our goal is to give every students the option. Expanding the courses considered A-G approved (particularly ELD 4, and English SDAIE I, II, and IV), continuing the alignment of ELD and CCSS

standards across the curriculum, and investing in programs proven successful such as AVID will put more students in a position to make that choice to attend a CSU or UC.

2. Increase college and career readiness, emphasizing the number of students who are UC/CSU A-G eligible, particularly in the EL/RFEP subgroups.

Half Moon Bay High School has been intensely engaged in trying to promote physical, social-emotional, and mental wellness. We have adopted school wide initiatives such as PBIS, the work of the Health & Wellness Committee and the change to later start times and a block schedule, and the Kindness Campaign. We have also built up our capacity for targeted interventions such as the expansion of the Peer Helpers and their wellness programs, an increase in social-emotional counseling, and Alternatives to Suspension for drug and alcohol referrals.

3. Continue to promote student success by building a kind, safe, and inclusive space to reduce stress, and increase student engagement and social-emotional wellness.

Important questions to be discussed in the Focus Groups.

- How is your department addressing the gap in performance (testing, passing rates) of EL/ RFEP and/or Hispanic/Latino students compared to their English Only peers?
- Are there barriers, structural or performance based, to students achieving scores sufficient to pass on to higher level or advanced classes in your departments?
- What supports do you have in place to help students with deficits in academic vocabulary, reading or writing levels, or organizational and communications skills they need to succeed?
- How do you create an environment of support for all students, students struggling to achieve, and those who appear disengaged and/or not finding academic or social success?
- What can we do to improve physical and emotional safety for our students?

Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Leader:

Carrie Blanton, Math Dept.

Members:

John Nazar, Principal

Sean Riordan, Art Dept.

Christina Baker, Math Dept.

Jake Kim, Math Dept.

Dustin Taylor, Physical Ed. Dept.

Andrew Brown, Science Dept.

Evan Lurie, Social Studies Dept.

Andrew Maggiora, Social Studies Dept.

Julia Smith, Counseling Dept.

Yadira Acosta, ASB Accounting Assist.

Lori Wagner, Health Aide

Amy Broome (Community

Member/Parent/Guardian)

Sophia Pappalardo (Student)

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

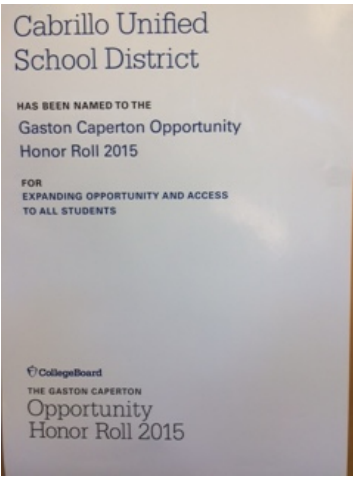
Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Half Moon Bay High School's Vision and Mission statements and Schoolwide Learner Outcomes were redeveloped during our last WASC cycle. As then, our foundation of beliefs is based upon student needs, educational research, and our belief that all students can achieve at high academic levels. The SLOs and Mission/Vision were submitted to the staff for approval prior to being presented to School Site Council, the HMBHS Foundation and the English Language Advisory Council (ELAC) who made suggestions for modifications. The current statements are endorsed and supported by our school district, governing board, parent community, and staff. Mission and Vision Statement <i>Half Moon Bay High School is committed to providing a physically, emotionally and socially safe environment, and 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.</i> Student Learning Outcomes (SLOs) 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 Cabrillo USD's LCAP Goal 1 states that "All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learner students."	• 2013 Self Study • HMBHS Website • SARC • SPSA • CUSD LCAP • CAASPP data • ELPAC data • UC/CSU A-G data

Goal 2 mandates that we “increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready.” These directly align with our Mission/Vision and SLOs, and are reflected in our SPSA. The identified Preliminary Critical Student Learning needs based on our profile also support the validity of our statements. Our school profile data demonstrates that we have approximately 87.5% of our graduates in 2018 enrolling in postsecondary academic institutions. This is a drop from 91% the previous year, so we know we must continue to create innovative approaches to maintain high levels of college readiness. The AVID program and our work to create and expand CTE offerings is part of our belief that all our students can succeed at high levels, and that part of that work is to increase enrollment of underrepresented subgroups in advanced curriculum and promote college and career readiness. Pre- and post-research results from teachers receiving AVID training indicated a significant increase in the portion of their students who: • were engaged (e.g., come prepared to the classroom with completed homework assignments or readings, actively participate in classroom discussions, and use higher-level thinking skills); • take responsibility for their learning, as evidenced by a willingness to advocate for their academic needs, • take rigorous/AP classes, and/or aspire to a more advanced degree.¹ In all content areas, we are using AVID strategies which focus on college and career ready skills. We offer summer institute training for all teachers to ensure the school site incorporates AVID strategies systemically. The number and variety of our AP and Advanced courses, as well as the Early College initiative, are reflective of the needs of our school community. We have reduced the disparity between AP/Advanced Courses enrollment and school demographics, and collaborated with Equal Opportunity Schools in the 2016-17 school year to examine and remove barriers to AP enrollment in underrepresented subgroups.	• School Profile • AVID program data 
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¹ AVID Stickiness White Paper, 2018, https://info.avid.org/acton/attachment/31785/f-0189/1/-/-/-/AVID_Stickiness%20White%20Paper_FINAL_20180606.pdf

Since then we have been nationally recognized by The Gaston Caperton Opportunity Honor Roll that recognizes districts for creating opportunities for traditionally underrepresented students; expanding access to higher education by providing students with rigorous academic offerings and innovative college-preparation programs; and demonstrating significant and consistent growth in the number of traditionally underrepresented students and low-income students taking college-level courses, and applying to four or more colleges. Our counseling department works hard through their Personal Learning Plan (PLP) program with all students to help them identify their post-secondary plans. Counselors use Naviance to help students create a pathway to college, and we have a strong partnership with local 2- and 4- year colleges regarding recruitment and post-secondary information for student planning purposes, though college fairs and college visit programs for AVID and Latino students. Half Moon Bay High School was one of three pilot schools in the County to engage in the “College of San Mateo First Year Success Initiative” support program to improve the transition from high school to CSM; participating students are able to receive priority enrollment. After attempting to implement the program, after two years CSM was unable to provide the necessary resources needed. However, HMBHS has partnered with CSM on an “Early College” program. With Early College, students are able to take college level courses taught by an HMBHS teacher who has a masters in the specified area and has been vetted and hired by CSM in addition to teaching for the Cabrillo Unified School District. Students attend class on HMBHS’s campus during the school day. The first course was offered in the 2016-2017 school year: Early College Art 401/405. The next year, 2017-2018, HMBHS ran Art 401/405 and US History. 34 students enrolled in EC US History, and 34 students enrolled in EC Art 401/405. Each EC Art course was worth 3 semester units for a total of 6 college units and EC US History was worth 4 college units - semester 2 was the EC semester. We signed students up for a senior Early College English class in 2017-2018, but CSM was not able to provide a curriculum partner. In 2018, we were only able to run Art 401/405, as CSM could not provide us with a US History partner. Currently, 27 students are enrolled in Art 401/405. HMBHS has six open places in the “Middle College” program, for students to enroll at CSM and take courses for both High School Graduation requirements and college credit. Students attend classes at CSM, but are still eligible to participate in HMBHS extra curricular activities. All six slots are filled for the 2018-2019 school year.	● Master schedule ● PLP agenda and forms ● Representatives from SF State University meet with our seniors and discuss placement options and pathways ● Meetings with CSM and SFSU representatives ● CSM - Early College and Middle College Opportunities ● Student Planning Guide ● CTE
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Students may sign up for Dual Enrollment, in which they take courses at CSM that, depending on the course, count toward High School Graduation. We have created three Career and Technical Education (CTE) pathways: • Agriculture and Natural Resources: Agriscience • Arts, Media & Entertainment: Production & Managerial Arts • Building and Construction Trades: Construction Technology. The most successful so far is Agriscience, with a complete pathway that is certifying graduates. Construction Tech is building, and is now partnered with the SkillsUSA industrial arts and leadership curriculum. Production & Managerial Arts is limited to our Broadcasting class, and has not yet developed a viable completer pathway.	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
CUSD's LCAP Goal 3 is to implement a stakeholder communication plan to support parental involvement. Half Moon Bay High School maintains an open door policy and welcomes all visitors to our school. We value conversations with and feedback from our stakeholders as a way to reflect on our practices and ensuring we are continuously improving. HMBHS provides multiple opportunities for parents and community members to become involved to help make decisions and provide insight to guide our actions. HMBHS regularly surveys our parents, students and other stakeholders	• CUSD LCAP

through the WestEd parent surveys connected with the California Healthy Kids Survey, and the district surveys staff and parents via Panorama surveys. These surveys focus largely on school climate and how the school is serving the needs of students. As an example, our work to improve student mental health has been informed by this data. The groups detailed below were introduced to the WASC process, given opportunities to comment, and their membership invited to join focus groups for their valuable contributions. The Half Moon Bay High School Foundation, essentially our PTO, supports our programs financially, and supports our teachers. The Foundation works closely with departments and administration throughout the year to prioritize initiatives based perceived need. The Health & Wellness Committee has emerged as one of the most active groups to guide the mission of HMBHS. Made up of parents, but also teachers and students, this volunteer group represents pressing concerns of our community, and has prioritized student well-being through start times, block scheduling, access to mental health counseling, homework, and vaping nicotine and cannabis. Our School Site Council consists of student, community, parent and teacher representatives. The school site council collaborates to ensure the goals of the school, the SPSA, and allocated site funds align with the district-wide LCAP goals which are in turn derived from stakeholder surveys and student data. The English Learner Advisory Council (ELAC) meets four times a year, and represents the parents and interests of our EL students. A high school ELAC representative sits on the district (DELAC) group. ELAC meetings help bring concerns from this important group of stakeholders to site administration, while the site can convey vital information about high school and post-secondary opportunities to often-immigrant parents. The Agriculture Advisory Board has become a necessity for our Agriculture department as it weathers the departure of our last ag teacher and the difficulty of finding any replacement in this county, where HMBHS is the only high school to have an agriculture program. Members have stepped in to help with FFA and technical information to have our students continue getting quality curriculum until we can stabilize the program. Our comprehensive athletic program is supported extensively by our community. The Boosters Athletic Corporation raises funds to support	• Data from CalSchools Parent survey • Panorama survey • WASC Self Study documents • HMBHS Foundation minutes, • Website, Agendas, Initiatives • http://www.hmbhsfoundation.org • Health & Wellness Committee Agendas and Minutes: see HMBHS website: https://hmbhs.schoolloop.com/hw-committee • School Site Council Agenda and Meeting Minutes: https://hmbhs.schoolloop.com/school-site-council • ELAC and DELAC attendance and agendas • Agriculture Advisory Board Agendas and Minutes
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sports beyond what the district can provide. A great deal of their work has been centered on student safety, a priority for athletics and HMBHS. Boosters partially fund our talented Athletic trainer, who responds to student injuries on the playing field or court, and works long-term to help students overcome injuries and improve performance. Boosters has also paid for concussion baseline testing for our athletes, as well as cardiac screening. Friends of Cougars in Concert (FOCIC) supports our music program, raising funds for equipment and competitions for our marching band, other bands and chorale, and advocating for the development of the music program across the district. In addition to school site-specific groups, the mission of HMBHS is supported by business and civic organizations on the Coastside. The Rotary Club is deeply involved in supporting our teachers, counts current and former district administrators in its number, and the presidents presents families with information on how to navigate the FAFSA and college student aid process. In addition, Rotary is the organization chosen by HMBHS to facilitate our foreign exchange program. The Half Moon Bay Chamber of Commerce education committee meets monthly at the district office to learn about each district school and find ways to support those schools. The committee includes administrators on the San Mateo coast from both private and public schools, as well as the principal of Half Moon Bay High School. Interested community stakeholders as well as Chamber of Commerce members also attend. The committee assists our students by spending two weeks in English IV classes conducting mock interviews and the logistics surrounding interviews. It also awards local scholarships to HMBHS students and provides resources, both monetary awards and school supplies, for all teachers in the district, including at the annual Teacher Supply Party. Both of these organizations give scholarships to our graduates. In order to make sure students in need are connected with the generous support of these and other organizations, HMBHS has a Local Scholarship Committee to match donors with students. Last year 49 individuals and organizations gave around \$180,000 to 122 students! A district-wide support organization, the Cabrillo Education Foundation (CEF), explicitly raises funds for the entire district. It's major education themes are literacy, college and career readiness, and direct support to teacher-driven programs through its innovation grants.	• Boosters Agendas and Minutes: http://www.hmbcougarboosters.org/ • FOCIC Agendas and Minutes • Rotary Club: https://www.rotaryofhalfmoonbay.com/ • HMB Chamber of Commerce Education Committee: https://www.visithalfmoonbay.org/biz/education-committee • Local Scholarship notification letters, programs, meeting minutes • CEF Website: http://www.ceffund.org
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Based on the Cabrillo USD mission, the District administration is empowered by the Governing Board to provide instructional support to schools and maintain site operations. The District leads the site administrations and teaching staff in decision-making, pupil services, categorical programs, facilities, business services, and site and district planning processes such as the LCAP and site SPSAS. Each year, the site leadership reviews the mission and vision statement. Any changes can be proposed by in collaboration with site Leadership Team, Academic Council and the School Site Council. They are updated into the SARC report, SPSA, and School Profile. These statements are posted on the school website and the Student/Parent Handbook. The Governing Board reviews the school's mission and vision during the presentations of the SPSA	● Cabrillo Unified School District Board Policies, agenda and minutes ● Annual presentation of the Single Plan for Student Achievement and SARC to the Governing Board and School Site Councils

and SARC. The SLOs are presented to the board during WASC Self Study and Midterm reviews. The Governing Board and District Administration review student achievement data, such as CAASPP scores, ELPAC scores, attendance data, Social-Emotional Wellness surveys, Disciplinary data, and data from the California School Dashboard. The District holds meetings with site leaders to examine this information to analyze trends, develop procedures, and create initiatives to move student progress in a positive direction. The District regularly surveys parents for their impressions of site governance and progress. The District has responded to parent input from surveys and district-wide groups such as DELAC by prioritizing action in the form of LCAP goals, which are then aligned with site plans. As an example, the District has prioritized communication with parents and the larger community. Site administrations have been trained in the use of multiple platforms, which at the high school includes SchoolLoop, Gmail, robocalls emails, and robotexts through the In Touch system, and videos published on the HMBHS website. The District is now in the process of adopting an integrated communications platform for all sites to use in the case of emergencies or vital information. When parents, community members, staff or students make a complaint the Governing Board or District administration, they shall refer the allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the allegation(s). The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this District policies and the accompanying administrative regulations. Complaints that fall under the Uniform Complaint Procedures: See section A.2.3 below. The Governing Board reviews curriculum at school sites and district-wide through the office of the Assistant Superintendent of Curriculum & Instruction, who works with sites to ensure continued alignment with state and district goals for student achievement. These reviews are conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject changes or when new law requires a change or addition to the curriculum. In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or	● District Leadership Team Meeting minutes and agendas ● DELAC Meeting minutes and agendas ● CUSD LCAP ● CUSD Leadership Team Agendas and Minutes ● Cabrillo USD Board Policy 1312.3 Community Relations ● Agendas and Minutes: Math, Science curriculum committees and vertical alignment meetings
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parent/guardians; new research on program effectiveness; or changing student needs.	
District and site Curriculum & Instruction work together with departments to review courses and curriculum, create new courses, and set up programs aligned with district state and priorities.	

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
HMBHS informs parents through a variety of means and media about upcoming opportunities to contribute to the direction of the school. Events such as Back to School Night, and many other informational, educational, or recognition meetings are advertised via School Loop emails and news alerts. Information is posted on the school website, and notifications are sent out (especially in emergency or immediately timely situations) by our In-Touch system of robocalls, robotexts, and email, which can be automatically translated into multiple languages. Alerts can also go out through social media (Nextdoor for site admin, Facebook/Instagram for students). Also in case of emergencies, the District radio system is monitored at the District Office and the Sheriff's Emergency Operations Center located in downtown Half Moon Bay. To allow HMBHS to address serious issues, the site adopted Tip411, an anonymous tip line that allows students and community members to give information about threats or dangers to themselves or others without revealing their identities. Information is also delivered on the student-produced Campus Daily News videos, targeted to students but made available to the community on the HMBHS website. The site and District also produces videos to communicate to the public, which are also posted on site and district webpages and our Youtube channel. Students in the Journalism club also publish the Pawprint, a student newspaper that, in partnership with the Half Moon Bay Review, appears as a pull-out section of that weekly community paper. All District publications, including the website, school newsletters, emails, flyers, and paper/printed materials are always produced in	● HMBHS Online and Staff Calendars ● HMBHS Website ● InTouch website ● HMBHS Tip411 ● District Youtube Channel ● The Pawprint ● Half Moon Bay Review

English and Spanish. Events such as student registration, Back to School Night, and 8th Grade Open House also serve to allow parent/community organizations to recruit new members. Following LCAP goals, the District is in the process of adopting a completely integrated district-wide communication system in multiple media platforms. Another means of communication is with our many community partners, who reach out to their members for input into the programs at the high school they are involved with. For instance, HMBHS works with the local sheriff's department to provide social and emotional support for students through community groups and education: • Sheriff activities league • Empowering young women • Gentlemen's mentoring group • Teen leadership council • Youth Summit, a major annual event, is a collaborative effort by the Sheriff's department, Cunha Intermediate School and Half Moon Bay High School to Support 8th grade students make a healthy, easier transition to high school. Opportunities to engage with the governance of HMBHS occur through a number of official and ad hoc committees: • School Site Council - made up of elected parents, staff, and students in addition to site administration. Anyone else can attend. • ELAC and DELAC - English Learner advisory councils open to any parent and community member. Two members from HMBHS ELAC represent our site at the district level. • District LCAP committees - In the Spring, site and district administrations present the current LCAP goals to the committees listed above and below, and the committees provide feedback on the continuing relevance of those goals and how they are addressing the needs of stakeholders. The District then uses this annual feedback to create a modified district LCAP which then returns to the site to guide the formation of SPSAs and other site plans. In addition to the committees above, a number of our programs have booster or advisory, or collaborative partnerships with parents and community organizations.	• CUSD LCAP • San Mateo County Sheriff's Department/Youth Summit School Site Council minutes, agendas, attendance ELAC/DELAC minutes, agendas, attendance LCAP minutes, agendas, attendance
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● Peer Helpers- supports the social-emotional wellness of students, and collaborates with community, parents, students and staff through Wellness Week activities and presentations ○ Challenge Day involves a number of volunteer adults, and is organized by the Peer teachers. ● The Local Scholarship Committee is made up of teachers, admin, counselors, and parents to determine the awarding of scholarships from community individuals and organizations. ● The Student Leadership Class partners with CalFire to train students as Community Emergency Response Team certified. ● The Health & Wellness Committee meets to identify factors impacting student wellness and propose solutions such as later start times, the effectiveness of block schedules, access to mental health counseling etc. A recent initiative has been to sponsor forums on cannabis and vaping at the Cunha Intermediate and the public library, as well as bringing in guest speakers on adolescent issues to address the student body. The committee is open to all community members, students, and teachers and is publicized on our website and SchoolLoop. ● The HMBHS Foundation, our parent fundraising and support group, is open to all parents and actively recruits at every school event. The Foundation works closely with departments and site administration to help fund and promote site and district goals. ● Cougar Boosters (Boosters Athletic Corporation) has a board open to parents and community members, as well as the Athletic Director and site admin. Membership is recruited at major events and games. ● The HMBHS Athletic Program in general is a major area of parent and community involvement, both a volunteer support and coaching staff. Parents are brought in by coach and program outreach. The HMBHS website connects parents to schedules and events. ● Music Boosters (Friends of Cougars in Concert, FOCIC) engages parents to support our music program. ● Agriculture Boosters parents and community members support the FFA and Agriculture program at HMBHS. Parent, student, and community feedback from committees and informal meetings with site administration informs the decision-making of important staff-based groups: ● Leadership Team- (Including the PBIS subcommittee) made up of elected staff(certificated and classified)	● Challenge Day documentation, recruiting, guest speakers, Peer Helper presentations ● Local Scholarship minutes, agendas, attendance ● Leadership Class minutes, agendas, attendance ● Health & Wellness minutes, agendas, attendance ● HMBHS Foundation minutes, agendas, attendance, calendar ● BAC minutes, agendas, attendance, calendar ● HMBHS Athletics Website: https://hmbhsathletics.com/ ● FOCIC minutes, agendas, attendance ● Ag Boosters minutes, agendas, attendance, ● Leadership minutes, agendas, attendance
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• Academic council is made up of the department chairs • Student Placement Team (SPT)- counselors, site admin, and leaders from Pilarcitos High School (our continuation school) meet to determine student placement in an alternative setting. This includes Independent Study, Continuation, hybrid/modified schedules, or return to HMBHS as a comprehensive high school.	• Academic Council minutes, agendas, attendance • SPT agendas, Pilarcitos HS policies, Independent Study policy. Transfer Request Forms
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Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. The district's uniform complaint procedures (UCP) shall be used to investigate and resolve any complaint alleging district violation of applicable state or federal law or regulations governing any district-implemented program which is listed in Education Code 64000 Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610). The district's UCP shall be used to investigate and resolve any other complaint as specified in a district policy. The district shall protect all complainants from	• CUSD Board Policy ○ Uniform Complaint Procedures

retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained. The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation. The Uniform Complaint Procedures are included as part of the Student/Parent Handbook which is given to all students and parents prior to the beginning of each school year, and to which they sign their awareness. The UCPs are also posted on the District website. Staff is informed regarding the Uniform Complaint Procedures annually, and are reminded of their expectations regarding identified protected classes, discriminatory practices, and mandated reporting via the staff Compliance Packet training in which they review its content, and sign the signature form. Staff are also aware of the Williams Act and its purpose. Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and mis-assignments shall be investigated pursuant to the district's Uniform Complaint Procedure. Copies of the Williams Act Notification are included in the Annual Notification to Parents, posted in every classroom and building at Half Moon Bay High School, and are made available to anyone upon request. Half Moon Bay High School maintains an open-door policy in the main office to ensure stakeholders feel safe and respected to express concerns, and issues brought up to teachers, staff, administration, and counselors are handled with immediate seriousness, including through mental health counseling, suicide or threat assessment, disciplinary referral or investigation, police and CPS reporting, and/or District complaint procedures.	● Student/Parent Handbook ● CUSD Website ● Annual Compliance Packet ● Williams Act Notification Flyers ● Annual Notification/ School Registration Documents
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A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic

standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
The planning process at HMBHS is a collaborative effort involving staff, students, and parents. Teachers, Counselors, and	- Meeting minutes from: - Academic Council

Administration evaluate student data at Academic Council meetings, Subject Area Collaboration, site Leadership Team meetings, and SST meetings. Departments continuously address and analyze data whether during Subject Area Meetings or during Professional Development. The data influences the pacing guide and any modifications needed for curriculum and instruction. Where appropriate, departments branch out to include cross-curricular groups. Vertical articulation with our feeder middle school creates a streamlined process of understanding students' prior knowledge, current achievements, and future students' needs as they enter high school. The school counseling department participates in the analysis of data. Counselors meet with parents in the PLP program to discuss student achievement and progress towards graduation and after-graduation opportunities. This includes reviewing student data with students and parents and informing all parties as to next steps towards realizing their individual goals. Department chairs have limited access to data, prompting a need for more accessibility for schoolwide data such as SBAC scores, PSAT and SAT scores, and the California Schools Dashboard . There also needs to be a more deliberative process to provide opportunities to look at and review data across departments and grades. Teachers have collaborated with other departments as part of a PBIS initiative to look at data for students who were "at-risk" and through collaboration identified strategies to support the individual. AVID site team uses schoolwide data to report and identify student groups who need additional support and targeted AVID strategies. Aside from standardized testing data, students contribute to the planning process through involvement in the Associate Student Council, Leadership class, School Site council, School Board representative, AVID, Peer Helpers, FFA and Ag leadership. Our One of a Kindness program consists of 25 students with our principal, John Nazar, as the advisor. This program focuses on school climate by inspiring students to spread kindness both on and off campus. Parents contribute through The Foundation, ELAC, School Site Council, Cougar Boosters, Friends of Cougars in Concert, Cabrillo Education Foundation, Ag Boosters, and Beautification	○ Subject Area Collaboration ○ site Leadership Team ○ SSTs ● Vertical articulation ● PLPs ● PBIS ● AVID ● Student involvement: ○ ASC ○ Leadership ○ SSC ○ School Board ○ AVID ○ Peer Helpers ○ FFA/Ag ○ One of a Kindness ● Parent involvement:
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Committees. Parents can also easily communicate with HMBHS through Schoolloop email. The Counseling Department hopes to find a consistent way to follow up on graduates post-high school and gather data on their success in core curriculum classes at the college level as a means to measure how prepared HMBHS students are for college success.	○ The Foundation ○ ELAC ○ SSC ○ Cougar Boosters ○ FOCIC ○ CEF ○ Ag Boosters ○ Beautification Committees ○ Schoolloop ● Student feedback
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Each year, the School Site Council reviews the SPSA from the previous year in order to update it and create a new one. This process requires that the team look at the current LCAP goals, to make sure any changes made to the SPSA are in alignment. The LCAP goals are created at the District level through a process of stakeholder contributions, surveys, and needs made apparent through site and student data. CUSD LCAP Goals Goal 1: All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English learner students. Goal 2: Increase the percentage of students who are engaged in curriculum that prepares them to be college or career ready. Goal 3: Implement a stakeholder communication plan to support parental involvement. Goal 4: Create a positive school climate where students feel safe and supported. Updated student performance data is provided from site and district sources (School Profile, SARC, Infinite Campus and EADMS/lo), the CAASPP portal, Dataquest, and the California	● 2018-19 SPSA Report ● CUSD LCAP, 2018 adoption ● School Site Council meeting minutes, agendas, attendance, calendar:

School Dashboard and presented to the Site Council by the Assistant Principal for Curriculum & Instruction. Stakeholder groups such as the Health & Wellness Committee, site Leadership and Academic Council, and parent groups such as ELAC and the HMBHS Foundation provide perceived critical areas of need that are addressed by Site Council. School Mission and Vision statements and the SLOs are presented to the group. These imperatives as well as data-driven needs serve as the basis for the identification of metrics to monitor the implementation of SPSA goals. 2018-19 SPSA Goals School Goal 1: By June 2019, increase the overall academic success of all students. Metrics: UC/CSU Eligibility, ELA Interim Assessment Block/CAASPP Proficiency Rates, Reclassification Rates for EL students. School Goal 2: Increase the number of students enrolled in AVID, AP and Advanced courses by 1% by June 2019. Increase access to technology devices (Chromebook) to 100% of our students. Metrics: CSU and UC eligibility rate, AP and Early College enrollment by Subgroups, Access in the Classroom and whole school to advanced technology device (ChromeBook). School Goal 3: By September 2019, adopt an integrated communication system to inform parents, staff, and students of critical information, including in emergencies. Increase consistent information to our local media, and research and consider integrating our social media presence. Metrics: Implementation of the stakeholder communication system. Once the means are in place for monitoring SPSA goals, the Site Council begins the process of allocating funding from the sources available, such as district funds for programs written into the LCAP (AVID, for instance), as well as site funds and Title I and Title III funding sources. The process of developing the SPSA is overseen by the CUSD Director of Categorical Programs, who provides training to the site administrators who work with the School Site Council on the document. When complete, the Director reviews the SPSA, suggests any changes, then on final approval recommends the SPSA's adoption by the Governing Board. The SPSA is published on	https://hmbhs.schoolloop.com/school-site-council ● Health & Wellness Agenda and Minutes ● Academic Council Agenda and Minutes ● ELAC Agenda and Minutes ● HMBHS Foundation Agenda and Minutes ● 2018-19 SPSA Report
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the CUSD website and linked from the Half Moon Bay High School website. SPSA goals, metrics, and funding decisions are brought to departments, teacher, and community groups for feedback and implementation and monitoring.	● HMBHS Website/SARC-Reports: https://hmbhs.schoolloop.com/sarc-reports
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Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
The Half Moon Bay High School faculty is committed to building capacity for shared decision making and is dedicated to making decisions based on the results of data analysis. Academic Council, Common Core Specialists, and the Leadership Team members are three distinct groups who work together to support student learning. Academic Council members (Department Chairs) oversee their academic departments and colleagues within the same discipline. Academic Council works to develop the Collaboration Calendar and other pupil services and academic goals or policy. The Leadership Team is created by peer vote. Its responsibilities include forming PODS as a way to get feedback or ideas from all staff during faculty meetings. This forum covers an array of site issues and concerns. The PODS consist of a cross-section of faculty and staff. The Leadership Team also promotes PBIS and continues to develop ways to improve ways of supporting the social and emotional lives of students. Common Core Specialists work to assist Department Heads with continued implementation of CCR Anchor Standards alignment, AVID instructional strategies, and other curriculum and instruction oriented concerns. Data analysis informs the areas in need of improvement while surveys and review of old and new data inform our decisions to guide us in moving HMBHS forward towards school-wide excellence in all areas. HMBHS continues to have subject area and undesigned collaboration time to analyze and modify curriculum using formative and summative assessments and standards. Individual teachers reach out to develop cross-curricular connections during	● Academic Council ● Common Core Specialists ● Leadership Team ● Collaboration calendar ● Leadership Team ● PBIS ● Common Core Specialists ● AVID ● Weekly Collaboration ● Vertical Articulation

undesigned collaboration time. Vertical articulation occurs within the Science and Math Departments with our feeder middle school, Cunha. Articulation with the middle school enables the high school to understand the knowledge and social base of incoming ninth graders. The school counseling department participates in the analysis of data. Counselors meet with parents in the PLP program to discuss student achievement and progress towards graduation and after-graduation opportunities. This includes reviewing student data with students and parents and informing all parties as to next steps towards realizing their individual goals. Our principal, John Nazar, created the One of a Kindness campaign after an altercation happened off campus during our lunchtime. He currently collaborates with 25 students, focusing on spreading kindness across campus. The end goal for this group is to reach out to the four elementary schools and the one middle school in our district in hopes of inspiring the younger students to spread kindness as well. Ultimately, they would like to see each school site with a One of a Kindness campaign on their campus.	● PLPs ● One of a Kindness
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
All staff members read through the Compliance Packet each year with our administration. This year, the District Office created a red binder for every employee, certificated and classified, that holds the Compliance Packet, along with several supplementary documents, including The Big 5 Safety Protocol and Threat Assessment Protocol. The site Leadership team facilitates PODs, where staff members are arranged in groups cross-curricularly. During staff meetings, time is allotted for PODs to meet to discuss a variety of issues. Initiatives, ideas, and concerns about organizational policy and structure are discussed, among other items. These ideas are recorded anonymously and shared with the Leadership team and	● Compliance Packet ● Leadership Team ● PODs

administration. The PODs have not been used this school year but will return again next year. Academic Council, comprised of all of the department heads and the site administration team, discusses topics from curriculum to best practices for students. In addition, Academic Council is an appropriate forum to have conversations regarding policies. Weekly collaboration allows time for department heads to share pertinent information with department members. The Assistant Principal of Pupil Services leads the HMBHS Safety Committee, including both classified and certificated staff. Members of the committee volunteer their time to review, discuss, and continue to update the school's safety plan. The committee meets at least once a quarter. All members of the Safety Committee have been trained in the Big 5 Safety Protocol and are responsible to help lead students and staff in the case of an emergency. Each teacher has posted the Uniform Complaint Procedures in their classroom, which outlines a process for investigating complaints regarding a violation of laws. ELAC and DELAC meetings are held at both the school site and district level. These committees provide opportunities for English Language Learners and their families to gain insight into policy, provide suggestions, discuss concerns, and through a representative, have their voices heard by the administrative team. The ELAC and DELAC meetings have established agendas and topics, meeting dates, and focused sessions. Cougar Talk is a committee comprised of counselors and administration to identify and create strategies for students of concern. These strategies are often communicated to staff. The group discussion in Cougar Talks is the first tier of intervention for at-risk students. Tier 2 intervention includes counselors, administration, the school psychologist, and School Linked Services therapists. The group discusses targeted students to create a plan of action in order to get them back on track and address student/family needs. As a result, staff members may gain important information and ideas for how to address the student. Possible next steps include an SST, a 504, or an assessment by the School Psychologist. Cougar Talks are the predecessor to Student Placement Team (SPT) meetings, where the group, and the principal from Pilarcitos High School, determine if interventions are working and if a change in school placement is	● Academic Council ● Safety Committee ● Uniform Complaint Procedures ● ELAC ● DELAC ● Cougar Talks ● SPTs
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needed.	
When issues arise between staff members, administration works to resolve the problem as quickly as possible. Interventions include meetings and discussions, in hopes of reaching a mutual consensus, and, if warranted, a mediation accompanied by union representation. Our District's Director of Pupil and Personnel Services also provides guidance and reasoning for the parties involved.	● CUTA ● CSEA

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
All staff must meet CDE, SMCOE, and CUSD requirements for employment. Teachers must be cleared by the California Department of Education and receive notification of a cleared teaching credential before they are able to teach full time in the school district. All new teachers must complete BTSA. All staff must current TB screening and must submit a Livescan report before working with students. All coaches must have first aid training and certificates of completion. All Tier I administrators must complete Tier II training once he/she starts working in the capacity as an administrator. This includes professional development and regular meetings with a trained "coach."	● State, county, and LEA requirements for employment ● National Federation of State High School Association Requirement

The District nurse ensures that policies and procedures are followed to make sure students' needs are addressed. Health aides attend yearly trainings and meet all state requirements to administer medication and attend to minor health needs of students. HMBHS is fortunate to have a full time dedicated health aide (who has attended a number of health-specific trainings beyond the yearly district training) who is located in the main office and can support all of our students when needed. Staff are encouraged to attend PDs if they can submit verification that the PD will support student learning. Examples of PDs attended include: AVID workshops during the summer institute, AP institutes, PBIS training, new curriculum adoption training, technology trainings such as Google Classrooms. San Mateo County trainings for teachers. WASC accreditation team visits All new teachers must complete BTSA. All preliminary principals must complete Tier II training which is a two year program once a principal actually starts working in the capacity as an administrator. This includes professional development and meeting regular meeting with a trained "coach."	
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Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The SPG provides students and staff/community with courses and school credit, graduation, and college eligibility policies. The Academic Council (Department Chairs) helps determine school policies, and has a specific set of duties that are interpreted from the CUTA and CSEA contracts. The CUTA contract governs many policies by which the school operates (procedures, duties) The Student/Parent Handbook provides general, athletic, and disciplinary policies for students at the school. The Annual Compliance Packet is discussed with the staff who sign onto it, along with safety policies, and given as binders to all staff members each year. Courses and materials are approved through the site/district curriculum and instruction department and sent to the	● School website ● The Student Planning Guide ● Compliance contract ● Emergency Protocol Handouts ● Submitting grades and assignments through Schoolloop ● Email communication ● Curricular maps ● CUTA and CSEA contracts

governing board, to ensure they meet content and common core standards. Department chairs are responsible for overseeing curriculum in their departments, and site Administration evaluates teachers for instructional techniques and curriculum effectiveness. CUSD observation/evaluation protocol transmitted to staff in meetings and to evaluatees personally. The Comprehensive School Safety Plan includes emergency procedures as well as larger safety concerns. Emergency responses are based on the San Mateo County Big 5 protocol. The staff is trained as mandated reporters, and that HMBHS is an emergency evacuation center. Emergency Phone Tree, and texting systems notify staff in emergencies. 8th grade parent night Principal's daily news and calendar to all staff. Signed attendance sheets verify attendance. Google email and documents are	● Text alerts ● Bilingual messaging
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
HMBHS has worked hard over the years to develop in-house professional development. This is primarily done during Super Tuesdays. With the help of department heads, Common Core specialists, the Leadership Team, and other faculty who return from conferences, workshops, and institutes with current, research-based methods for improving curriculum and instruction. Over the last five years Administrative Team and staff have led professional development for critical schoolwide instructional practices such as CC Anchor Standards, CDE Technology training and Standards, CDE ELD Standards, and AVID/WICOR/SDAIE strategies.	● See link for a list of site PD ● HMBHS Foundation PD funding ● CUSD driven PD ● HMBHS driven PD ● PBIS PD ● Dr. O's presentation

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Evaluation of school staff is guided by contractual agreement between CUSD and CSEA and CUTA respectively. Protocols for timelines, observation times, dates, summaries, evaluations and meetings are carefully laid out in the bargaining agreement between these groups and are followed by the site Administrative Team. Observations and evaluations are teaching-standard-driven. Admin works to ensure deadlines are met and provide valuable feedback. The Administrative Team believes that the goal of observations is to provide opportunities for self-reflection and professional growth. The goal of continuous improvement is one taken seriously with the purpose of providing supportive and instructive instructional leadership.	● CUSD observation timeline ● CUSD observation protocol ● Administrative Team calendars ● One on one conference schedule ● Observation/evaluation reports

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
CUSD LCFF directs funding priorities to provide an equitable	● CUSD LCAP and LCFF

educational resources for low income, foster, and ELL students; the SSC meets to discuss funding procedures for Title I and title III allocations. The SPSA allows the site to allocate resources based on LACP goals, and WASC CANs Departments have supply budgets and advocate for their needs to the HMBHS foundation. SPSA is written by SSC which has representatives from an array of stakeholder groups (site Administration, parents/guardians, teachers, students and classified staff). The site Administrative Team make known to the LEA funding priorities in alignment with the LCAP.	● School Site Council meeting minutes ● SPSA ● HMBHS Foundation ● Agenda meeting minutes ● Title I and III budget items
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Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The annual budget is allocated by the Chief Business Official. This is based on student enrollment and annual allocation per pupil as determined by the district. Preliminary meetings are held at the beginning of the year between the CBO and Principal. The purpose of these meetings is to review previous year spending and carry over as well as to mockup a budget prior to presenting it to the Leadership Team, Academic Council, and School Site Council. Projected expenses specific to the academic year are determined and budgets are developed for each department. Annual audits take place in November and the spring. In November, the visitation is to monitor internal controls and to audit the ASB accounts and practices. In the spring, the audit team visits that site to assess attendance. Cabrillo Unified School District oversees all monies flowing into and out of HMBHS. All checks and accounting are done at the district level. The staff at HMBHS keeps records of all budgets and expenditures. This includes both ASB and site monies. All business practices at HMBHS are in keeping with the annually published District Business Services Handbook. HMBHS uses sound business practices and accounting procedures.	Categorical budgets: ● General fund/site allocation ● District Business Services ● Handbook 2012-13 ● ASB Accounting Manual

For example, each purchase includes a purchase order that must include department chair approval prior to site administrator approval of the expenditure. District office approves school expenditures that improve school learning resources. Department chairs, subject to administrative oversight, manage department funds and make purchases via a tracked purchase order system. Club/ASB (Associated Student Body) funds are disbursed according to the following procedures: • The ASB manager requires that a student council is established and that each club has a certificated advisor. • All expenses must be approved by the club officers and the advisor and detailed in club minutes. • An ASB bookkeeper performs site financial tasks related to ASB, maintains adequate records of ASB activities, deposits funds into the bank, pays invoices, reconciles monthly bank statements, and prepares monthly financial statements. The Business office oversees proper expenditures, through the administrative assistant.	• ASB Accounting Technician
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Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Big Five Initiative, a San Mateo County Office of Education safety plan, is implemented at Half Moon Bay High School. Staff are certified by training at SMCOE and site drills occur at regular intervals throughout the year. While dated, the facilities at HMBHS are safe and adequate to meet the school's vision and purpose. Measure M will go a significant way toward modernization of campus. The principal and assistant principals oversee adherence to the facilities maintenance plan. HMBHS is a safe and open campus.	• Campus video and staff monitoring of gates, quad, restrooms and other facilities • Parking and campus supervision schedule • Custodial schedule • Facility work orders • Equipment and technology • Purchase orders and location log • Master Facilities Plan (See Appendix)

According to the most recent Facility Inspection Tool (FIT) data, Half Moon Bay High School was rated “Fair” overall, with the rating of “Good” in: ● Overall Cleanliness, Pest/ Vermin Infestation ● Electrical ● Restrooms, Sinks/ Fountains ● Fire Safety, Hazardous Materials ● Playground/School/Windows/Doors/Gates/Fences However, Systems (Gas Leaks, Mechanical/HVAC, Sewer) were found to be in “Fair” condition: “Boilers are only working at 50 to 60% capacity. They are at the end of their life, parts are obsolete, controls do not work, system is stuck in a heating loop to operate.” Interior Surfaces are in “Poor” condition: “Carpets are worn and at the end of their life and need to be replaced. Hard surface floors are worn and need replacing.” Structural was also rated “Poor,” as there is some damage: “Breezeway supports rusted and scaling, need to be fixed or replaced. Gutters leak or are failing, need to be replaced, roofs are at the end of their life and should be replaced.” Repairs to all of these will be addressed by the facilities bond passed in June 2018. School buildings, public areas, and parking lots are supervised by the assistant principals, principal and three campus supervisors who are constantly moving around the school monitoring students. Teachers are also expected to monitor students throughout the day and at school- sponsored activities. They are also assigned athletic supervision roles three times a year. The campus is equipped with four security cameras. Teachers use positive behavior supports, such as greeting students at the classroom door, to create an environment where they are continually aware of what is happening on campus.	● Facility Inspection Record ● Certificated staff ● Classified staff ● Administrative team
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
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High School textbook adoption language by the Cabrillo Unified School District Governing Board is as follows: “Under the newly adopted Common Core State Standards (CCSS), curricular changes have begun at Half Moon Bay High School. In order to facilitate the continued integration of CCSS and corresponding curriculum changes, it is imperative to provide Common Core texts for each of the new courses we provide at the high school. This new curriculum will meet the diverse needs of our student population in new and innovative ways, creating critical thinkers and college and career ready students.” The language verifies that CUSD is devoted to providing text which align with CCSS in all content areas. Department Heads, the Assistant Principal for Curriculum and Instruction review proposed texts, and communicate with the Assistant Superintendent for Curriculum and Instruction and then to the Governing Board for review and adoption. Proposed texts are presented with evidence based on the following questions: • How is the reading level appropriate for the course in which the book will be used? • Why did you choose this particular book? • How does the book relate to standards in the content area? • How does the content of the book reflect current State Frameworks? • What other textbooks have been reviewed? Why was this textbook selected? • How do you intend to meet the standards [Content Area and CCSS]? Following approval by the Assistant Superintendent, the texts are presented in public board meetings for review, and then voted on for adoption at the next board meeting should funding be available. HMBHS has rolled out 1:1 Chromebook policy during the 2018-2019 academic year. The CUSD Chromebook Take-Home Program is designed to improve student academic performance and technology skills. The CUSD Chromebook Take-Home Program provides each student with a Chromebook to use at school and at home. CUSD provides professional development to teachers to help them use technology effectively in their classrooms.. HMBHS Foundation has provided funding for on-line learning services. Parents/guardians will also be provided the opportunity to attend technology workshops to learn computer and Internet basics and ways in which to use the Chromebook to be more involved in their child’s education. A home Chromebook is a powerful tool for learning. Parents/guardians are encouraged to use the	• CUSD Policy/Process • Meeting agendas, minutes, communication, LEA. site/departmental budgets. • Resource Inventory • Google suite, multimedia projects, Newsela, Quizlet, Gale Databases, Kahoot, turnitin.com, Schoolloop, and Hot Spot
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Chromebook with their child to review what their child learns in the classroom, to introduce their child to fun, educational activities, and to support their child in exploring new ideas and concepts. Students who graduate from HMBHS take their chromebook with them. Mobile Hotspot from the school account allows students without wireless access at home to use their chromebooks. We check them out the same way we do the chromebooks. Entering students (9th and transfers) check out the chromebooks like any other textbook, but may keep them for summers and at graduation, we will give them to the students to keep.	
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Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
HMBHS offers quality staff development programs that are data-driven and research-based. Initially, school administrators and department chairs use CAASPP, ELPAC, AP, SAT, and benchmark assessments to develop curriculum and instruction. Teachers and counselors can access data using Io Assessment (EADMS) as well. This system builds group reports that assist administrators in formulating the Single Plan for Student Achievement and helps in making results-oriented decisions regarding which programs are needed and which areas of growth should be targeted. Subsequent to determining areas of growth and the suggested programs directed at improving academic achievement, teachers are encouraged to attend subject area conferences, trainings, and seminars that are funded by HMBHS Foundation. The staff has participated in a variety of interventions or support trainings. These trainings have been attended by administrators, counselors, special education teachers, Paraprofessionals, ELD, and AP teachers.	● CUSD and CDE requirements, guidelines, and verification for hiring well-qualified staff. ● BTSA ● CUSD School Climate Surveys ● Classified evaluations ● SPSA ● SMCOE conferences and workshops ● Master Scheduling ● Special Education ● NCTSS Conferences ● ERWC Trainings ● National Art Teachers Association Conference ● Positive Coaching Alliance ● Workshops ● STEM Center visitation and training ● UC/CSU systems

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The LEA continues to work together with HMBHS to address the long-term financial challenges that are faced annually by updating the LCAP. HMBHS aligns the site SPSA with our LCAP goals; however, this is particularly challenging when attempting to build CTE Pathways, seventh period electives, and other educational approaches such as PBL and Linked Learning.	● Local parcel taxes and bonds ● Bond Measure S ● CUSD and site budgets ● CEF section allocation and ● immediate use funds ● Perkin's Grant ● Master Schedule

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Half Moon Bay High School dedicates time and resources to ensure that students continuously have access for improved academic opportunities. Through the use of ongoing professional development, teacher training, teacher support programs, teacher leadership opportunities and with the implementation of research-based and CCSS aligned curriculum, our educators work to perfect their craft and provide a high quality learning environment. We take pride in our ability to utilize human and social capital to align our school goals with our mission and vision and to ensure our proposed actions guide the work of our school to continuously improve.

The culture Half Moon Bay High School is one that promotes inclusion and values the individual. With increased efforts to provide more social and emotional support to our students and staff, we believe that we are helping our stakeholders maintain a healthy balance between academic and personal responsibilities. Additionally, Half Moon Bay High School appreciates all of its stakeholders and aims to include all parents and engage the local community. We value the cultures and traditions that our students bring to our school, and we like to take time to recognize and appreciate our families. As a result, we believe that Half Moon Bay High School has developed a systemic culture of kindness that is evident in our day-to-day interactions and through our combined partnerships.

Prioritize the strengths and areas for growth for Category A.

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

- Pods
- PBIS - looking at students of concern and discussing intervention strategies
- Support for teacher growth
- Support for teacher collaboration time
- Open-door policy
- Social and emotional support - increased club and student involvement opportunities, SOY counselor support, Peer Helpers, Leadership class, One of a Kindness
- Individualized support for college application process
- PLP
- High-expectations for students

- Decreased chronic absenteeism
- More systematic and consistent assessments - benchmarks
- Horizontal alignment opportunities
- Systemic tardy policies
- More access to technology for our students
- Parent education
- Mindset that our school is a part of the community a vital cornerstone

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

- Use more local and statewide data to make informed decisions
- Increase the frequency and effectiveness of collaborative discussions regarding our student data, mission and vision, and goals

Category B: Standards-based Student Learning: Curriculum

Leader:

John Carey, English Dept.

Members:

Pat Olson, Social Studies

Claire Gould, Art Dept.

Molly Schauer, English/ELD Dept.

Amy Treanor, Math Dept.

Christina Yeakley, Physical Ed. Dept.

Traci Yerby, Science Dept.

Andrew Hoskins, Social Studies Dept.

Lisa Morford, Special Education Dept.

Rafael Dubon, World Languages

Diane Centoni, Ag. Sciences Dept.

Jorge Betancourt, Admin. Assist.

Joy Dardenelle, Assist. Superintendent of Curriculum & Instruction

Kimberley Smith (Parent/Guardian)

Daniela Corona(Student)

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Math Department The Math Department uses curriculum materials created on research-based practices aligned with Common Core State Standards. - College Prep Mathematics Textbooks (CPM) for Math 8 through Algebra 2 (CPM), - CPM articulates with Cunha, which adopted CPM in 2016-2017 to ensure that rigor is maintained throughout secondary math courses, - All CPM courses have spanish translations and support capabilities,	Research-based practices and CCSS alignment

● Adopted college level AP textbooks for AP Calculus AB/BC and Pre-calculus beginning 2018-2019. Students use technology in all math classes. ● All CPM courses provide online textbooks, online homework and vocabulary support, and Desmos capabilities, ● AP Calculus adoption provides the online textbook and <i>Calc Chat</i> for immediate help with problems, ● AP Calculus includes WebAssign capabilities to familiarize students with college-level class expectations. All Math teachers attend professional development and training to ensure they continuously provide increased opportunities for student learning. ● Google Classroom training, ● Yearly AP Training for teachers, ● Annual CPM training, ● CPM support courses, ● DBQ Online. English Department English departments utilize inquiry driven research based practices aligned with CCSS. ● Research based projects, ● CCSS curriculum aligned resources ● Integration of AVID strategies and curriculum and the senior exit project, which prepares students for career research, ● Expository, Reading, and Writing Course (ERWC) Units in senior level course, ● Yearly Department Structured Lessons created, executed, and evaluated by our department. ● Newsela used as an online resource to conduct research and learn about current events, ● English 3-D curriculum adopted. The English department integrates College & Career Readiness Units ● Students research potential careers, ● Students hold interview preparation with community members, ● Students learn to create resumes and cover letters, ● Students learn to write college application essays, ● Students learn to write professional email/communication in the workplace,	● Technology Usage ● Professional Development ● Research-based practices and CCSS alignment ● College and Career Readiness
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● Student are required to use academic vocabulary, ● Students give oral presentations to increase public speaking skills. All ELA teachers attend professional development and training to ensure they continuously provide increased opportunities for student learning. ● Annual AP workshops/institutes, ● ERWC trainings, ● Training on project based learning opportunities, ● Reading - Language Arts Community of Practice (COP), ● English 3-D. Social Studies Social Studies department utilizes inquiry driven research based practices aligned with CCSS: ● Research based projects, ● CCSS curriculum aligned resources, ● Mock Election and debate activities to allow for students to synthesize their findings into oral arguments, ● Curriculum pacing maps aligned with California state standards for Social Studies. The Social Studies department integrates College & Career Readiness Units ● Platform for our students to acquire knowledge on how to apply to college, where to go to college, obtain scholarships, apply for financial aid, declare majors, and handle other personal inquiries students have through their counselors. The Social Studies department manages the community service graduation requirement for students thereby teaching citizenship. ● Teachers and counselors encourage students to participate in community service (35 hour graduation requirement), ● Department collects the forms and keep a spreadsheet for each student. All Social Studies teachers attend professional development and training to ensure they continuously provide increased opportunities for student learning ● National Council of Social Studies meeting in San Francisco 2018, ● Annual AP training and workshops	● Professional Development ● Research-based practices and CCSS alignment ● College and Career Readiness ● Teaching Citizenship ● Professional Development
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Special Education The Special Education Department uses curriculum materials created on research-based practices aligned with Common Core State Standards. • Full inclusion for all students enrolled in special education • Special Education teachers co-teach, • Paras are assigned to support students, • Life Skills Curriculum within the Special Day Class (SDC), • Community Based instruction (coffee cart business) and Functional Academics within SDC, • Foundational Courses (general education taught within the special education department) enhanced by Foundational Study Skills Classes, • Case managers collaborate with general education teachers to support IEP alignment and to ensure goals for Special Education students are observed and met, • Project based learning to meet various learning needs, • Academics focused on individual post-secondary education, employment, and independent living goals (transition plan), • IEP goals aligned with CCSS. All Special Education teachers take part in professional development and training to ensure they continuously provide increased opportunities for student learning • Teachers observe a 20-30 minute segment of each other's classes; they meet afterwards to share constructive feedback, • Teachers attend various conferences that enable them to further refine and enhance the pedagogy taking place in the classroom. Science: The Science Department uses curriculum materials created on research-based practices aligned with Next Generation Science Standards • All curricula is aligned with NGSS and research based practices, • Curricula is vertically and horizontally aligned. All Science teachers attend professional development and training to ensure they continuously provide increased opportunities for student learning • science teachers regularly collaborate within the department as well as with colleagues at Cunha	• Research-based practices and CCSS alignment • Professional Development • Research-based practices and CCSS alignment • Professional
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Intermediate School, • Science teachers collaborate with colleagues at other high schools to share strategies and ideas stemming from teaching conferences and other organizational meetings, • There is regular communication within the department to discuss new ideas and ways to implement them across all courses, • Science teachers attend the National Science Teachers Association (NSTA) conferences, • Advanced placement teachers attend week long and single day AP Institutes in the appropriate subjects to update areas of emphasis and learn best practices in laboratory activities, • Science teachers are members of a wide array of professional organizations that help them stay current in both scientific advancements and best practices for incorporating those advancements into course curricula.	Development
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
VAPA Meeting UC “a-g” requirements: • All classes Art classes satisfy the UC/CSU A-G requirements, • Two Industrial Arts classes are CTE track: AP Studio Art, • Three music classes satisfy UC/CSU A-G requirement “F”. Variety of art classes offer opportunities to explore college and career opportunities • SkillsUSA units on Personal skills • Technical skills grounded in academics • Workplace skills • Student planning guide outlines CTE courses and pathways • Construction and Building Trades Social Studies	• UC “a-g” requirements and student planning guide • State standard alignment • CTE and student planning guide • UC “a-g” requirements and student planning guide • State standard alignment • CTE and student planning guide

Meeting UC “a-g” requirements: - All classes satisfy the UC/CSU A-G requirements, - Standards established for each course. - AP classes have been added in our department and standards have been established at each grade level. A variety of social studies classes offer opportunities to explore college and career opportunities - Use of class time for PLP days where all students of a specific grade level get time to meet with their counselors to ensure they are on track for graduation and beyond. English Meeting UC “a-g” requirements: - All classes satisfy the UC/CSU A-G, requirements, - Curriculum maps for each grade level aligned to CCSS, - Benchmark assessments: Graded based on current CSU scoring guide, - Academic vocabulary for mastery at each level including ELD. - College application preparation - Senior exit project - Interview preparation Special Education Support for UC “a-g” classes - As a result of our full inclusion policy, all students enrolled in special education are enrolled in general education classes that meet UC “a-g” approved. Students receive support while participating in general education classes. - IEP goals connected to CCSS College and career opportunities - Employment goals in transition plans - Supported work opportunities in the community - Transition Specialist supports transition into postsecondary programs - Standards based IEP goals -Dept. of Rehab (DOR)/ Workability funded employee on campus World Languages Support for UC “a-g” classes - World Languages recommends a course of study beyond graduation requirements that assists students to be eligible for UCs, CSUs, and private universities as listed in the student planning guide - World Languages provides basic courses that are widely recognized and accepted by UC/CSU colleges beginning at	- UC “a-g” approved list - State standard alignment - Counseling PLP planning documents - Student Planning Guide - UC “a-g” approved list - State standard alignment - Student planning guide - UC “a-g” approved list - State standard alignment - Regular vertical and horizontal alignment meetings.
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early levels: levels 1-3. • Additionally WL offers upper-level/advance courses, such as AP language, that provide additional college credits. • WL offers courses specifically designed to incorporate and prepare different populations of students from hispanic backgrounds, taking part in a custom-tailored program • We continue to increase the graduation rate among all identified cohorts, and continue focusing on an increase in the number of students who are UC/CSU eligible. Science The science department provides a rigorous curriculum rooted in the NGSS. Examples: • A variety of reading material is presented to students with appropriate text marking instruction, • Written laboratory reports are a part of interactive notebooks, • Math concepts are integrated as appropriate into each unit, • Demonstrative laboratory experiments that help students relate theoretical content with practical examples, • Most laboratory experiments begin with a standard set of parameters, but end with inquiry-based experiments where students must apply knowledge, • Students commonly present findings in small groups or in a whole classroom settings, • Student-driven activities empower students to work together, Teachers meet regularly to ensure that there is integration of subject matter across all science courses so that students get all pieces of curriculum. Examples: • Biology incorporates early concepts in chemistry that are revisited and detailed in the Chemistry course, • Geology and geological formations explored in Earth Science are revisited and expanded upon in AP Environmental Science, • Concepts of thermodynamics are introduced and refined throughout the courses. Students attend field trips that are directly tied to course curriculum. Examples: • Earth Science students visit several locations on the San Mateo County coast to learn about landslides, rock formations and geologic phenomena in their own backyard, • Biology, students visit Sewer Authority Mid Coastside to	• NGSS Implementation across science courses • • Curriculum aligned field trips • Meeting UC A-G requirements
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reinforce their understanding of ecosystems and biogeochemical cycles to wastewater treatment. HMBHS science courses meet or exceed the state/national guidelines set for courses and all courses are /CSU/UC/Private 'a-g' eligible. Online credit recovery courses that fulfill graduation requirements (Earth Science and Biology) do not qualify as a UC 'd' level laboratory science, but students are offered the opportunity to retake these courses in order to maintain UC eligibility. Each AP course (AP Biology, AP Environmental Science, AP Physics) has an approved course syllabus that has been audited by College Board. In addition, teachers monitor equivalent courses taught at both community colleges and universities to establish equivalence with the AP courses. All science classroom space is well equipped for all wet lab activities performed regardless of subject, including basic biotechnology. The Agriculture Science curriculum meets the 11 essential elements of a Career Technical Education Program. Example: • A sequenced Agrosience career pathway that integrates career readiness, utilizes Career Connection and Career Zone Activities and meets Agriculture Industry Standards, Common Core, and NGSS, • FFA leadership skills are integral to the curriculum, • The Veterinary Science Course is articulated with Foothill College and courses have UC approval. The Agriculture Science department is piloting the iCEV (Innovated Career Technical Education Curriculum) that identifies Common Core Standards and provides for interactive online instruction. The Science Department needs to set a timeline for active implementation of NGSS. Examples: • Teachers are using NGSS guidelines for adapting existing lesson plans, but more effort needs to be put into re-organizing lessons and units around NGSS standards, • The science and agriculture departments are beginning to analyze student science course completion across the	• Online credit recovery • Yearly AP course audits • Lab Safety and Resources • The Agriculture Science curriculum • Agriculture Science iCEV • Next Steps
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school to initiate a re-evaluation of science course pathways and ensure that NGSS mandates are met.	
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
Math All of our math courses have consistency between concepts being taught and schoolwide learner outcomes, academic standards and the college and career readiness indicators. • Common final exams across each math course, • Interim tests twice a year for grade 9-11, • CAASPP Tests for all 11 grade students, • CSM connection to align courses and prepare students for college level math courses. The Math Department collaborates with other departments to ensure that students' needs are met and that curricula is integrated • Math teachers work closely with the counselors to ensure correct placement for success in all courses, • Math teachers work closely with Science and align math courses to science level placement, • The Math department provides credit recovery opportunities to help those students struggling to help them with the necessary skills being taught. Physical Education In an effort to support social emotional awareness, Physical Education makes it a priority to reinforce anti bullying practices. • We bring to students attention that they will have to work or go to school with others they don't like or who they perceive to be better than, • We teach and reinforce that bullying is an unaccepted practice and show how it has affected adults in their careers. Visual and Performing Arts Visual and Performing Arts ensure that concepts build and apply to various courses aligned with standards and UC "a-g" requirements.	• Assessments for congruency and consistency • Collaboration between departments to ensure students' needs are met • Anti Bullying Curriculum and social emotional awareness • Collaboration between teachers to ensure

● In Art spectrum universal concepts are taught like “The elements of Art” and “Principles of Design”, color theory, these can be used in all Art concepts, ● Skills learned in music classes are directly applicable to musical activities present at the college level and beyond, as well as broader indicators such as good posture and controlled breathing ● Our subject area goals and our expected schoolwide learning results are based on the California State Standards. ● Besides using our own benchmark tests, we measure the validity, and our success, of teaching to these goals through various standardized assessments: the California Standards Test,, Advanced Placement test, the math and English EAP assessment, and the CELDT. Special Education The Special Education Department offers support classes that align with general education classes ● Full inclusion to ensure student receive high quality and consistent education opportunities ● Foundational Skills classes support and align with general education classes ● Paras support general education teachers and help maintain congruence between foundational skills and general education courses. World Language All of our World Language courses have consistency between the actual concepts being taught and our schoolwide learner outcomes. ● The World Language department teaches concepts and skills that are in alignment with the World Languages Standards, ● World Language teachers make the connections between the Common Core English Language Arts Standards and the World Languages Standards, ● The World Language teachers collaborate to embed Common Core and World Language standards within their lessons, ● There is collaboration with the common core specialists, ● The World Language pacing guides reinforce consistency in the curricula. ● World Language teachers use common assessments such as quizzes, tests and final exams. ● The World Language department establishes common teacher goals for current and upcoming academic years.	students’ needs are met ● Special Education supports and collaborates with general education to maintain congruence and consistency. ● Collaboration between teachers to ensure students’ needs are met ● Common Assessments for congruence and consistency
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Science The science department incorporates ELA and math Common Core standards that are embedded in NGSS into course and lesson planning. • Because NGSS and Common Core are linked, these standards are naturally a part of lesson design. • The science department has worked to create vertical alignment of science best practices from elementary to middle to high school. • Alignment of science curriculum with CAST test • District-wide (grades 5-12) Science collaboration meetings	• Standards-based curriculum mapping • Vertical Collaboration notes
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
English The English department participates in ongoing professional development: • Almost all English faculty have been trained with ERWC and this provides cross-curricular opportunities for students, • Additionally, faculty have made a point of designing projects that require research into the arts and humanities, • The English Department Chair formed a Project Based Learning team where teachers when to professional development and developed projects that were cross-curricular in nature. Math The Math Department collaborates within its department and other departments to promote integration between academic disciplines. • Collaboration between the Math Department and Science Department to bring applicable problems to their math courses. We do this at all math levels given all Algebra 1 students are taking science, • We've used some outsourced curriculum using community members as guest speaker to bring in added insight. This is	• Professional development opportunities • ERWC Certification • Professional Development for Project Based Learning (Buck Institute; San Mateo County Office of Education) • Collaboration across grade levels and academic departments • Alignment in Student Planning Guides

often done at the end of the year in our AP courses, • CPM curriculum from 6th grade through Algebra 2, • WebAssign for upper level math courses, • Technology used in all math courses. Visual and Performing Arts The Visual and Performing Arts Department collaborates within its department to promote integration between academic disciplines. • Grid technique projects where students use math techniques to take a small image and expand it to scale the version/replica of smaller image, • Proportion in the human figure, • Teaching sign-language to students to understand how different hand poses relate to different words and letters, teaching students how to draw hands and integrate language into lesson as well, • Various other disciplines are discussed and referenced in class: mathematics with regard to rhythmic synthesis and subdivision; physics with regard to acoustics and precise tuning; social studies with regard to historical and cultural context of pieces studied in class; physical education with regards to athletic discipline for musicians. Social Studies The Social Studies Department collaborates with various departments to ensure integration across multiple units. • Social studies works closely with the counselors to establish expectations and alignment as students advance along to the next grade level, • Within the Social Studies department we offer a CTE approved course - <i>Broadcast Communication Arts</i>, • US History alignment with American Literature 11th grade, World Language The World Language curriculum often involves learning about content that is taught by other disciplines such as English, Social Studies, and Art. • Cultural traditions/historical events in the Spanish-speaking world (Social Studies), • Integration of literature from Hispanic authors (English), • Complete Día de los Muertos Ofrenda project (Art), • All of the Spanish 1,2,3, and AP Spanish teachers use VHL's Descubre and Temas textbooks as well as the online SuperSite in addition to activities and projects that we have designed, • VHL Central.com is referred to as the SuperSite to support	• Collaboration within departments through various projects • PLP and Counseling schedule • Student Planning Guide • Ofrenda displays • Newly adopted textbook series
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our textbook and curriculum. Science The science department takes advantage of multiple opportunities to incorporate opportunities for cross curricular integration • Students have the opportunity to take summer science coursework within the San Mateo Community College District or other accredited college district. • Teachers have reviewed course content to insure that coursework is at or above the level of a UC 'a-g' course. • In addition, both the science and counseling departments have an approved list of science courses.	• Student Planning Guide • External Course Request forms
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Math The Math Department communicates with feeder schools to provide learning opportunities for students and to ensure that students' needs are met. • The math department uses a math placement exam for all incoming 9th grade students during their final quarter during 8th grade and transfer students. • Students who show an interest can take geometry at a local 2-year college, receive credit, and advance their math track, • The math department collaborates with local colleges to determine the level of preparedness our students possess when they enter these institutions. Visual and Performing Arts • Early College Art, a College of San Mateo dual enrollment program • AP conferences • Articulation meetings between HS and MS • Communication with College of San Mateo English	• Math Placement test for all incoming 9th graders • Math Placement test for transfer students • Student Planning Guide • Professional Development list/calendar

Half Moon Bay High School ACS WASC/CDE Self-Study Report

- Meetings and development of co-curricular course with College of San Mateo
- Yearly articulation with Cunha (Middle school) ELA teachers

Social Studies

- Regular meetings with teachers at Cunha Intermediate to discuss expectations at the high school
- College Expectations are emphasized
- During the 2017-18 school year, the Social Studies department piloted a co-curricular U.S. History course in collaboration with the College of San Mateo as an alternative to the AP US History Course
- District wide articulation meetings

AVID

- AVID classes at ALL 4 grade levels. The AVID classes emphasize preparation for college. Lessons reinforce Career Ready Engaged AVID Methodologies (CREAM). Students work on college apps, and are encouraged to take classes that will prep them for a 4-year university.
- Annual AVID College field trip

Science

- The HMBHS Science Department collaborates (as funded through a grant from the Cabrillo Education Foundation) with science teachers from Cunha as well as with the elementary science teacher approximately 10 times per school year
- The HMBHS Agriculture department sends student representatives to the middle school to present career and technical options to students interested in agriculture science,
- Articulation with Foothill College with Agrosience Department,
- Agriculture department student presentations at the Middle School,
- CEF funded vertical articulation/collaboration meetings

- [illegible]

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts**Variety of Programs — Full Range of Choices**

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Math: • AP AB and BC Calculus courses and advanced track courses are offered to ensure college level rigor, • To further encourage our students to take a fourth year of math, the math department is creating a combination precalculus and statistics course, • AP Statistics will be offered in the 2019-2020 school year, • The department collaborates with CSM to support early college and dual enrollment programs. Art: • Open enrollment for AP Art classes, • Guest speakers from CCA, FIDM, • CTE pathways • Field trip to a trades union job fair English: • AP courses are offered junior and senior year Social Studies: • AP courses offered freshman through senior year, • Clubs with a focus on topics that could lead to a future career	• Application in all math courses • Career exploration in all math courses • Alignment to pathways for career and college choices • Course Guides • AP Syllabus • Dual Enrollment policy • SkillsUSA alignment • Student Planning Guide • CTE pathways • AP Composition • AP Literature • APHUG (Frosh), AP World (Soph), APUSH (Jr.), APPsych (Jr. and Sr.), APGOPO (Sr.)

• Classes with a focus on topics that could lead to a particular career World Languages: • AP Spanish Language and AP Spanish Literature allow student to take college level classes Career Technical Education (CTE) Pathways: • Agriscience includes the following courses: Introductory: Introduction to Agriscience and/or Biology and Sustainable Agriculture Concentrator: Chemistry and Agriscience Capstone: Advanced Interdisciplinary Science for Agriculture. • Production & Managerial Arts includes the following courses: Broadcasting Communication Arts and Advanced Video Production as the capstone course. • Building Trades and Construction includes the following courses: Wood Tech I, Construction Tech I, and Construction Tech II as a capstone. This pathway includes participation in SkillsUSA program is a curriculum that helps prepare students in the workplace through personal skills, workplace skills and technical skills embedded in academics. Students will also participate in SkillsUSA competitions at the Regional, State and National levels. Electives • Peer Helpers: introduces students to social-emotional counseling • Journalism & Yearbook: writing, editing, and publishing • Music and Art: foster student talents Science: Students are exposed to a wide variety of options within the science field. Most courses have at least one rigorous field trip per year that is integrated into the science curriculum. • Earth Science students learn local geology under the direction of a geology steward and there is discussion of career options, • Biology students visit the local wastewater treatment plant and along with an example of ecosystems, students learn about multiple career pathways including mechanics, electricians, microbiologists, data systems, and civil engineers, • Most courses use guest speakers to enhance curriculum. These speakers talk about current research and career path,	• Environmental Club, Mock Trial Club, Blg Sister little sister, One of a Kindness campaign • Student Planning Guide/ CTE pathways • Publications • Art Shows • Performance Schedules • Science field trips • Guest speakers
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- Teachers use videos and written sources to integrate possible career paths. Students are able to see how their interests can be applied in a 'real world' setting, - A broad range of AP courses allow students to explore career options. AP Environmental Science exposes students to scientific, political, and social issues. AP Biology incorporates biotechnology, research, medical, and ethical topics. AP Physics delves into both theoretical and practical applications of physics, - The Agriculture Science Career Pathway provides students with multiple career options through its rigorous UC approved Agrosience sequence of classes as well with the Veterinary Science capstone course, - With the exception of Agriculture Science, Career Technical Education Program options are limited, - There is a need for schoolwide, online career curriculum that provides for career readiness, awareness, exploration and application.	AP Course list /Student Planning Guide The Agriculture Science Career Pathway
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
Math: - All courses are designed to apply the math concepts they are learning, - CPM is designed to let the teacher act more of a facilitator and resource to assist in peer-learning, - Researched based practices and AVID strategies such as advanced organizers, think-pair-shares, and math talks are utilized in across our math courses. Visual and Performing Arts: - In music classes, real-world context is provided for all repertoire, and the curriculum includes information about how specific class knowledge and skills can be applied to real world situations, not always musical in nature, 4 year Art pathway,	CPM adoption in 2017-2018 AP Courses and Pre-calculus adoption 2018-2019 SPG Independent student organization, presentations classroom discussions, teamwork

● Art and CTE courses feature multi-week long projects, scaffolding to break down large projects into smaller parts to help students visualize the larger picture but take one step at a time to get to their goal. Students are expected to take notes, work on projects, present their projects and learn how to participate in group discussions that also mirrors real world environments, World Languages World language has a placement test to appropriately place native Spanish speakers and immersion Spanish students in the correct classes. In our classes we incorporate student-created videos, oral presentations and formal writing assignments. Science: Science department across all grade levels maintain a genuine student centered and rigorous focus. ● Active collaboration within the department to ensure that the science curriculum is coherent and continuous improvement in these practices, ● Proactively recruit community and industry support to integrate real world experiences into the curriculum. This includes the use of guest speakers from industry to engage students and illustrate possible career pathways, ● Vertical integration of science concepts through monthly collaboration, ● Use of relevant, local models and field trips at each level to tie theoretical concepts to our local community. The integration of earthquakes, local topography and geology, and field trips. An understanding of ecosystems and organismal diversity by a field trip to the local tide pools. Chemistry and Physics use activities that model real world dilemmas to promote problem-solving skills, ● The Agriculture Science Career Pathway provides students with multiple career options.	● Spanish Placement Exam given at Cunha Middle School. Make-up exam at the high school. ● Conversational oral exam. ● Guest Speakers ● Science field trips ● The Agriculture Science Career Pathway ● Science collaboration ● Community members-real world experience ● Integration of career paths
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
General: ● Counselors meet with all students in grade level to complete personal learning plans at the beginning of each school year. ● AP teachers hold information sessions prior to student enrollment and course requests for the upcoming school year. ● Effective use of schoolloop and email system with parents to inform them on student progress. ● Meetings with students and parents for IEP and 504. Parent booster group collaborating with music instructor to organize concerts and other performances, ● PBIS team provides postcards to send positive reinforcement and encouragement home to our students. ● Outstanding Cougar Lunch-In provides scholars certificates of recognition that they can share with their families. ● All departments gives department awards every year to a student at grade level. World Languages: ● World Languages teachers communicate with students and teachers about the various pathways to graduation, CSUs/UCs, as well as how to achieve the Seal of Biliteracy. ● World languages teachers promote the concept of studying abroad after graduation. Science: ● Development of curriculum pathway maps that illustrate the sequence of courses and electives available to students. Pathway maps are shared with students and parents as well as prospective parents and students, ● Teachers discuss the next steps and options at each stage of the pathway. There are personal discussions with students regarding appropriate science electives Integration of career paths and examples of various fields of study discussed during instruction at all levels, ● Informational meetings are held each winter prior to course registration, ● Yearly evaluation of student prerequisites, particularly in math and science, prior to recommendation for science courses within the pathway.	● 9th Grade meeting to plan the students 4 year goals ● Parent signature for courses ● School Loop ● Family-counselors meetings ● Parents also sign off on a student's schedules. ● Outstanding Cougar awards ● PBIS postcards ● Department awards ● The Descubre 1 textbook: reading about intensive Spanish language courses at the University of Madrid in Spain. ● Seal of Biliteracy ● Inform students about study abroad programs at the college level. ● Science curriculum pathways; prerequisites ● Integration of career paths ● Informational meetings with students

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
AVID: - AVID helps students develop the skills needed to be successful in college. The program places special emphasis on writing, critical thinking, teamwork, organization, reading skills, and Cornell note-taking. Visual and Performing Arts: - Early College Art/ Middle College, - Art classes meet A-G requirements- 1 year, - Three music classes meet A-G requirements, - Advanced Broadcasting/TV News. Social Studies: - In 9th grade classes college requirements and expectations are discussed in detail during Unit 1. English: - Journalism Class writes, edits and publishes a six page newspaper edition eight times a year. World Languages: - The Spanish Speakers 2 and AP Spanish Language curriculum consistently provide students with college level coursework that require higher-level thinking, reading, writing, speaking, and listening skills.	- College visits - Community College visits - Career day - Middle college and Early College Art - A-G requirements 9th grade Life Skills Curriculum - English - Paw Print published in HMB Review. - In Spanish for Spanish Speakers II, advanced works by Hispanic authors - AP Spanish Language

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

A significant number of programs are in place site-wide and within specific departments that address the need to increase the academic success in ELA and Math for students within the statistically underperforming subgroups of English Language Learners and Reclassified English Proficient Students. Site-wide, HMBHS communicates to students and parents via Schoollloop. Communications may include assignments and tests as well as direct communication with parents for individualized attention. Parent meetings held throughout the school year emphasize student learning goals across disciplines, but also address individual student needs through personal meetings. There is interdepartmental collaboration (ex: teachers and counselors, science and math) to determine appropriate course placement for students, appropriate course content, and vertical integration of curriculum across disciplines. CPM articulates with Cunha and the Science Department meets regularly with colleagues across the district to maintain consistency of instruction as students move through the district. Each department has established curriculum pathways that are regularly communicated to student and parent and these pathways are reviewed and revised. Departments have incorporated AVID strategies that enable students to have consistent learning strategies cross departments and all CPM courses have spanish translations and support capabilities.

Increasing the number of students who are college (UC/CSU A-G eligible) and career ready, particularly in the EL/RFEP subgroups is a priority for HMBHS. Site-wide, students are exposed to both breadth and depth in course offerings from 13 AP courses across departments to Broadcasting, Metal Shop, and Small Gas Engines. This is addressed in each department to varying degrees. In the Math Department, all CPM courses provide online textbooks, online homework and vocabulary support and Desmos capabilities to give students increased access to problem solving skills. The English and Social Studies Departments integrate College and Career Readiness units as well as a senior exit project into the curriculum which provide students the opportunity to research careers, hold mock interviews, create resumes and write college application essays. The Science Department uses interactive notebooks, group laboratory work, and small group or whole class presentations to practice the communication skills necessary for college and career. Teachers from most departments have attended AVID strategy workshops in order to incorporate these strategies into the classroom. As a site, further investigation of project based learning is an area of growth that will continue to promote interdisciplinary and community learning opportunities.

Creating a culture of kindness is a cornerstone of the community at HMBHS. We continue to promote student success by building a kind, safe, and inclusive space to reduce stress, and increase student engagement and social-emotional wellness. Teachers encourage students to participate in community service with a 35 hour graduation requirement and many students exceeding that minimum. There is full inclusion for students in both the Physical Education and VAPA departments. A wide variety of clubs are available for students to join and find like-minded classmates (Mock Trial, Big Sister/Little Sister, GSA, CSF,

etc.) as well as our One of a Kindness Campaign. Awareness and promotion of PBIS as well as Cougar Luncheons and yearly student awards give students a sense of community and inclusivity.

Prioritize the strengths and areas for growth for Category B.

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

- Variety of programs
- Rigor: AP and advanced
- College and Career Readiness
- Academic support
- Standards-based focus
- Community service requirement
- Professional development
- A-G articulation

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

- Achievement gap
- English Language Learners
- Continue to create and implement use of technology
- Build project based learning
- Curriculum accessibility for all students
- Project based learning curriculum

Category C: Standards-based Student Learning: Instruction

Leader:

Sara De Santis, Math Dept.

Members:

Nina Anderson, Art Dept.

Lane Mullin, English/ELD Dept.

Jake Ward, Math Dept.

Walter Anderson, Music Dept.

Bryan Long, Science Dept.

Claudia Lunstroth, English Dept.

Brendan Roth, Social Studies Dept.

Mike Barrigan, Special Education.

Anne Ryckenbusch, World Languages

Jill Smith, Library Technician

Rick Southern (Parent/Guardian)

Alexandra Hosilyk (Student)

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
The VAPA Department is working on challenging all students at different levels. The department has updated the curriculum each year to have current examples and integrate technology. Bi-weekly meetings take place so all teachers including art, music, and building and construction can discuss departmental needs. In Art Spectrum, there are shared assessments in rubric form and translations of documents (Spanish). Observing the outcome of practice examples and final projects, we can see to what degree the students have learned the curriculum. The Art Department also utilizes new technology such as art apps and google classroom. Early College Art in collaboration with CSM is its second year. There are different opportunities for students to showcase their work on campus, but also in the community: the Department has an annual art show at the Coastal Arts gallery in Half Moon Bay.	● Rubrics for graded project ● Shared translations ● Art apps ● Google classroom ● Semester projects ● Displaying Art ● AP classes

The Music department has, in addition to maintaining a rigorous and challenging performance schedule, expanded the number of performances for all classes throughout the year. Classes have been restructured to allow for group-based learning, as students form chamber groups of three to five students, with each student responsible for a unique part, which they practice in student-led rehearsals in preparation for public performances.

All English teachers use a variety of collaborative learning strategies to address SLOs and CCSS. The English Department has A-G approved courses for all grade levels, two advanced courses for the freshman and sophomore years, and two AP classes for the junior and senior years. All students read and analyze grade level fiction and nonfiction. Writing is a strong focus for all classes and is assessed regularly; teachers individually scaffold writing skills to prepare students for internal and external assessments. Rubrics and scoring guides are made available to students ahead of time to prepare them for evaluation criteria. Additionally, the English Department is working toward more formal design of project based learning with the goal of preparing student for interdisciplinary studies and career readiness. All teachers use a variety of open-ended assignments that foster independent and critical thinking: research projects, formal letters based on social issues related to reading, creative writing, and more. All teachers use the writing process by scaffolding the steps deliberately so that students have metacognitive awareness of how to build a formal or informal essay. All teachers use a variety of collaborative learning strategies to support the teaching of writing and for formative and summative assessment.

The Math Department has adopted a new curriculum. College Preparatory Mathematics (CPM) is a textbook that offers group-based self instruction with teacher guidance. This curriculum starts at 6th grade math through Algebra 2, followed by traditional Pre-Calculus and AP courses.

The CPM textbook has an e-book that is provided in English and Spanish to help the English Language Learner (ELL) and Reclassified Fluent English Proficient (RFEP) students read in their best language. Part of the math department collaborative time is spent creating similar assessments and pacing guides.

A set of 10 graphing calculators, per higher level teacher, was purchased by the Math Department, so students can utilize

- Rehearsal Calendar/Ensemble Performances
- Small/Chamber Group Rehearsal
- Student-led rehearsals

- CCSS instructional strategies
- ELD Standards
- AP approved course audit
- Calibration of student work according to EAP and CAASPP scoring guides
- AVID/WICOR strategies used at all grade levels.

- Curriculum pilot to adoption 2016-2017
- Textbook aligned with Common Core Standards
- Spanish/English ebook
- Graphing Calculators
- Collaboration
- Curriculum Maps
- AP Scores
- CAASPP

different tools to understand math. In the 2019-2020 school year, the Math Department will be offering a trigonometry/statistics course that will follow Algebra 2. Computer Science is using the program EdHesive, which is a self contained self-paced program. The program teaches PYTHON through videos and lesson with code practices, as well as quizzes and tests. The Physical Education Department approaches instruction so that ninth and tenth grade students are involved in individual, dual, and small group sports and comprehensive athletic activities that are aligned with Physical Education Model Content Standards. In an effort to foster cognitive understanding of these standards, we assign CCR based literacy assignments regarding health and sport content. As part of this effort to build literacy skills, students conduct peer response and self-reflective activities to further their knowledge and understanding content. The Science Department expanded 9th grade science enrollment by offering UC/CSU A-G approved Earth Science and Ag Environmental Science courses for incoming 9th graders. We continue to offer UC and college board approved science electives such as Marine Ecology, AP Environmental Science, AP Biology, Physics and AP Physics. Core content emphasis is on depth rather than breadth, including designing inquiry and analysis-based labs as per Common Core and Next Generation Science Standards. Students are instructed in, and observed using, scientific methods of inquiry including observation, experimentation, and proper recording and presentation of results. The level of rigor and completeness in the student's documentation of lab activities and results varies from completion of structured lab handouts in Earth Science to keeping self-structured college-level lab notebooks (in AP and other courses later in the science pathway), wherein students describe their hypothesis, procedures, and equipment, as well as structure data tables, graphs, analysis and conclusions. Labs are structured to enable students to dispel personal misconceptions and obtain results that support an evidence-based or theoretical understanding. Content-specific and general academic language is presented and reinforced in a variety of ways, and students are expected to use academic language in their written work and oral presentations, up to and extending their capabilities. Instructors provide direct instruction related to reading comprehension, note taking skills, vocabulary acquisition, and academic language, in their subject matter lessons. In introductory science and agriculture classes, students start out with significant scaffolding, such as preformatted Cornell notes	● Interim Assessment Blocks ● Teacher Observations ● WebAssign for upper level courses ● Computer Science Code Challenges ● Current Events in Computer Science ● Collaborative learning ● Physical Education Model Content for California Public Schools ● 9th grade California Physical Fitness Test ● Scaffolding (e.g. Cornell notes) in introductory courses. ● Lab group and partner collaboration ● 20% of time spent on labs ● Laboratory reports and notebooks ● SchoolLoop ● Lab software and equipment. ● Digital/internet resources ● Science content-related field trips
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sheets. Similar scaffolding is provided on handouts that guide the students through in-class lab activities. The level of scaffolding is reduced as students move into higher level classes. Students are observed interacting with their lab table partners to figure out procedures, use equipment, record results, perform analysis, and present results. Students are engaged in challenging inquiry and analysis based labs for at least 20% of the class time averaged across the year. Students learn and apply proper scientific record-keeping as they record on lab handouts or in their notebooks. Lab handouts and notebooks are also collected and graded regularly. Students use SchoolLoop to check assignments and access documents and links. Students use appropriate laboratory software and equipment such as digital probeware and data loggers to complete inquiry experiments. Students use digital/internet resources such as online simulators, news articles, animations, videos, and online data sets to support their learning. Students are engaged in relevant activities through field trips that are integrate contextual learning through the curriculum. The Social Studies Department continues to expand inclusive opportunities for all students to engage in meaningful and culturally relevant coursework. Students engage in foundational coursework as 9th grade students, focusing on supporting their claims using empiricism, 21st century skills, and collaborative skills. Students develop these 21st century skills by using Google Classroom, Slides, and Docs to create and collaborate on individual and group projects. DBQOnline is a newly adopted program that allows students to analyze and synthesize primary and secondary documents to define terms/concepts, annotate documents, analyze topics, and synthesize a work using empirical evidence to support their claim. Social Studies teachers use Google Forms to administer tests to provide instant feedback for students, and to assess students scores. Social studies teachers have created uniform learning outcomes via pacing guides, peer review and collaboration. The teachers use collaboration meetings to work together, evaluate student progress, and evaluate needed reteaching of a section or lesson. AVID and WICOR strategies are use throughout the Social Studies department, as well as the school, to encourage students to be active learners. The Special Education Department continues to provide inclusive opportunities in general education classes using the co-teaching	● AVID strategies ● 21st century skills ● DBQOnline ● Google Forms ● Schoolloop
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model. In addition to in-class support, the student are also provided a study skills class to further assist with assignments. Foundational courses have expanded to provide student pathways to transition to mainstream courses. The World Languages Department has established common rubrics that address the different modes of communication: interpersonal, presentational, and interpretative. These rubrics establish the expectations for various presentations and activities that continually challenge a given level of language to attain abilities necessary for comprehension, use of the target language in an acceptable and coherent manner, and preparing students for the next level of the language studied. As students meet these standards, teacher evaluate and determine a student's preparedness as the school year progresses. World Language teachers ensure that students in all classes are required to complete a balance of individual, pair, and group work. As language teachers, we are constantly observing student language reception and production in low-stress and high-stress situations, including conversations where students greet each other, vocabulary and grammar quizzes, and formal oral presentations completed in front of the class. All of these methods of formative and summative assessments guide students to be responsible for their own learning as well as to develop their communication skills in a second language. At the same time that they are communicating in the target language, they are also practicing their interpersonal skills when working with a partner or group members. The World Languages department has continued to develop the Spanish for Spanish Speakers (S4SS) classes which preparing students for college and career-readiness. The curricula in the Advanced Placement classes focus on in-depth study of themes which are relevant and important for 21st century career readiness. The French program has shown increased numbers of second-language learners enrolled in the AP class. New textbooks have been piloted and adopted for the Spanish program and for AP French. The foundation of the AVID program is to ensure that students are being challenged academically in a way that is appropriate for their personalized learning. The AVID program is designed to provide support for students and to ensure that they are prepared to apply to a 4-year university if they so choose. Instructional techniques	● Co-Teaching Classes ● Study Skills Classes ● Expanded Foundational Classes ● Adult support in special education classes ● Common rubrics ● Spanish for Spanish Speakers classes ● Increased EL students in AP French ● Individual reading ● Pair work ● Group work ● Adopted new curriculum/texts
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include an array of WICOR strategies.	WICOR
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
All departments provide a comprehensive syllabus to students and parents. The syllabus is posted either on SchoolLoop or Google Classroom. The syllabi documents standards, expectations, and assignments that will be covered throughout the school year. This is to be read over with their parent/guardian in order to ensure understanding between all parties. The syllabus is referenced throughout the year. The VAPA Department's Art Spectrum students work with the Visual Art Standards including Artistic Perception (analyzing and discussing), Creative Expression (techniques, skills and mediums), Historical and Cultural Context, Aesthetic Valuing, Connections, relationships, and applications. All Art Spectrum students are expected to try out all techniques and mediums to establish a foundation for Art 1 and 2. Students discuss and analyse works of art related to historical and cultural context in each unit. They also reflect upon their own performance in written reflections/critiques. (Special Education students reflect to their individual ability and with help from an aide as appropriate. Students are presented with ideas on how the unit examples relate to real life applications. Students are also asked to find current examples and art work they are familiar with. In Art Spectrum, students are expected to show that they are trying out the presented techniques and mediums and discussing and answering analysis questions. They are not judged on teacher aesthetics, but on a rubric for each project.	- Syllabi - Lesson plans - Galleries - Rubrics

The Music Department rehearsals focus on repertoires that will eventually be performed in a public space, often for parents, other students, or the community at large during parades, etc. Students understand that they are expected to prepare for these performances, and that they are expected to demonstrate proficiency at or during the performance. Additionally, students in classes that compete in adjudicated festivals understand that there is a rubric used by the judges, and that there are specific expectations regarding their performance in these circumstances. The English Department requires faculty designed curricular maps where units require a summative writing application explicitly aligned to CCSS. Teachers reinforce the idea that comprehensive literacy instruction is a recursive process. The Math Department's newly adopted CPM curriculum has essential questions that are paired with each section. The learning objective for lessons is presented clearly so students are aware of what they are expected to know and understand. The Computer Science class uses Edhesive to present and keep track of the coding practices, lessons, and assessments. Students submit their work in Edhesive, and then the teacher transfers the assignments to Schoolloop. Students are shown immediately what their performance is on all assignments through an interactive GUI within Edhesive. In the Physical Education Department, students are provided with performance levels for the 9th grade FITNESSGRAM tests. Students are provided with FITNESSGRAM performance levels when they complete the assessment. The semester Fitness Testing Rubrics link results to grades achieved. Semester Rubrics are posted in locker room display cases. Students also use self and partner assessments. Expectations are referenced daily before each activity. The Science Department gives out detailed unit content and/or expected learning outcomes are presented to the students at the beginning of each unit. Previous unit learning outcomes are referenced and linked to current and future application of content knowledge and skills. For units closely tied to a textbook or similar resource, learning outcomes are also reflected in those sources. All science courses focus planning on Next Generation Science Standards performance expectations and Common Core State Standards, which provide learning goals for students on mastery. Assessment is focused around evaluating student achievement in	● Performance calendar ● Adjudicator's rubrics ● CCSS aligned curriculum unit maps and lesson plans ● Analytic and holistic scoring guides from EAP, AWPE, CAASPP ● Essential questions or objectives stated on the board. ● CPM paired with CCSS ● Syllabus with grading policy and assignments ● Team roles for groups ● Interactive notes ● Cornell note taking ● Summaries at the end of each chapter ● Learning logs ● Group projects ● Edhesive ● Students are provided with performance levels for the 9th grade FITNESSGRAM tests. ● Semester Fitness Testing Rubrics ● NGSS performance expectations ● Course expectations sheets ● Schoolloop and google
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performance expectations and students are assessed using multiple methods. For AP classes, instructors review College Board course outlines and learning objectives at the beginning of the course, prior to each unit, and prior to each unit exam. AP students are also directed to College Board Course and Exam Outline documents. Instructors generally provide or display to students an agenda that describes or references the learning objective(s) for that lesson. Students are able to describe what they've learned and the content material they are currently working on in science classes. Students can describe the level of rigor and completeness required for their lab activities. Students can describe, immediately prior to cumulative assessments, the learning objectives they will be tested on. When asked, AP students are able to show or access a copy of the College Board course and exam description document. The Social Studies Department has students work collaboratively in diverse groups all levels and abilities so that they can communicate the expectations and standards they need to achieve. Rubrics are given to students for essays which match their expected performance to content and writing standards. The department also uses common assessments (including the use of Google forms) that are analyzed in collaboration meetings to determine whether students are achieving proficiency, what critical areas of need are, what must be retaught, and what may need a simple review. The Special Education Department assesses how well students demonstrate proficiency so that lessons can be tailored in foundation classes. Instruction is adapted toward the student's skill level and provides support to enhance their ability to access core content and meet the standards. Case managers hold annual meetings to discuss student progress and appropriate placement. Student academic IEP goals are aligned to CCSS. The World Languages Department has students engage in writing, memorizing, internalizing vocabulary and learned grammatical structures that empower them to perform dialogues with and for their classmates. Interactive websites in French and Spanish enable students to practice reading, writing, and speaking the language. The World Language Department sets student learner outcomes for each lesson of the units. Goals for each lesson are printed in the textbook and discussed at the beginning of the lesson.	sites pages ● Learning outcomes ● Learning objectives ● College Board course and exam ● Exam rubrics / scoring guides ● Student laboratory notebooks ● Expectations are posted ● Use of academic language ● Rubrics ● Google forms ● Foundational classes ● Annual meeting ● CCSS aligned IEP goals ● Chromebooks ● VHL Supersite online access ● Academic course grades. ● Social emotional learning ● Student Assembly/SEL Presentations
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The AVID department examines student progress by evaluating student performance in classes where there are standards they are expected to meet. In the Peer Helpers course, students are expected to practice and engage in social emotional learning. This practice is done through role playing and observation of counseling skills prior to Peer Helpers meeting with students. Psychoeducational school-wide presentations provide mental health education, awareness, advocacy, and resources.	
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Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
The VAPA Department has classwide presentations to demonstrate technique, uses individualized instruction and examples of past student work to model what is expected. Small group recap is done to check for comprehension of each student. This lets the teacher see which students may need extra help, so in the following class period teachers can give additional individualized help so the students are on track with the rest of the class. Music classes offer a variety of instructional methods, including general rehearsals, student-run rehearsals, individual/self-guided projects, and aural modelling. Lecture time is minimized and focuses on historical background, linguistic and musical vocabulary/symbols, or self-guided reading techniques such as rhythm countain or the International Phonetic Alphabet. The English Department uses SDAIE, WICOR and other differentiation strategies to promote student learning for both native language and English Learner populations. Several site-wide professional development objectives since the last Self-Study have been focused on providing instructional techniques for meeting the needs of all literacy abilities. Teachers use SDAIE and WICOR strategies such as Think-Pair-Share, Socratic Seminar, close-reading strategies, building on prior knowledge, and formative assessment	● Presentations ● Technique instruction, ● Check for comprehension ● Individual feedback ● Rehearsal styles ● Individual projects ● Differentiated lecture time for various subjects ● Vocal/musical modelling ● SDAIE strategies ● WICOR strategies ● English 3-D

with timely feedback. Newsela Pro is another way that teachers can modify text and lesson difficulty in response to multiple literacy levels. Posting audio support from youtube.com is another way teachers differentiate instruction.	• Newsela • Turnitin • YouTube • Quizlet • Flipgrid
Collaborative learning is central to ways that teachers promote this. Teachers provide different options for meeting summative assessments and giving students choice for using what learning modality best provides literacy practice and/or access to content. Peer response and feedback also factor heavily with writing applications. Turnitin.com has been used by some staff to promote the values of peer feedback while gaining technological literacy. Google Suite enhances collaborative learning. Flipgrid and Quizlet also help students work together on activities and assessments.	
With the adoption of CPM by the Math Department, the use of technology has grown exponentially. The online e-book has a textbook in English and Spanish so students can read in their native language to solidify comprehension. CPM also has a 'homework help' which are links attached to the homework problems. These links give hints on how to start and continue through the problem.	
The Math Department also uses graphing calculators, Smart View and Desmos to help students visualize what graphs should look like, and which parameters shift graphs. Math teachers use manipulatives and models, group discussions, and project based learning to narrate the problem-solving process. Exit slips and/or warm ups are used to check for understanding on an individual basis. Graphic organizers and interactive notebooks help students organize their materials which helps when studying topics. Math study games such as Kahoot fosters a learning environment and creates competition between students. The Computer Science class uses videos in Edhesvie, as well as Kahoot, to study and teach for exams and to check in on comprehension.	• Graphing Calculators and Smart View • Desmos • Manipulatives • Foldables • Project based Learning • Graphic Organizers • Kahoot! • Interactive notebooks • Learning logs • WebAssign for upper level math courses
The Physical Education Department uses many forms of instruction including visual, kinesthetic, and auditory learning strategies. Most activities throughout the year are performance based. Videos, diagrams, and demonstrations are used to further knowledge on cues, rules and strategies for different games, sports and activities. Some units allow students to use creativity to change rules or dynamics of the activity. The Physical Education teachers allow students to choose groups to heighten engagement and confidence in activity. Google Classroom is used for reading and written assignments throughout the course to integrate technology and	

help the teacher evaluate students' work. The Science Department uses hands-on experiential learning with equipment and materials. Lab activities are designed to allow students to investigate and challenge preconceptions they may have. Direct instruction will generally follow a lab to consolidate learning and connect it with established scientific theory. Short videos, animations, and simulations provide visual information and are frequently used to help maintain student engagement and improve comprehension of abstract concepts and vocabulary. Students are frequently engaged in group activities or pair-sharing and are frequently engaged in inquiry-based laboratory activities. Where possible and appropriate, students are brought outside of the classroom either for the period or for an extended field trip, to experience and learn how the concepts they are learning are present in and essential to our natural and constructed environments. Students are given opportunities for multi-modal work, to learn core content through a variety of mechanisms, such as drawing and other art in the development of theoretical models, manipulatives that embody or illustrate the concepts, kinesthetic activities, presentations, and projects. Students are engaged in science investigations using appropriate technology such as computer-linked probeware and sensors, microscopes, digital balances, and digital data analysis tools. The Social Studies department uses direct instruction, reading, visual information, maps, graphic organizers, group work, and documents to target each student's learning style. Social Studies students are exposed to a variety of media to allow all students to access the material. Modalities include (but are not limited to): PowerPoint discussion, Webquests, Document Based Questions (DBQs), Students can annotate documents after viewing primary document video footage, secondary source video. These tools impact student learning by creating more culturally relevant content, providing multiple modalities so all students can forge connections to the course content. The adoption of the Chromebook 1-to-1 program has meant an increase in the range of technology-based programs used by the social studies department, although Social Studies has had chromecarts in each classroom in previous years.	● Learning Styles ● Google Classroom ● Multiple forms of instruction ● Student choice ● Scientific instruments ● Group activities ● Inquiry-based labs. ● Direct instruction ● Mix of media ● Appropriate scientific technology ● Vocabulary development ● Primary and secondary source video ● Primary source written documents and images ● DBQ Online ● PowerPoint ● Class discussion ● Annotation of documents ● Chromebooks for all students and teachers ● Newsela articles for reading and assessment. ● IXL (Math) ● Online reading programs
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In Special Education lessons and instruction are individualized to accommodate each student based on academic needs. Multimedia and technology are used daily to add additional support and opportunity for students to access material. Students are given accommodations based on their IEP and modifications provide an opportunity for students to succeed. The impact of differentiation is significant for these students and the IEP provides teachers across all areas the opportunity to develop methods to help our students access learning. Each student has access to a Chromebook. In Special Day Class, students utilize various technology depending on their individual abilities. This includes Chromebooks, touchscreen ChromeBoxes, iPads, tablets, and individual AAC devices. The World Languages department incorporates techniques which appeal to students with visual-spatial, bodily-kinesthetic, musical, interpersonal and linguistic learning styles when appropriate to the content and standard being taught. Teachers incorporate multimedia, texts with pictures or charts, role-playing, body language, lyrics, music, group activities, reading, writing, word games to appeal to student's learning styles. A variety of websites are used and implemented in the French classroom to encompass different learning styles and interests. Weekly dialogues, written and memorized by the students in groups and with partners, are presented to the class. Cloze activities based on songs are implemented to encourage students to predict language. Online activities such as Kahoot and Quizlet reinforce skills and vocabulary. At the same time, they are enjoyable and engaging for students who enjoy competition. The <i>VHL Supersite</i> reinforces language skills in the Spanish program including different activities for students to practice their language skills by listening, vocalizing, reading and writing new vocabulary and grammatical structures. Additionally, all students have Chromebooks with equal access to the Internet. The AVID program uses a multitude of technology in their classrooms to aid in instruction such as chromebooks, video presentations, google slide shows etc. To address student needs, teachers monitor student grades and meet with them to help determine areas of need as well as plan out how to improve their understanding and grades in classes.	● Edgenuity courses ● Speech to text ● Google Docs for feedback ● Chromebooks, touchscreen ChromeBoxes, iPads, tablets, AAC devices ● Interactive Internet sites ● <i>VHL Supersite</i> for Spanish classes ● Chromebooks, projectors, videos, computer programs etc. ● Grade checks ● One-on-one check ins ● Academic planning
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
The VAPA Department members attend teacher open houses at local museums. Art teachers also participate in AP workshops and continuing education in Google Apps. There is constant investigation of new apps to utilize for instruction. Videos and documentaries that relate to projects are shown as inspiration and as an additional resource. Students taking music course work on a variety of music from historical periods as well as contemporary composers, and listen in class to works from all artistic periods. Professional musicians are brought into class as clinicians to discuss the nature of work in the modern music industry. Technological supports, such as Fast Fourier Transform (FFT) and spectrogram applications, are used in class to allow students to analyze their performance in other ways besides simply hearing or reading. Outside of class, students utilize YouTube to create customized playlists to gather and share music with other students. The English department has continued to keep pace with current and developing trends for teaching content using technology. It has increased its use of technology to promote student learning. Since the implementation of Chromebook use faculty has built out rich use of the Google suite. Besides applications such as Docs, Slides, Forms, and Classroom English classes use functions, services, and applications for improving technological literacy. Students are encouraged to integrate their own, and third party, audio and video content within their presentations to give a multimedia component. Other applications are used to assist with instruction	● Current examples ● Projects appropriate and current with age group ● Chromebooks ● PowerPoint presentations ● Music from all eras ● Compositions ● Clinics with currently working and/or local musicians. ● FFT/spectrogram applications, tuning applications ● Student-created YouTube music playlists ● One to one Chromebooks for all students ● Online publishing ● Google Suite ● SAS Write Reviser ● Newsela

and provide a technological platform to show learning. Teachers work to increase student proficiency with finding high value sources when conducting web research. Some teachers require students use Gale Databases through San Mateo County Libraries. The Math department utilizes technology to deliver the curriculum by being able to project homework or classwork answers. Another use of technology would be to project the graphing calculator, by utilizing TI Smart View, so students can visually see the keystrokes for a specific command. Desmos is another website that allows students to graph functions and see them on a bigger screen by utilizing their Chromebooks. Specifically to Geometry courses, teachers utilize the application Geogebra to graph 3D models for visualization. Since the textbooks from Algebra Readiness to Algebra 2 are online, teachers can project specific problems and highlight or point out key vocabulary. This is helpful for the lower level classes so teachers can read through the text out loud and ask guiding questions. All math courses utilize labs and project based learning to guide critical thinking and focus on the ELD standards of listening, speaking, reading, and writing. The computer science course is all technology based. Edhesive uses videos to instruct and online projects. We also use guest teachers to ensure that all materials are current to the industry. The Physical Education department use of multimedia content requires students to sign up for Google Classroom to receive and complete class assignments. The use of Google Classroom helps show videos on rules, strategies, and examples of gameplay and activities for various sports and games to further student knowledge. Teachers also give assignments and other information to the students. Instructors use YouTube and other videos to show students high levels of professional and nonprofessional games and techniques in sports. Students are asked to create videos and presentations to demonstrate knowledge of content standards. The Science Department combines the use of textbooks with updated methods of lab instruction, online multimedia, web-based resources, current scientific articles, and teacher-created activities. Lab instruction makes effective use of standard scientific equipment including electronic sensors and scientific software. Science teachers regularly participate in professional development activities which emphasize research-based teaching methodologies	● Online research methodology ● Desktop publishing ● Newsela ● Turnitin ● YouTube ● Quizlet ● Projection ● Online Textbooks ● Online resources ● WebAssign ● TI Smart View ● Desmos ● Geogebra ● Geometer's Sketch Pad ● KUTA Software ● Kahoot Quizzes ● Pear Deck ● Google Classroom ● YouTube ● Phone for video based assignments ● Drum Fit ● Videos and animations ● Websites (google sites or schoolloop) ● Powerpoint/google slides ● Digital microscopes ● Document cameras to display student work. ● Webcam video chats with scientists and current university students. ● Collaboration with nonprofits and public agencies ● Microsoft PowerPoint
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and incorporation of current technology into science labs. Science teachers are members of professional science teaching organizations and curriculum advisory committees. The Science Department partners with numerous outside groups to help ensure students have authentic science experiences such as biotechnology lab series and field research opportunities. The Social Studies department creates presentations with PowerPoints that include essential questions, content, pair-share facilitating questions, video links, and reflective summary questions. Newsela is being used as an ESL-friendly way to introduce contemporary social studies events. Readings can be accessed in different formats by reading level. Additionally Newsela can be used to differentiate nonfiction reading. The adoption of DBQ Online has been a major development this last school year. Students read and annotate documents, take notes, organize or “bucket” evidence, and write papers in an online forum in which essays are ultimately sent to the teacher to be evaluated via rubric. Social studies teachers also emphasize the importance of current events in all their classes by showing the 10 minute segments provided by CNN 10, news directed towards a student audience. The English department uses a variety of methods to present material to students including visual supports, videos, modeling, project based learning, hands-on opportunities, and community based instruction. Sentence starters, graphic organizers and students are provided with chromebooks to assist in all written work. For professional development World Languages teachers attend workshops and conferences such as the <i>FLASSC</i> (Foreign Language Association of Santa Clara County) and the <i>CLTA</i> (California Language Teachers Association) and keep current on the most up-to-date research-based methodology and strategies for teaching language using technologies. Each student has been given a Chromebook which ensures them to be able to access online sites. AVID teachers attend AVID Summer Institute to stay up to date on current teaching methodologies. Some methods that are used during class time is the use of chromebooks for research, videos, and SAT/ACT prep..	Instruction ● AVID strategies ● School Loop ● Google Classroom ● Newsela ● DBQ Online ● CNN 10 ● Newsela program to support reading and assessment ● Google Docs to provide teacher feedback ● Reading curriculum program ● <i>FLASSC</i> Conference (2006 - 2018) ● <i>CLTA</i> Conference (2015 - 2018) ● Khan Academy ● Chromebooks ● Videos ● SAT/ACT prep ● Google ● Summer Institute
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
The VAPA Department uses Art based projects for instruction and learning. Online research for answers to open ended questions. One on one instruction and discussion, and critique. JigSaw problems and have students teach students key concepts. Semester project - student coming up with designs and solutions (project based learning). Students coming up with overall design and getting to end result step-by-step, one bit at a time, figuring it out as it goes along. In music classes, students rehearse as a full ensemble by default. In this format, students are encouraged to read music, to listen to their sound as a large group, and to provide reflections to their section and to the whole class as feedback. Students are also often divided into sections, or even smaller chamber groups of 3-5 students, where they use the same skills to lead themselves in rehearsal, with support and coaching from the teacher. The English department strives to meet the needs of all our students to the best of our ability. We use assignments that allow for a variety of responses so that students of differing abilities can succeed. Collaborative learning strategies are deployed to spread out responsibilities and give each student a task to perform. Standardized assessment is balanced with student choice options for assessments and/or projects. Our assignments often require students to create and practice project design. As part of a forward-looking goal of implementing more PBL in English classes, teacher are a starting to design units where students get information off campus and present these projects to off campus audiences. Classroom practices include, equity sticks, and other grouping strategies to facilitate depth of learning. Teachers coach groups in a variety of methods: fish bowl, four square, think-pair-share, and Socratic Seminar. During collaborative groupings individual and whole group coaching by the teacher is conducted. Teacher rotates to groups, listens in, and does side and whole group instruction on best practices. Teachers also provide different types of graphic organizers so that students with different ways of learning and organizing content and thinking.	● Personal feedback ● Open ended questions with class discussion ● Project based problem solving ● Individual rehearsal skills (reading, listening, tuning/modification) ● Sectional rehearsal ● Chamber groups ● SDAIE strategies ● WICOR strategies ● ELD standards ● CCSS ● Four Cs ● PBL professional development ● CPM Curriculum ● Teacher Training for CPM strategies ● Utilizing AVD strategies ● WebAssign group work

The Math department's newly adopted textbook enables teachers to create an environment where collaboration and group-work are beneficial to students' learning. CPM has designed to foster this environment by utilizing the different strategies for students to collaborate under the "teacher strategies" in the online textbook. A coaching strategy would be to set the students to work in their groups and monitor them. We ask guiding questions to make sure the learning is still progressing without giving direct instruction. In order to assess the students, the math department gives time for students to share their learning points or projects to the class.

The Physical Education department gives students activity directions such as rules and physical techniques through verbal, video and peer examples. Spirit Of The Game (SOTG) is a hierarchical process where the students are meant to have fun. During this process, some students become the peer-coaches to peers to create a learning environment. Students have SOTG driven lessons to further competency of the strategy for use in gameplay and activities. Students are given opportunities to use prior knowledge of sports and games to create modified versions that are more inviting for students of all ability levels.

Science courses incorporate a variety of questioning strategies. Teachers utilize a variety of strategies such as the use of name cards/popsicle sticks for random questioning of students during whole class discussions or passing out stuffed animals to identify which students have already had an opportunity to share in a whole class discussion. Courses incorporate a variety of independent practice such as practice problems and guided readings. Independent student work and group work is incorporated into every unit of study in science classes. Teachers have been trained in a variety strategies (e.g. AVID) that aid in developing questioning and critical thinking skills. Project-based learning in the form of experimentation, research projects, and activities are incorporated into science course work. For example, many science courses include a multi-week final project that incorporates student-driven science research and experimentation. Such projects are guided through a variety of formal and informal progress checks, due dates, and peer review.

The Social Studies department use use both Bloom's taxonomy and Costa's levels of questioning to facilitate knowledge acquisition, verbal discussion, student led instruction, and ultimately better identify historical causal relationships in history. Projects are done in all of the history classes for of all academic subjects. Projects are

- SOTG
- Peer-Coaching

- Name cards/popsicle sticks
- Equitable questioning
- Project-based learning
- Independent student work
- Group Work
- AVID training/strategies

done in groups and independently. The Special Education department has students assessed to determine the needs and challenges they face in terms of accessing education. Accommodations are provided through implementation of their IEPs which allow for a variety of teaching strategies and support needed to ensure each student with an IEP has access to the given curriculum. Project based learning and community based instruction provide active learning opportunities which develop student ability to attain independence. Student independence is also developed by fading the level of prompting a student requires to meet a goal. The World Languages department strives to meet the needs of all our students to the best of our ability through the use of assignments that allow for a variety of responses so that students of differing abilities and language ability can succeed. If standardized testing is used, we balance with open-ended assessment. Our assignments often require students to incorporate cultural differences. We offer personal and after-school tutoring. Classroom practices include group work, student dialogues, direct instruction, and independent practice. The AVID department takes part in Tutorials for 90 minutes per week. In this time, students are in groups and helping each other through questions they do not understand. A 7:1 student to tutor ratio is used in case the students get stuck or off track.	• Bloom's taxonomy • Costa's levels of questioning • Frequent checks for understanding • Reduced or modified assignment • Opportunities to use notes on tests when needed • Fading prompt system • Project based learning • Community Based Instruction • Frequent checks for comprehension • Personal feedback • Open ended-questions and dialogues • Tutorials
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Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
The VAPA department has all art classes begin with practice to work toward understanding and application of specific concepts. Then the students apply this knowledge to create, analyze and evaluate pieces of Art. work toward to design. Creation and critique of art pieces. These are the higher levels of cognitive rigor and depth of Knowledge.	Through a process of: • modelling, • researching, • developing • End result

The music courses utilizes skills acquired in prior years or earlier in the semester apply to all work rehearsed in future classes. Curriculum/rehearsal programs are constructed to challenge students with repertoire of increasing complexity over time, requiring a more sophisticated application of musicianship skills, practice techniques, and knowledge of rehearsal procedures The English department evaluates student learning with formative and summative ways before, during, and after instruction. Instruction informed by addressing the 4Cs is used to assess student understanding and ability. While vocabulary (content and academic), plot structures, character names, and historic context need to be recalled and accessed, it is a goal, nay mandate, to push students to the higher levels of understanding. Students are asked to apply their methods of argument, evaluate sources for their academic verisimilitude, create works of fiction, and complete rigorous project based assignments that evaluate a multitude of standards and levels of understanding. Students demonstrate their mastery of the CCSS by authoring publications: the yearbook, literary magazine, or student newspaper. Students also have opportunities to perform in debates, mock trials and plays. Poetry readings and creative writing workshops are also made available to students. The English department has recently acquired funding to purchase two microphones that will hopefully be used to produce podcasts and other auditory texts. Student creation and expression is fostered at Half Moon Bay High School. The Math department has students access and apply knowledge they have already acquired. Students are required to write summaries and learning logs to review the necessary skills for testing periods. We spiral review so that all standards are repeated for practice and mastery. Students present to the class and show math mastery at the board. The Physical Education department has students submit papers online through Google classroom for medical make ups. Students are assessed on proper formatting, and citing sources. Students are given, on average, one assignment (homework or classwork) per week The Science department spends at least 20% of time in science	● Reflection and Critique ● Repertoire of gradually increasing musical complexity and depth ● Mixed spaced learning (CPM) ● Collaborative learning ● Daily practice (spiral review) ● Connections to past math concepts ● Google Classroom ● Inquiry-based experiments ● Experimentation skill set ● Projects ● Note-taking skills ● Oral presentations ● Graphic Organizers ● Research
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classes on experimentation and laboratory activities. Inquiry-based experiments, which include data collection, analysis, writing of results and conclusions are fundamental to science courses. Students are expected to develop arguments based on evidence from their experimentation and thoughtful reasoning. Students communicate results of experimentation in a variety of ways (including individual lab reports, group presentations, mini-poster presentation rotations or poster gallery walks). Students are instructed in a variety of methods to build their skills at accessing and applying knowledge. Science classes incorporate instruction on a variety of note-taking strategies (e.g. Cornell notes) and other skills (e.g. annotation of texts) in order to build their informational reading skills. Students are encouraged to develop their own systems of note-taking and organization within laboratory and assignment journals, especially when they progress beyond introductory courses in the science pathway. Science courses incorporate a variety of debates such as socratic seminars, bioethics debates, and environmental issue debates. Such activities require students to do research, formulate arguments, and communicate their ideas to others. The Social Studies department puts an emphasis on taking notes, interacting with those notes, as well as give out graphic organizers to accompany assigned readings, powerpoints, etc. Students also learning how to research online, access past work, prompts, and power points. The Special Education department helps students who are given accomodations with organization of knowledge and teachers work to try to figure out which methods will be most effective in helping them access prior knowledge and build on given lessons that are presented. Accommodations are provided for each student to access material and the use of ChromeBooks helps students who struggle with reading, writing and general organization. Newsela is used to help modify assignments and present information at an appropriate reading level for the various levels that are present in our classrooms. The World Languages department encourages students to take notes in an organized manner either using Cornell notes or structured note sheets. In French courses, class starts off by watching <i>Ljour, 1actu</i> at the beginning of every class session. Students show that they are able to use acquired skills in restating what they have learned from the news clip. The vocabulary that they acquire serves as a scaffold to further their understanding and	● School Loop ● Chromebooks and Google Docs ● Newsela ● Opening activities ● Videos created by students ● Cornell notes/textbook-based chart notes ● Group projects ● <i>Duolingo</i> ● Binder Checks ● Tutorials/TRFs
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use of French. Projects completed in groups show that they can individually and in groups take responsibility for learning new language. French students are also assigned <i>Duolingo</i> as homework in which they work independently to review, practice and learn new material. Students organize information and review during cornell notes/focused note taking (an AVID requirement). Students are also evaluated on their ability to organize information during their binder checks in class. During the tutorial process students are expected to determine an area that they are struggling in and work through an evaluatie process that identifies what they know, what information they are missing, pull pieces of information from their notes and other resources to try and solve the problem. Then, during the tutorial process, they work with their peers to understand their problem.	
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
The VAPA Department uses a variety of different instructional settings and methods are used in teaching Art classes including individual and group work. For semester projects, students demonstrate higher level thinking, by ongoing problem solving and developing of project. Students also analyze artwork in writing and write reflections after each project. This enables them to think critically about the process and their learning. Group discussions on authentic questions (for example debating about what is Art, different types of Street art.) Students taking Music courses rehearse music through a variety of methods and settings, ranging from individual work (practice time outside of class) and full ensemble rehearsals (direct instruction with ongoing subjective and objective feedback). In the more challenging settings, students analyze each others' performance, particularly with regards to rhythm/pitch reading, tone production/support, and other aspects of musicianship, particularly with regards to psychomotor and cognitive skills. Students are asked to make an inquiry in their senior project before graduating from Half Moon Bay High School. Students present a	• Semester projects • Group debate • Individual project research • Instructional settings ranging through • Individual • Group work • Ensemble rehearsals, led by

series of proposals and seek interviews to fulfill said project. This culminates not only in a paper, but also an oral defense. The Math department gives students many opportunities within the block periods to work in groups and use problem-solving strategies to develop a deeper connection to a bigger idea. Traditional lectures to solidify concrete methods help to set the stage for further group-based discoveries. The Physical Education department has students demonstrate competence by actively participating in class and showing that they comprehend rules and by showing sportsmanship to peers. Character education that is discussed in the beginning of the year is asked to be demonstrated throughout the year. Students create runs or games in groups. They must create rules, situations and be able to teach the game others. The group work allows students to demonstrate their ability to think, reason, and problem solve in group activities. The Science department has students create a variety of work including individual and group laboratory reports, presentations of research, laboratory results, science news, and key concepts in science, debates, videos, and posters. Students participate in structured debates and socratic seminars around science topics with ethical implications. Science classes incorporate a variety of group projects such as inquiry-based laboratory experiments, research projects, posters of complex concepts in science (e.g. biochemical pathways). Student work is scored by teachers and peers using rubrics. The Social Studies department has students read and annotate documents, take notes, organize or “bucket” evidence, and write papers in an online forum in which essays are ultimately sent to the teacher to be evaluated via rubric. This new technology expands the modalities in which students already do all these things, only through traditional pen and paper or on their own document files. Students read and analyze primary sources to evaluate history in a contemporary lens and respond to events critically and offer their perspectives in written responses. After guided collaborative and individual research students will articulate their opinions and learn from their fellow students’ counterpoints. The evidence should show that they have prepared the necessary foundation from their research to argue articulately for their conclusions.	self/section-leader/class-instructor. ● Group work (investigations) ● Lectures ● Teacher guided projects ● Sportsmanship ● Character Education ● Group work ● Group presentations ● Debates ● Socratic seminars/ethics discussions ● Projects ● Biochemical pathways ● Rubrics ● DBQ Online ● Written essays and short answers ● Debates, Forums, Seminars ● Smaller class sizes ● Foundational classes ● Frequent opportunities
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The Special Education department benefits from small class sizes and frequent opportunities for one on one instruction. This allows our students a more comfortable environment to contribute to class wide discussions. The range of abilities and in many cases social challenges our students face can make presenting in front of a group problematic and with in these smaller contained classes they tend to feel more comfortable and less likely to worry about judgement. Facilitating dialogue and the use of sentence starters will often help Special Education students engage in conversation within the class.	for one on one instruction
The World Language department has students complete a variety of assignments individually, in pairs and in groups. Some of the tasks that show students are able to think, reason and problem solve in a variety of activities are listed. Students take part in reading fiction and non-fiction texts about the current area of study, completing homework, quizzes, oral exams individually. Pair work guides conversations with both scripted and unscripted dialogues. Group work utilizes students' creativity by creating videos, posters, storyboards/comic strips, dialogues, research projects and presentations, student-taught lessons where the whole class is divided into groups that are responsible for teaching the class a new topic. One group provides a lesson via a presentation. One group leads the class in a practice activity and another group gives an assessment of their choosing. Students in upper level classes may also engage in debates about topics currently being studied such as the tradition and the sport of Toreo (bullfighting).	● Individual work ● Pair work ● Group work
A huge portion of the AVID program is having students conduct tutorials. During the tutorial process students work with one another and individually to reason and problem solve with an academic question they are grappling with. Students also conduct research and do academic readings to prepare for various socratic seminars and other discussions and debates. Students also work individually and in small groups and pairs to conduct research and present to the class.	● WICOR Instructional Strategies

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
As a school site initiative, all students were given a Chromebook so we are currently a 1:1 site. The Chromebooks allow students to view grades, research, access textbooks, collaboration, and hand in assignments. Students who do not have access to the internet at home were given a wireless hotspot. All teachers utilize SchoolLoop to post grades, assignments, and notifications for students and parents to see. Departments also utilize Google Applications in order to share documents or present slides. Recently, at the start of the 2018-2019 school year, the entire school has been granted a subscription to NewsELA, an online database that publishes current news articles in a variety of different reading levels.	● Chromebooks ● Wireless Hotspot ● SchoolLoop ● Google Applications ● Newsela
The VAPA Department utilizes online portfolios to help organize their work. Students in AP studio create an online process portfolio because of the transition toward a paperless critique protocol. The use of Google Docs is imperative for the with the use of Google Docs and a class wide shared portfolio. Music students utilize online platforms such as YouTube to collaborate on musical collections, used to support other students with regards to style and interpretation, particularly with regards to more rigorous music such as jazz or early classical works. Often playlists will include multiple versions of the same standard or work, in order to highlight differences in stylistic interpretation.	● Online Portfolio ● Student-created playlists ● Teacher-created playlists
YouTube playlists are also used to expose students to musical works they would not otherwise hear in a classroom context, especially more obscure 20th century works that challenge student conceptions of artwork and aesthetics.	● NewsELA (English & especially ELD) ● Kahoot ● Quizlet ● YouTube Videos
The English department at Half Moon Bay High School integrates a wide variety of instructional tools, including numerous multimedia and technological resources. NewsELA is used heavily within the ELD departments as a resource for relevant reading and writing assignments.	● TED Talks ● New York Times Upfront Subscription ● CAASPP ● Turnitin.com
The Math department's students have access to their online textbook (available in both English and Spanish), which offers many resources such as Desmos, and Homework help tips. Upper level math utilizes WebAssign for assignments to be submitted	● Gale Databases

electronically. The Physical Education department has students read articles provided to them online, and find their own physical education related articles. Students maintain a log for mile runs with reflective questions inquiring about their emotional well-being and fitness levels pertaining to physical activity Science classes use a wide variety of laboratory equipment and technology applicable to the types of inquiry they're engaged in. All science and agriculture classes have a set of computer-linked data loggers and probeware for students to work in groups of 3-5 students on laboratory activities. Students in science also use microscopes, digital balances, chemical reagents and other industry standard tools and equipment that help prepare them for careers and college-level science courses. Life science courses include biotechnology units where students use a variety of laboratory technology. For example, students learn how to set up and program their own PCR experiments. Students use a variety of digital tools to develop their understanding of science concepts; these include online simulators, data analysis software, videos, animations, and publicly accessible online data. The Social Studies department utilizes DBQOnline. This is a newly adopted program that allows students to analyze and synthesize primary and secondary documents to define terms/concepts, annotate documents, analyze topics, and synthesize a work using empirical evidence to support their claim. Social Studies teachers use Google Forms to administer tests to provide instant feedback for students, and to assess students scores. The Special Education department utilizes speech to text as a chrome extension. In some cases, Special Education students can take full courses through our edgenuity program has allowed more pathways for them to earn the credits needed for graduation. The World Languages students are now able to use chromebooks at home to complete research, look up unknown vocabulary terms, collaborate with their peers through Google Drive and email, as well as complete homework assignments and readings. The AVID Department has a newly adopted program for the Sophomore grade level called Roadtrip Nation. This program allows students to research and find leaders in industries they are	● E-book ● Desmos ● WebAssign ● Online articles ● Mile Chart Appropriate laboratory equipment for students to engage in inquiry experimentation: ● Dataloggers and probeware ● Microscopes ● Balances ● Biotech. equipment ● Chemical reagents ● Industry standard tools and equipment application ● Online simulators ● Programming PCR experiments ● DBQOnline ● Speech to Text function ● Edgenuity ● Chromebooks are used to complete VHL assignments, access a virtual copy of the textbook and communicate with classmates ● Roadtrip Nation
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interested in to create a pathway for their life after high school.

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
The VAPA Department students each use their own chromebooks to access online resources along with Powerpoints uploaded to schoolloop locker. Sometimes projects will extend into the library where students are asked to research and print out images for references or information they will use for reflection of projects. The English department continues to build out PBL in its curricular maps. The motive for doing so is that students gain greater proficiency with using primary sources, Gale Databases, off site interviews and field work, and Google Forms surveys to conduct research when writing or presenting about a topic. The Math department has students utilizing graphing calculators and Desmos to visualize graphs and make calculations. They use regression capabilities to derive a function that they then can use to make predictions. GeoGebra helps students construct geometric polygons, and visualize their transformations. Utilization of Kuta software to supplement textbook and give students more practice problems within a concept. Pear deck used via chromebooks to get instant feedback from students as formative assessment. The Science department students use a wide variety of materials and resources beyond the textbook. Students complete analysis work around case studies based on published scientific data. Science news is incorporated into science courses in the form of student presentations or whole class discussions. Teachers share resources such as videos, supplemental readings, online simulations, etc... with students via google sites or schoolloop. The Social Studies department DBQOnline which allows students to analyze and synthesize primary and secondary documents to define terms/concepts, annotate documents, analyze topics, and synthesize a work using empirical evidence to support their claim. Social Studies teachers use Google Forms to administer tests to provide instant feedback for students, and to assess students scores.	- Resources printed out - Senior Exit Project - San Mateo County Library System - Curricular Maps - Kuta - Graphing calculators - Desmos - GeoGebra - Pear Deck - National Center for Case Study Teaching in Science - DataNuggets.org - Science news articles - Online Primary Sources - DBQ Online

The Special Education department utilizes chromebooks allow access to powerpoint presentations and Newsela. Programs such as mindplay, khan academy and IXL provide feedback and assessments that allow students and teachers to track progress. Pearson is an online based assessment tool that is used during initial and triennial assessments required to determine students eligibility and needs. The World Language department has the Spanish Speakers program, AP Spanish Language and AP French class use resources outside of the textbook most often because they have the necessary language skills to read the news, analyze a poem, or complete research in the target language. The AVID program utilizes the tutorial processes to find and use a variety of resources to help them prepare for the tutorial with their peers and tutors. Resources may include but are not limited to: textbook, notes, classmates, khan academy, online simulations, lab sheets, worksheets etc.	● Mindplay ● Newsela ● Pearson ● Schoolloop ● IXL ● Khan Academy ● Tutorial process ● TRFs
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
The VAPA department takes part In projects where the students draw parallels to real life applications. Volunteers come in and speak to classes about opportunities at colleges and how art relates to different careers. FIDM representative came in and presented what they offer at the college and jobs, tied into a design project for the students. The English department has a requirement that students are required to do fieldwork for their Senior Exit Project that involves performing two interviews, an observation, and participation off site. The Physical Education department has students research the physical requirements to various jobs including: fireman, police	● Classroom visitors ● Senior Exit Project ● Career path research ● Local field trips with professionals ● Guest speakers ● Student Based Organization-FFA ● Community Service Projects ● Supervised Ag

officer, lifeguard etc. The Science department has many courses that incorporate local field trips based on science curriculum that include professionals. For example, all introductory biology classes visit our local wastewater treatment plant after completing a unit on nutrient cycling in ecosystems and doing a mock wastewater treatment lab. At the plant, students interact with wastewater treatment operators who give them a tour of the facility, teach them about the science of water treatment, and discuss careers related to water treatment. Marine ecology and AP environmental science classes incorporate citizen science projects where student participate in scientific inquiry guided by professionals from government agencies and nonprofit organizations. Science classes incorporate guest speakers from industry, university, non-profit, and government agencies to help connect students develop an awareness of post-secondary possibilities. Science teachers frequently post and discuss community service, internships, and summer programs with classes as they become available. Students engage in laboratory activities that help expose students to jobs-related skills (for example, biotechnology). Agriculture classes include a Supervised Ag Experience which includes job learning, research projects, and community based activities. Agriscience research projects connect students with real-life science in an agriculture setting through long term experimentation. For example, students may do soil testing for local farmers. Partnerships with outside groups such as: The Greater Farallones National Marine Sanctuary, Bay Area Biotechnology Community, Amgen Biotechnology Experience, San Mateo County Parks, Half Moon Bay State Beach, university research groups, San Mateo County Resource Conservation District, Sewer Authority Mid-Coastside, Save the Redwoods League, Marine Science Institute, San Mateo County Office of Sustainability, Rethink Waste The Social Studies Department utilizes the CCSS to encourage group work and other skills necessary for employment in the 21st century, and the department organizes extensive group projects to allow the development of these skills. The Social Studies Department implements and records the mandatory graduation requirement of thirty-five hours of community service during their time spent at the high school. As part of education toward democratic citizenship, Students participate in state and federal mock elections organized by the department, and seniors in the government classes have volunteered as election poll workers through a teacher-led program. Each year, the department works with community organizations to register all eligible students to vote. The Special Education Department has transition plans in place, as	Experience projects ● Agriscience Research Projects ● Exposure to jobs and jobs-related skills (e.g. biotechnology) ● Information sharing about internship possibilities, summer programs, etc. ● Partnerships ● Project-based learning ● Community Service ● Mock elections ● Poll workers ● Voter registration ● IEP Process ● Transition PLan ● Job Coaching ● Workability ● Department of Rehabilitation ● Golden Gate Regional Center ● Field trip to French film festivals in San Francisco ● Día de los Muertos cookie decorating in fall 2016 and fall 2017 AVID: ● Guest Speakers ● Field Trips ● Research Projects
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part of each IEP, to help students explore potential career and educational pathways upon graduation. Goals are written each year in this area designed to help with the ongoing process of career and post secondary educational opportunities. Additionally each student in special education works with our on site workability director who helps them obtain entry level employment and further helps them explore areas of interest throughout their high school career.

The World Languages Department has the French classes take 1-2 field trips per year for students to experience French culture in San Francisco. In the past, they have been able to attend a film festival. Members of Puente Club interact with beginning ESL students to establish friendships and better communication with the goal of reducing the isolation that many newcomer and beginning ESL students feel by not being fluent in English.

Part of the AVID program is to expose students to possible colleges and careers. Once a month, the AVID classes have someone come into their classes to talk to them about their pathway to college and about their careers. Students are also taken on special field trips to colleges and special career events in the area. Students are also involved in research projects to identify possible pathways or colleges that are available to them. Students in AVID 2 utilize Roadtrip Nation to guide them through this search.

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Half Moon Bay High School has been focused on meeting the needs of our noted subgroups who require targeted supports for improved learning of language arts and math. These same groups have also been identified as needing support so that they can also meet the UC/CSU A-G requirement at the end of their senior year. In addition to curricular alignment to CCR Anchor Standards HMBHS has attempted to meet the spirit of the Four Cs by making a conscientious effort to have all teachers use instructional practices that foster dynamic, self-directed learning. By doing so teachers continue to develop ways to use AVID, SDAIE, technological, and collaborative instructional strategies. These efforts are ongoing and will improve through collaboration within and between departments. An area of growth, particularly since we adopted a modified block schedule, is to increase project based learning or other instructional structures that encourage students to make cross disciplinary or off site connections to curriculum. An example of this would be to expand the Senior Exit Project to involve a larger role of the Coastsides community. Another area of instructional growth would be to explore ways that universal design, blended, and/or linked learning could be used to improve student learning and engagement.

Prioritize the strengths and areas for growth for Category C.

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

- Increased use of technology for instruction
- Increased use of AVID instructional strategies
- Increased use of collaborative learning
- Increased use of differentiation/SDAIE instructional strategies
- Site-wide alignment to CCR Anchor Standards
- CPM adoption

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

- Increase alignment CDE ELD Standards site-wide
- Continue to use technology student engagement
- Continue to use AVID instructional strategies
- Continue to use collaborative learning strategies
- Continue to use differentiation/SDAIE instructional strategies
- Continue site-wide alignment to CCR Anchor Standards
- Make curriculum accessible to all students, particularly ELL, RFEP, and SPED students
- Project Based Learning

- Universal Design for Learning (UDL)

Category D: Standards-based Student Learning: Assessment and Accountability

Leader:

Vanessa Stubbs, World Languages

Members:

James Barnes, Assistant Principal

Jim Ward, English Dept.

Gerhardt Hees, Math Dept.

Jeff Centoni, Science Dept.

Keith Holden, Special Ed. Dept.

Richard van Wyngaarden, Social Studies Dept.

Anthony Agundes, Building Trades and Construction Dept.

Patrick Games, World Languages

Marianne Alvarez, Registrar

Debbie Murray, Parent/Guardian

Jill Gijon, Student

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continuous program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
At the HMBHS site level, there are a number of assessments that provide performance data that can be disaggregated and reported to students, families, and other stakeholders. The most well-known assessment is the CAASPP, which is given to all 11th graders as part of the Smarter Balanced Assessment of Common Core State Standards in ELA and Math. Along with the ELA and Math tests, the Science test (CAST) is administered to 10th graders traditionally. One additional benefit of the CAASPP testing system is the ability to give Interim Assessment Blocks (IABs) to 9-11th graders. We decided to give the IABs in the first semester of 2018-19 and again during the testing window in the spring, in order to measure student growth. Besides state accountability assessments, there are also standardized tests that are high stakes for students: the SAT, and ACT tests. These directly affect students by impacting their college choices. We host the PSAT test and we do test SAT students with testing accommodations. We have been fortunate to have two of our students honored as National Merit Scholarship Semifinalists based on their PSAT scores. Our English Learners are now tested annually using the ELPAC (previously CELDT), and that data can be used both to place students in ELD/English classes, reclassify them, or measure the progress of our EL population. Early this spring HMBHS will begin participation in the NAEP measure of student progress, and anticipates utilizing the data provided by this nationally representative and continuing assessment of what America's students know and can do in various subject areas. Advanced Placement Exam data and disaggregation by ethnicity helps us track whether traditionally underrepresented populations are getting access to advanced level courses. We report the data from these assessments in a number of formats and to stakeholder groups. To begin with, our data is reported to the state, which makes it publicly available through the California School Dashboard, and instruments such as Dataquest. We also maintain data records for the district in the io Assessment (EADMS) data system. We also prepare formal data-centered reports such as our School Profile, the School Accountability Report Card (SARC), and the much more data-expansive SPSA (Single Plan for Student	● CAASPP Assessment ● CAST ● Interim Assessment Blocks in English and Math ● PSAT, SAT, ACT ● ELPAC testing for English Learners ● NAEP Test ● AP Exams ● California School Dashboard ● Dataquest ● io Assessment ● SARC Report ● SPSA ● WASC ● Site Council ● Back to School Night ● 8th Grade Open House ● ELAC (English Learner Advisory Council) ● School Loop ● Infinite Campus ● SkillsUSA website ● Career Essentials ● 2nd Quarter Written Benchmark ● 1st and 3rd Quarter Interim Assessments (CAASPP website) ● Interim Assessment Blocks in Math ● PSAT, SAT, ACT ● 9th grade physical fitness test ● SARC Report ● Home mailing ● Common Assessment ● AP Exams

Achievement). This information is posted on the school website, is an agenda item at CUSD school board meetings, and is reference during other organization meetings (SSC, HMBHS Foundation, ELAC, and Cougar Boosters). WASC driven Self-Studies reports with the accreditation time frames and results are also posted at the site website. Besides School Site Council, which reviews data in the creation and approval of the SPSA, we report school data to stakeholder groups through our Back to School Night, 8th Grade Open House, and ELAC (English Learner Advisory Council). Besides traditional report cards, we have an online portal, Schoolloop, which provides students, staff, and parents with grade and assignment information, and that is tied to our school information system, Infinite Campus, which also holds information on discipline, attendance, and special circumstances. The Building Trades and Construction/Industrial Arts program has introduced the SkillsUSA Career Essentials website to help with utilization of the SkillsUSA Framework in the classroom. The Framework includes: Personal Skills, Workplace Skills and Technical Skills grounded in academics. SkillsUSA includes 11 modules with pre-testing and post-testing. The 11 module testing program assesses student development along a learning continuum of awareness, demonstration, and mastery. This program contains quality student-led experiences that help build technical skills among all students. SkillsUSA is a program that prepares students for competition and career readiness as well as regional, state, and national level competitions. It also provides a common language for students to articulate what they gain from SkillsUSA to employers, school administrators, parents, and other students. The English Department designed benchmark assessments similar to CST assessments from a range of standards contained in the CDE's ELA Framework. These assessments were done in house using the EADMS test generating software during the 2013-2014 and 2014-2015 academic years. These assessments were aligned to the CDE ELA Frameworks so we began looking for assessments aligned with CCSS. The English Department gave 1st and 3rd quarter benchmarks for the 2015-2016 and 2016-2017 academic years. We used EADMS (now io Assessment) Key Data Systems (KDS) test generator to administer objective assessments and used subject area collaboration time to debrief each other about the resulting data during subject area collaboration. The KDS assessments	● IEP documents ● Assessment results stored at qglobal.pearsonclinical.com ● Spanish placement exam ● Final semester exams
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touched on a range of CCSS. We found that the KDS assessments showed results that were significantly lower than CAASPP performance and this called into question the usefulness of the assessment. For example, during the 2015-2016 assessment, not a single student in the junior class exceeded the standard. Currently, we are in our second year using the Interim Block Assessments at the CAASPP website. These Interim Block Assessments are given to all English classes, including our ELD and SDAIE classes. The Math Department has established Pre and Post Interim Assessment Block assessments. AP Calculus AB/BC and AP Statistics exams are taken each year that the courses are offered. The PSAT is held annually at school for sophomores and juniors as a practice run for the SAT's. The scores are handed out to students at school which is then followed by a workshop titled "PSAT: Now What?" This workshop, conducted by the Counseling Department, is open to both parents and students.	
9th Grade Physical Fitness Testing is given to all students. The state mails scores and findings to students' homes so parents and guardians can have results. The Science Department has a new CAST assessment and we do not yet have data to report. NGSS will be informing both formative and summative assessments as the curriculum is being implemented. The Social Studies Department gives common assessments with common rubrics at all four grade levels. Students take AP exams in Human Geography, World History, US History, and AP Government. The scores are then analyzed during Social Studies department meetings. The Special Education Department utilizes the General Education assessments and the IEP process which includes tracking progress on goals and assessments. In order to address incoming students from outside of the high school (i.e. other school districts, or the district's middle school), the World Languages Department has established an annual placement exam which includes a written exam and individual interview to establish interpersonal, interpretative, and presentational communication competency in order to evaluate and more precisely place the students in an appropriate level of Spanish class. This process does not include our French program and as such, all students enter into French 1.	

All teachers administer written final exams at the end of the fall and spring semesters while some also administer oral interviews as a component of the final exam.	
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
Construction and Building Trades/Industrial Arts courses are aligned with CA State CTE standards which include competencies for learning trade skills within a framework that includes safety, technical skills, and career opportunities. The English Department has worked diligently to align curricular maps to CCSS. Each faculty member, except for new hires over the last two years, have created six unit plans in an agreed upon template with hyperlinks to small, medium, and large assignments that build toward a final writing application. These assessments are aligned to have students respond to literature, informational texts and non-fiction texts. Additionally, the English Department collaborates with other departments to incorporate the ELA CCSS across all subject areas. The Math Department gives daily class work and homework assignments, a weekly quiz or chapter test, a quarterly project, and an Interim Assessment in the fall and spring. These tests allow teachers to monitor preparedness and growth within a student. We give common finals for each level of mathematics including 8th graders taking Algebra 1. The Physical Education Department assesses freshmen and sophomores based on the 9th and 10th grade CA standards. Due to lack of sections, some freshman must take sophomore classes, and do not receive the freshman curriculum. Students take a pre-assessment test at the beginning of the year, and are graded on growth throughout the semester in sit-ups, push-ups, shuttle run, 400, 800, and mile. The Science/Agriculture Department determines utilizes a variety of assessments designed by teachers to evaluate student progress toward meeting Next Generation Science Standards performance expectations. Evaluation methods include free response and	• CTE standards • CCSS Instructional strategies • Shared curricular maps within the department • Alignment of curricular maps to CCSS • Standards based instruction • Fitness testing • Common assessments • Subject area collaboration time spent designing assessments and evaluating grading scales • Rubrics • Common assessments

multiple choice summative exams, quizzes, lab reports, science journals, claim/evidence/reasoning summaries, mini-poster presentations, written reports, and oral presentations. Grades in science courses are based on consistent grading policies. Grading of student work and the weighting of different assessment types is consistent in science courses that are taught by multiple teachers. Common assessments are collaboratively written by science teachers and are scored based on rubrics. The Social Studies Department employs the implementation, review, and use of rubrics for major projects and essays. The department chair meets with the administration to agree on a standard for common assessments. In Social Studies, all seven teachers follow the same guidelines with common assessments that utilize a number of free response questions that align with CCSS standards. Social Studies teachers meet within each grade level to establish common rubrics aligned to CCSS standards. Social Studies teachers are working together within each grade level to utilize DBQ Online software to assist students in developing writing skills. DBQ Online is a useful tool for developing the writing skills for our ELL students who put information in “buckets” as they write research essays. Teachers in Social Studies create gradebooks with common scoring systems. Students within Social Studies know what is expected and how they will earn their grades as they advance through their four years at HMBHS. The Special Education Department utilizes many grading options based on the individual student’s IEP. Many special education students are graded like their typical peers in a general education setting. Many of these students have accommodations and modifications that are used in a general education setting. Grades are then determined after using the specific accommodations and modifications from the student’s IEP. At times, if the student’s IEP determines, modified grades will be issued. Special education students may even be given a pass/fail grade based on making progress on the goals from their IEP. The World Languages Department collaborates to develop and modify common rubrics in order to ensure consistent achievement and progression among students. Regular collaboration among department members regarding curriculum and pacing assists in regulating content so that it is as symmetrical as possible. The use of new textbooks that are well-organized in terms of curriculum and	● Common rubric ● Use of DBQ Online ● Common grade/point systems ● Student transcripts ● IEP documents ● Common assessment goals ● Oral communication ● Written communication ● Well-organized curriculum ● Pacing guides
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pacing guide consistent pedagogy among teachers.	
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Half Moon Bay High School uses Schoolloop, an online tool that gives teachers, counselors and administrators access to student records, including courses and grades. This is an extremely effective tool that faculty members utilize in monitoring student progress throughout the year not only in their own classes but across all of their classes. The Construction and Building Trades Department incorporates practical units designed to prepare students for college and career readiness after graduation. The Wood Tech class includes a unit on resume and cover letter writing, as well as effective interview skills. During this unit, careers that are available in cabinet making and wood products manufacturing and related occupations are discussed. In addition, the Wood Tech class includes a unit on cabinet project design and assembly instructions. The English Department will continue to calibrate teacher evaluation of the second quarter writing benchmark so that there is continuity throughout the entire Department. We have continued annually with this process and find it valuable for ourselves and our students. Each December we are given a release day to calibrate our evaluation of the second quarter written benchmark. We do this by pulling random samples and evaluating timed essay benchmark responses given a week or so earlier. Similar to what faculty have learned at College Board AP workshops and institutes we read about five essays and follow a show-of-hands evaluation process and discuss the essays individually if we are out of range. We continue this process until we are confident with our evaluation accuracy across the entire Department. Over the years we have used the CSU/EAP Scoring Guide, but we intend to begin looking for prompts that are similar in design to the Performance Task on the CAASPP. Additionally, we want to use a similar	● Schoolloop ● Career-focused units ● 2nd Quarter Written Benchmark ● 1st and 4th Quarter Interim Assessments (CAASPP) ● Class syllabus/ expectations sheet ● Online practice and training test portal ● Standards based instruction ● Schoolwide Learning Outcomes (SLOs): ● Citizenship ● Personal responsibility ● Respect for diversity

analytical scoring guide for evaluation. At the beginning of the school year, Math teachers provide students with a class syllabus or student expectations sheet that explains course material, classroom policies, and how student achievement will be assessed. For example, in Math, assessments include quizzes, tests, projects, IABs, and common finals. The CAAs for mathematics and ELA are administered during the school's selected testing window. The students are given opportunities to become familiar with the types of test questions that may appear on the CAAs for ELA and mathematics by taking practice and training tests through the Online Practice and Training Test Portal. The Physical Education curriculum is based on California Content standards specific for the 9th and 10th grade levels. The Physical Education Department gives a citizenship grade which equals 40% of the points received daily in Physical Education. We put a large emphasis on personal responsibility by treating others with respect and being a positive and upstanding person in our class. PE classes have a diverse population where students are expected to work in large and small groups with a variety of students from different races, genders, and physical abilities in order to be successful as a whole. The department has hosted a Special Olympics event at our school for the past two years and many of our students volunteer to help set up, break down and run all of the stations during the event. Students are graded in science courses based on a variety of assessments designed to evaluate their achievement in meeting Next Generation Science Standards performance expectations. All science courses include a variety of formative and summative assessments during each unit of study. Summative assessments include rubric-based free response exams and multiple choice exams. Formative assessments include feedback for students. Teachers monitor student learning throughout units through frequent check-ins with laboratory groups, written and verbal comments and suggestions on homework, evaluation on quizzes, reports, lab presentations, discussions, debates, and reports. Grades are reported on schoolloop for students and parents to review. The Agriculture Science curriculum meets the 11 essential elements of a Career Technical Education Program.	● Community service ● Special Olympics event ● Schoolloop ● Course expectations (containing grading breakdown and expectations) ● Subject area collaboration used to design common assessments ● Student notebooks and unit packets ● Community Service ● College workshops ● Rubrics ● IEP meetings and documentation
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The Social Studies Department emphasizes the importance of learning about the past to understand the world we live in today. At the same time, teachers use the curriculum to develop a variety of pedagogies and lessons that augment student's life skills of reading, writing, critical thinking, and public speaking. These include writing prompts that access prior knowledge, visual PowerPoints, implementation of Cornell Notes, use of pair shares, group discussions, topic reviews with white boards or poster paper, projects, essays, and debates. During 9th grade year, Social Studies teachers and counselors discuss the importance of community service. The department aims to have students who give back to their community. Students are required to submit a record of 35 hours of community service. This is emphasized frequently in Social Studies classes. During senior year, students are monitored to track their progress towards the completion of their 35 hours. Regular college workshops are held on campus. Social Studies teachers assist students by writing letters of recommendation. In Social Studies, teachers create clear rubrics and communicate with students so they fully understand the course expectations and how they will earn their grades. Special education hosts yearly IEP meetings to track student's progress.	
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and*

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assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
There are progress reports mailed out to students and those same grades are posted on Schoolloop. These progress reports, sent before the report cards, keep both students on track for graduation and also give parents the opportunity to view their child's academic standing and progress towards graduation. The English Department continues to revise and improve our common quarterly writing applications, which are given to all students in each grade level. Adopting the Interim Assessment Block from the CAASPP web site has gone long way toward providing us with a stand-alone assessment for the 1st and 3rd quarter. This enables us to get cross sections of skills assessment which is recursively done throughout the year. There is an ongoing effort throughout the District to improve the effectiveness of standards-based curriculum-embedded assessments with relation to improving instruction and student performance. The focus at HMBHS has recently been Common Core State Standards and the CAASPP. District Interim assessments utilizing SBAC are beginning to be used to better prepare students for state accountability exams. These assessments are at the beginning stage with only several courses using them. Professional development activities are now concentrating on developing assessments that correlate to standardized testing and the Common Core State Standards. Professional Development Calendar SBAC Training and DATA Collection. All math courses are A-G (category c) approved. Students can earn core Physical Education Credit by taking Independent Study PE and credit recovery PE instead of retaking Core PE class. Course descriptions and graduation requirements are evaluated on a yearly basis as part of our Student Planning Guide development process. Department chairs work with counselors and administrators to reevaluate these based on feedback from teachers. All science and agriculture courses are UC A-G approved college preparatory courses meeting D level (laboratory science) or G level (elective laboratory science) requirements. The categorization of G	● Progress reports ● Report cards ● Schoolloop grading system ● CAASPP ● Subject Area Collaboration ● Release days ● Professional development calendar ● SBAC training and DATA collection ● Preliminary SBAC DATA ● Student Interim Assessments ● CELDT Results and Progress ● A-G approved courses

level science courses are currently being re-evaluated for the 2019-2020 school year. Grading policies in the science and agriculture departments are discussed on a regular basis during subject area collaboration time. Science courses maintain standard grading policies which are appropriate to the level of the course. Grading in all science and agriculture courses is based on a variety of assessment types. Formal summative assessments gain greater emphasis in science courses as one moves through the science course pathway. The Science and Agriculture Departments are beginning to review data on course completion by students across the school in order to reevaluate current science course pathways to ensure the department best meets the mandates of the Next Generation Science Standards for all students. The Social Studies Department works closely with the HMBHS administration to assess the rubrics used and our expectations for students to graduate. The number of credits and additional requirements needed to graduate are emphasized in Social Studies classes. In 9th grade Social Studies classes students learn about “earning credits”. Social Studies grading policies align with school wide expectations to assure students have clear expectations about the path to graduation. The Special Education Department has ensured that the IEP process includes the creation of a transition plan so that students are prepared to graduate. The World Languages Department works with the administration to review the Student Planning Guide (SPG) which includes our pre-requisites for continuing to progress through each level and description of our course offerings. Students in AVID are challenged to take higher-level courses in preparation for college. Students make field trips to universities.	● Credit Recovery - Physical education online ● Academic council meetings ● Student Planning Guide ● Subject Area Collaboration (department meetings) ● A-G approval for coursework ● Assessments ● Credits for graduation (230) ● IEP document ● Annual review of WL section of the SPG and submission of changes to administration ● AVID Program
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Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support*

student achievement and their needs.

Findings	Supporting Evidence
At HMBHS, course offerings and content are determined by state and local achievement results. School academic and support program changes are based on the needs of the student population and their success in the classroom. School and program changes are discussed between the site principal and teachers based on the classes they teach and the overall academic priorities of the district and school. 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. We plan to develop a corresponding rubric based on Common Core evaluation criteria. All capstone unit-ending assessments are linked to scoring guides or rubrics. Some of these scoring guides are analytical with weighted categories and others are holistic depending on the type of writing application. Analytical scoring guides are modeled after the CAASPP scoring guide used for the Performance Task. The holistic rubrics are modeled after CSU English Placement Test, Early Assessment Program, and UC Analytical Writing Placement Examination. The Math Department gives interim assessments during the school year which are utilized to assess student academic progress and assist in the review of school and program instruction and curriculum. When students are not performing proficiently in the course level, The Math Department would like to assist them by adding an extra block designated for math support. Teachers are finding that the block schedule makes it difficult for students to perform well in math given they no longer have daily practice. We are hoping an added block will alleviate this problem. During the 2017-2018 school year, HMBHS Super Tuesdays (staff professional development half days) were targeted towards training our teachers to help their EL students and raise our overall ELL achievement levels. The Social Studies Department visited Woodside High School to observe how their teachers segment their instructional time. The district and school have supported AP College Board workshops for the department's AP teachers. Last year, Social Studies teachers attended the National Council for Social Studies conference in San Francisco. The Special Education Department attends professional development where teachers are trained to focus on student needs listed within the IEP.	● Benchmark results ● CAASPP ● LCAP Scores ● AWPE scoring guide ● Professional development ● Preliminary SBAC DATA ● 504 accommodation plans ● Added math support block for Algebra 1 and Geometry ● ELL Focus of 2017 Super Tuesdays ● Woodside HS visit & observation ● AP College Board workshops ● NCSS conference ● Professional development for SPED staff

Four of the World Languages Department members observed Woodside High School classes to learn how their World Language teachers effectively instruct their students on a block schedule. With the implementation of the Placement Exam for our Spanish-speaking students, there has been more consistency in the makeup of our respective levels. As a result, there has been an expansion of our Spanish-speakers (Heritage-speakers) program and simultaneously funneling of more prepared students to our AP classes.	● Woodside High observation ● Placement exam ● Expansion of Spanish-speakers classes ● More focused AP classes ● Greater success on AP exams
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D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The VAPA Department utilizes subject area collaborations along with other professional developments to meet, collaborate and make the necessary changes to curriculum and instruction. The department also meets at the end of the year to prep our curriculum binders, powerpoints, handouts and agendas to ensure they are up-to-date. Within the Math Department, curriculum assessment occurs in classes and has been an integral part to increase rigor, align with CCSS, and develop relevance to our students' needs. If we see a class or a group not being successful we get together and discuss what might be going wrong and options to improve. This is an ongoing process so we are consistently able to adapt to changes. Graduation requirements are set by the school board. Various all-staff meetings have addressed these concerns, but and determine A-G status. Homework and grading policies are usually up to the individual teacher. Student needs are met through a challenging curriculum. With Advanced Placement classes, teachers are encouraged to provide a rigorous class but to also address learning differences to provide access to students with 504 Plans and IEPs. Non-Advanced Placement courses are still assessed as A-G College Preparatory. Students are provided with the college prep curriculum and core standards based instruction and skills to be successful when they graduate and transition to a four year program.	● Curriculum binders ● Subject Area Collaboration and PD meetings ● Professional development ● Graduation requirements ● Transcript evaluation form ● Possible non-graduation form ● Staff meetings and department meetings ● Co-taught classes ● Subject Area Collaboration calendar

The Special Education department collaborates with general education teachers. The World Languages department regularly meets in order to address various program details that will improve, enhance, and streamline various aspects of the program/curriculum.	
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
The VAPA department uses grading rubrics and summative assessments during and towards the end of projects to evaluate student learning from beginning to the end of projects. The Art Department teachers also do midway check-ins to verify visually whether students are on track. The English Department has three annual assessments that are explicitly aligned to CCSS measures and rubrics. The entire department meets to calibrate the evaluation process and analyze the data generated from these assessments. These assessments are invaluable for informing changes made to our curriculum maps and instructional practices. In addition to these assessments, we require that each quarter, students produce a capstone writing application at each grade level. This provides another opportunity for grade level teachers to compare and contrast student work and chart a path forward to improving student learning. Math classes incorporate miniature and large white boards to receive immediate student feedback on students' progress. In	• Rubrics • In class monitoring • Midway check-ins • CASSPP • Subject Area Collaboration • Release time • Assignments • CAASPP results • Interim blocks

addition, Schoolloop is used to provide instant, electronic feedback. We use group projects and poster boards to explain and revisit math concepts. We have all students do test corrections for self-reflection. AP courses provide past exams in preparation for the AP Exam. Our curriculum has ACT and SAT prep questions throughout the book. Physical Education uses weekly written assessments to track student progress. Physical Education classes provide a balance of writing and physical activity. The Science Department uses a variety of assessment strategies. These include traditional summative multiple choice and free response exams and formative quizzes as well as assessment of student lab work, writing, and presentations. Science teachers design assessments to evaluate what students know and are able to do based on the Next Generation Science Standards performance expectations relevant to their subject areas. NGSS performance expectations guide development of curriculum and help target assessment. Assessment results are used to plan future instruction. Students are expected to demonstrate achievement in all NGSS performance expectations in their subject area by the end of the science course. Laboratory work is essential to all science and agriculture courses at Half Moon Bay High School. Students keep lab journals, notebooks, or unit packets containing individual lab work and are assessed on their lab reports. Teacher collaboration time is utilized to develop standard practices for laboratory notes and reports. In addition, students are expected to present their results to others in a variety of ways which are scored by the teacher and peers based on rubrics. Science courses also include project components which incorporate rubric-based formative and summative assessments. Other forms include written responses to and analysis of document-based or data-based case studies, evaluation of presentations and written reports. A claim, evidence, reasoning assessment is often used to evaluate students. Science courses taught by multiple teachers give common assessments to ensure continuity for all students. Science teachers have participated in professional development on the design of effective and appropriate assessments to meet NGSS performance expectations and at relevant National Science Teachers Association conference, College Board Workshops, an Advanced Placement Exam Reading. AP expectations/assessment types (e.g. FRQ) are modeled on AP exam assessments through use of released exams and rubrics.	● Common finals ● Common tests ● AP Tests ● Practice ACT/SAT ● Written Assessment ● Collaboration time ● Variety of assessment strategies ● Professional development ● DBQ online lessons ● Primary source analysis assignments ● HMBHS collects, analyzes, and makes these assessments available to the public. ● Conversations in target language ● Flash cards, visual PowerPoint presentations, and visual sentences ● Group video productions ● Online exercises ● Topic reviews with white boards
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The Social Studies Department is adopting and implementing Common Core lessons that emphasize primary source analysis which acts as a foundation and catalyst for the development of critical thinking skills, reading, writing, and public speaking. The school collects data each year on statewide and nationwide school tests and assessments, and how well ELLs are doing with language acquisition. The school reports of statewide student assessment is available on the school district web-site, including AP Scores for SS exams. Statewide testing such as CAASPP data will be available to inform instruction. These assessments are effective in that they provide the district insight into where we should be heading as a school. In the past, they have guided our future goals, programs, and curriculum. World Language Department administers formative and summative assessments based on chapter quizzes, quarterly benchmarks, exams, verbal communication in the target language between student and teacher as well as among students, group video productions, topic reviews with white boards, and culturally inspired projects.	
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
The VAPA department analyzes and assesses student projects during and at the end of lessons. Teachers will make proper adjustments for specific parts of that lesson to see if those changes will produce a stronger outcome. Teachers also make specific modifications for students with IEPs or EL students who may need more support. The English Department approaches curriculum maps by grade level so that teachers can agree upon four summative assessments per academic year. When these assessments are given, collaboration time is used to compare results and analyze data. This shapes future revision or changes to curriculum as it provides a generative environment to make instructional improvement. io Assessment is used to get data from the Interim Block Assessments given the first and third quarter. The use of formative assessments	● Scaffolded lessons ● Support for IEP ● Support for ELLs- translations ● CAASPP ● io Assessment ● Subject Area Collaboration ● Super Tuesdays ● Release Time

varies between teachers. Some teachers use Quizlet, others small white boards, others collaborative assessments, and others use response groups. Math students who are in need of additional support have a variety of services such as tutoring, peer tutoring, and Homework Club available to them in order to support progress toward specified goals. We are always evaluating our students performance and making modifications to our instruction. We spiral review (mixed space learning) to help them achieve mastery as well as adjust curriculum pacing. The Physical Education Department evaluates participation and achievement levels of classes to determine when to advance to a different activity. Science teachers use both summative assessments to evaluate student progress toward Next Generation Science Standards performance expectations and modify curriculum during units of study. All science classes incorporate a variety of formative assessments. Students are expected to demonstrate achievement in the NGSS performance expectations relevant to their science course. Subject area collaboration time in science is primarily used to work in subject area teams in order to develop shared unit plans and common assessments, as well as to reevaluate plans based on student assessment results. Teachers focus collaboration time on the analysis of assessment results to modify curriculum throughout the year. Unit plans are regularly reevaluated by science teachers based on assessment results. Social Studies teachers backward map annual curriculum; unit tests and chapter quizzes are created, then lessons and instructional activities are implemented to meet standards. The Social Studies department creates common assessments with use of collaboration time and department meetings analyze data and testing within the subject area. Future decisions can be made for areas of focus or concern, while allowing the teacher to have an individual interest in his or her area of expertise. Curricular maps are also collaborated on as a team in the Social Studies department. All-staff meetings have been used to analyze data, especially data from our goals for ELLs. The World Languages department consistently uses formative assessments to determine which topics need to be reiterated to successfully complete summative assessments. Examples of formative assessment include: dialogues, quizzes, and gallery walks.	● Tutoring ● Peer tutoring ● Homework Club ● Curriculum pacing ● Department meetings ● Summative and formative assessments ● Subject area collaboration ● Curriculum Maps ● Common Unit and formative assessments
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Many teachers regularly post daily Agendas in the classroom, visible to all students. The items on the agenda are also verbally communicated to the students in order to outline objectives, instructional materials, expectations, and timelines of assignments. Teachers provide one-on-one feedback and ensure that all students have the proper support. HMBHS Staff utilizes Schoolloop to communicate with both students and parents. Teachers post resources in Class Lockers, a list of assignments, and regularly publish student grades. In addition, all registered students and parents have access. Counselors audit student transcripts several times a year to collect student data and to track academically at-risk students. This information is communicated with students through individual student/counselor meetings. During PLPs, Counselors provide each student with a copy of his/her transcript. They discuss graduation requirements and encourage students to determine a goal while also focusing on college and career readiness. At-risk students are identified both through Counselors' audits as well as teacher inquiry. Counselors then organize a Student Support Team (SST) meeting including student's parents, teachers, and the grade-level Assistant Principal. The SST meeting is a venue for teacher assessment of a student's previous work, progress, and potential. A follow-up meeting is held to determine if a 504 would be beneficial for the student to include modifications to assist in student learning. If further assessment warrants, then an IEP is initiated. In Physical Education, teachers provide feedback to students about their ability to demonstrate skills that prepare them for higher	• Daily agenda • Regular check-ins with students • Schoolloop • Individual student/counselor meetings • PLP days • SST (Student Support Team) • 504 • IEP • Evaluation of college, career and life skills

education and careers. These skills include being on time, following directions, working with peers, using socially acceptable language, understanding how to work with peers with disabilities, and turning in assignments on time. Science teachers use Schoolloop to communicate grades to students and their families. Students are encouraged to be reflective about their learning. Students evaluate their own work, peer review the work of others, and review teacher-evaluated work. Students have the opportunity to understand their grades as well as to learn strategies to approach future assessments and to evaluate their own study skills. Students are encouraged to use arguments based on evidence and reasoning in their assessments. In AP science classes, students are provided with rubrics (following the format of their College Board AP exam) to accompany their returned AP free response tests. Self scoring of some FRQs is also included so that students understand how rubrics are applied and expectations of these assessments. World Language teachers regularly engage in teacher-student conversations in order to evaluate students' comprehension of the subject matter. Based on this, the teacher can, if necessary, make modifications for those activities and improve student success. For example, for some student presentations, the teacher may address certain issues that arise, so that students can go back and make adjustments and improve their presentations. Some teachers within the department use Survey Monkey to get student feedback on specific activities.	● SchoolLoop ● Student self-evaluation ● Rubrics ● Student-Teacher conversations with evaluative purposes ● Survey Monkey
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Half Moon Bay High School staff uses a variety of tools to assess student ability and growth such as traditional and technological formative and summative assessments. All departments use their various assessments to determine grades, performance level, and next steps for instructional approaches. Most, if not all, departments are able to use collaboration time to discuss student academic progress and growth.

The CAASPP, the comprehensive assessment administered to all 9th-11th grade students during Interim blocks in English and Math, was proctored during fall 2018 and will be proctored in spring 2019 to more accurately measure academic progress in these areas. The ability to compare our students progress from one semester to the next with those of other students in California informs teachers which skills or areas need to be reinforced in the classroom in order to better prepare them for higher education and their decided career paths. The ELPAC is the assessment use to measure progress in ELL and RFEP students so that staff is better able to prepare them for higher education and career opportunities that would otherwise be unavailable to them were they not to gain a greater degree of fluency in English.

Many staff meetings such as Super Tuesdays and all-staff collaboration time, as well as School Site Council and Common Core Specialist meetings, are utilized to discuss results from school-wide assessments such as the ELPAC and CAASPP. We have looked at data to determine how we can more effectively instruct our ELLs and better prepare all students to be college and career ready. These include 100% ELL-focused meetings and triage meetings for students in or in danger of academic probation.

The depth to which students are progressing towards meeting the schoolwide learner outcomes of academic achievement, citizenship, and excellence in communication is monitored through channels such as community service hour requirements, PBIS measures like the Kindness campaign, propagation of education about Cougar P.R.I.D.E (Perseverance, Respect, Integrity, Diversity, Engagement) as well as our diverse advanced, Advanced Placement, and college preparatory classes. All student work, including that of ELLs, RFEPs, and Special Education, is analyzed to ensure that progress towards these essential 21st century learning outcomes is achieved. All departments provide formative and summative assessments which directly prepare students to apply their knowledge and skill to performance-based tasks such as oral presentations with technology, debates, mock interviews, socratic seminars and beyond.

Prioritize the strengths and areas for growth for Category D.

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

- Results from the CAASPP and ELPAC as well as the percentage of students who meet UC/CSU (A-G)

requirements have heavily influenced how the Cabrillo Unified School District (CUSD), the CUSD board, and Half Moon Bay High School allocate resources with a large focus on implementation of new curriculum and strategies to support English language learners and reclassified fluent English proficient students

- Data from assessments is reported to the community through the California School Dashboard and Data Quest. The district can access this data through EADMS.
- Parents, students, and community members are informed of assessment data through meetings of School Site Council, Back to School Night, 8th Grade Open House, English Language Advisory Council, Cabrillo Unified School District HMBHS Foundation, Cougar Boosters, and the school's website
- Super Tuesdays are utilized to review data and focus on improving academic performance of English Language Learners (ELL) and Reclassified Fluent English Proficient (RFEP) students

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

- Continue to focus on reducing the achievement gap of ELLs and RFEPs
- Continue to offer professional development on Super Tuesdays for staff to review data and plan continued support of ELLs and RFEPs
- Allot release time to all departments for review of benchmarks and other common assessments

Category E: School Culture and Support for Student Personal and Academic Growth

Leader:

Deanna Tower, Assistant Principal

Members:

Joe Sims, English Dept.

Graeme Westwood, ELD Dept.

David Jones, Math Dept./Leadership

Kerri DeMartini, Special Ed. Dept.

Marsenne Kendall, Science Dept.

Sebastian Hart, Social Studies Dept.

Joey, Naple, Special Ed. Dept.

Megan Chan, Counseling Dept.

Maria Soriano, Counseling Dept.

Brian Anderson, Physical Education Dept.

Ahahi Hernandez, School/Community Relations Assist.

James Pendergast, Campus Security Assist.

Lucy Velazquez, Parent/Guardian

Jerika D'Aquisto, Student

Wendy Contreras, Student

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
HMBHS adopts multifarious strategies to include families and local community in the learning/teaching process. An obvious conduit for interaction is provided online, via our regularly updated school website. Parents can also access grades, homework assignments, and progress reports via Schoolloop, a utility which additionally offers direct communication with both teachers and admin. The school website provides links to the resources available on campus. It includes menus for Departments, Parent & Community Activities, Students, Counseling, and Athletics. In addition to these options, the school website displays upcoming school activities, announcements, and links to multiple parent organizations and their independent websites, including The Foundation and Cougar Boosters, as well as the Athletics website. Under the <i>Parents & Community</i> tab, there is a list of different ways parents and community members can get involved, from ELAC to the Health & Wellness Committee to School Site Council, among many others. Our Broadcasting class produces daily televised announcements. The daily announcements provide important information to both staff and students. The recording of each daily announcement is also extended to the community in video form via uploads to the district YouTube channel. Digital copies of each broadcast are also uploaded to School Loop on the same daily basis. Our student newspaper, 'Paw Print', as well as being circulated campus wide, is included as a supplement in our community newspaper 'The Half Moon Bay Review'. This not only provides an additional outlet for school news, events, and current issues but also allows our student journalists to showcase their talents to a much wider audience. InTouch12 Robocall System is an automated phone service used on a regular basis to notify parents of upcoming events like calendar changes, registration, test dates, as well as to inform parents of student absences. The calls are made in both English and Spanish. Several annual events provide an essential school/community link, including Back to School Night in September, 8th Grade Open House in October, and three 8th Grade Shadow Dates, one in October, one in November, and one in December. Parents have the chance to understand the school in a better context, have greater visibility over their child's education, and form valuable connections	● School Loop ● School Website ● Daily Televised Announcements ● Paw Print, Student Newspaper ● InTouch12 Robocall System ● Back to School Night ● 8th Grade Open House ● 8th Grade Shadow Dates ● Parent College Night ● FAFSA Walkthrough

with teachers and administration. Our Counselors lead our Parent College Night in October, FAFSA Walkthrough in December, and 8th Grade Parent Night in January, offering similar scope, bringing parents on board as students approach the next stage of their respective educations. The School Site Council is comprised of administration, faculty, staff, parents, and students. The purpose of the School Site Council is to review and monitor the programs and categorical funds that support the school's Single Site Plan for Student Achievement. Meeting information is posted on the school website. The Site plan is also posted online. Administration is extremely open to involving parents and students and taking constructive input. When looking into the effects of our early bell schedule, a Health and Wellness Committee was established, consisting of administration, staff, parents, and students. While the original issue addressed revolved around the early school start times, resulting in a later start time and a modified block schedule, the committee has since expanded to cover a number of other topics, including student stress and anxiety, nutrition, and kindness. The committee meets once a month. We also place great emphasis on liaisons with our Spanish speaking community. ELAC (English Language Advisory Committee) meets on a regular basis, district wide, allowing focus and emphasis on concerns that might directly affect students from a non-English speaking family environment. This committee works closely with the school to ensure all non-English voices have the same representation as English speaking families. All parent information events (College Night, FAFSA Walkthrough, etc) are conducted in both English and Spanish. ELAC also hosts an annual Reclassification Ceremony to pay recognition to those students who have achieved a sufficient level to lose the moniker of 'English Language Learner', effectively opening up the same avenues available to native English speakers. In administration we also offer dedicated and direct Bilingual Community Liaison, ensuring no parent or student struggles with translation or interpretation issues. At campus level our 'Puente Club' also offers inclusive interactions between our non-native English speakers and their English speaking peers.	● 8th Grade Parent Night ● School Site Council ● Health & Wellness Committee ● ELAC ● Bilingual Community Liaison ● Puente Club ● The Foundation ● Boosters Athletic Corp ● ELAC ● Cabrillo Education Foundation
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The generosity of parents and the greater community must be noted. When teachers face budget constraints that impact the classroom, parents react whether by donating various supplies or contributing to the funding of additional class sections. Four groups impact academics and co-curricular activities at Half Moon Bay High School: The Foundation, Boosters Athletic Corp. (BAC), English Learner Advisory Council (ELAC) and the Cabrillo Education Fund (CEF).

The Foundation is a vital part of the Half Moon Bay High School learning community. The Foundation donates annually thousands of dollars for classroom supplies and equipment, student programs, and student services. The group also funds the after school homework club in the library where students can receive one-on-one afterschool tutoring from Half Moon Bay High School teachers. In addition to critical financial support, the Foundation serves as an event planner for the community to help bring funds to the high school. They help with Back to School Night, 8th Grade Orientation, Scholarship Night, and our Awards Banquet. The Foundation funds many of our student recognition awards and lunches. They also lead numerous fundraisers, including New Leaf gift cards, the Color Run and New Leaf Gift Cards.

The Half Moon Bay High School Boosters Athletic Corp (BAC) is a nonprofit corporation dedicated to supporting athletics at Half Moon Bay High School through volunteerism, community involvement, and fund raising efforts. These include donation drives, snack bars, merchandise, gate fees, a strong presence at our local Pumpkin Festival, Casino Nights, Golf Tournament, plus an annual Black & Orange Ball. All BAC proceeds go directly to funding sports programs, equipment purchases, and facility improvements at HMBHS for the continuing development of competitive teams, academically successful athletes, and school and community spirit.

BAC is responsible for adding the presence of an Athletic Trainer to our Athletics program, funding 50% of the Athletic Trainer program. The importance of an athletic trainer involves contributing to the health and safety of our high school athletes during conditioning, practices and games, supporting 24 athletic teams and over 450 student athletes. The school district funds the other 50%, allowing for the Athletic Trainer to maintain a full-time position.

Through their fundraising efforts, Cougar Boosters has been able to contribute an average of more than \$300,000 annually in equipment, uniforms and services to all of the High School's athletic teams. All of this is made possible through the efforts of many volunteers who spend countless hours organizing & collecting gates fees, prepping & running snack bars, planning & executing the Black

- HMBHS Foundation
- After school Homework Club
- The Color Run
- New Leaf Gift Cards

- HMBHS Boosters Athletic Corp
- Fundraisers
- Cougars Boosters website

- Full-time Athletic Trainer

nominate one student for each OCL. Nominations of students can be for a variety of reasons, from improving a grade to showing kindness to saving a life! The Leadership program then hosts a luncheon for the staff members and the student they nominated. At the luncheon, the staff member recognizes their student by handing them a certificate and describing to the audience why that student was selected. The Leadership Class reaches out to local businesses to cater the lunches. Given that the food is for a school event, local businesses give the students a discount on the cost and/or add extra items at no charge. HMBHS has an on-campus staff member dedicated to Workability and Job Placements for Special Education students. He connects students and families with the Department of Rehabilitation and secures funding for job opportunities.	• Every 15 Minutes program • California Highway Patrol • San Mateo County Youth Leadership Institute • Outstanding Cougar Luncheons • Workability • Department of Rehabilitation
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
In order to obtain a high school diploma from Half Moon Bay High School scholars must complete 35 hours of community service. Rotary International works with HMBHS scholars to bring together business and professional leaders in order to provide humanitarian service and to advance goodwill and peace around the world. HMBHS receives copies of the Half Moon Bay Review weekly for distribution to teachers for use in their classrooms. The HMB Review covers a variety of topics, including global, local, community, and school events and issues. The newspaper is published weekly and available online. Also our school paper the "Paw Print" is printed through our partnership with the HMBHS Review. HMBHS hosts a yearly Community College Fair in February to	• Community Service Graduation Requirement • Rotary International

ensure students access to talk with college and career representatives. Schools are representatives from various Community Colleges in the surrounding area. To further support our students, HMBHS provides College of San Mateo (CSM) Counselors for all Community College-bound seniors. In addition, representatives from CSUs, UCs, Private Schools, Trade Schools, and the Military make frequent visits to the campus to provide information to students. The Equal Opportunity Program provides access, academic support and financial aid to students who show promise for succeeding in college but who may not have otherwise been offered admission. San Mateo Sheriff's Department works with our at risk male students through their organization called the "Young Men's Group". SAL (Sheriff Activities League) works with HMBHS scholars after school by hosting a variety of activities for scholars of all genders. There is a variety of community groups that provide additional resources and support for our students. StarVista provides our scholars counseling, crisis prevention, youth housing, and outreach programs. HMBHS works with the San Mateo PRIDE Center, they work closely with our GSA club. HMBHS has a Transitional Specialist on campus as well to assist students. Rape Trauma Services of San Mateo County works with individual students and our HMBHS Peer Helpers by providing group therapy assistance and counseling on an individual basis when needed. HMBHS successfully hosts Special Olympic events on our campus one to two times a year. Our Physical Education Department collaborates with our Special Education Department to organize and host the events, inviting several nearby schools to participate. HMBHS host a Annual Gallery Art Show on our campus to welcome the public to come and enjoy the student produced artwork they created in their Art classes. Coastal Arts League works with HMBHS scholars by collaborating with our Art Department to create art shows that take place at locations outside of our campus to future connect with the greater art community. The art department also works with Coastside Land Trust to show student art annually at the CLT gallery. HMBHS Music program has a variety of community involvements. These include band competitions in Newark, Santa Cruz and Napa. Also included is providing music for the Spring Musical, the	● Half Moon Bay Review Newspaper ● Paw Print ● Community College Fair ● Recruitment Days ● CSM Counselors ● EOP Workshops for Seniors ● Sheriff Department Young Men's Group ● SAL ● StarVista ● Pride Center ● Transitional Specialist on campus ● Rape Trauma Services ● Special Olympics ● Physical Education Department ● Special Education Department ● Annual Gallery Art Show ● Coastal Arts League
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Pumpkin Weigh-Off, 3 or 4 school concerts a year, home football and basketball games, and playing in numerous community parades and events. Students also participate in CMEA events. HMBHS Shop Program collaborates with CTE (Career Technical Education) and Taylor guitars to offer a course in Guitar Making. HMBHS Science Department collaborates with our community resources through field trips throughout the year, including the Fitzgerald Marine Reserve and SAM (Sewer Authority Mid-Coastside). Our Introduction to Computer Science class has knowledgeable community members assisting in the course instruction. A variety of College Reps visit HMBHS throughout the year to provide scholars information on college opportunities.	● Music Program ● Guitar Making course ● Science Field Trips ● Computer Science class ● College Reps
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Every year the Emergency Preparedness Plan is updated, published, communicated and practiced with staff. It outlines the school's pupil protection policy, responsibilities of school personnel in case of emergency, actions to take during specific emergencies, procedures for releasing students, and disturbances on campus.	● Emergency Preparedness Plan (The Big 5) ● Regular Emergency Drills ● Emergency Supplies

Throughout the year all staff and students participate in regular fire, earthquake and lockdown drills. In addition, each classroom is equipped with emergency supplies that consist of an evacuation map, fire extinguisher, The Big 5 Protocol summary poster, two gallons of water, and an emergency bucket. The emergency bucket contents include: gloves, a toilet seat, toilet paper, emergency first aid kit, a tarp, hand sanitizer, a light stick, water purification tablets, face masks, emergency radio, trash bags, and hand wipes. Each classroom has the Uniform Complaint Procedures posted in both English and Spanish. Half Moon Bay High School (HMBHS) has focused on creating a safe, clean and welcoming school environment to support school culture and personal and academic growth. Half Moon Bay High School Administrators make themselves highly visible to the students before and after school, during lunch-time and passing periods. Administrators can effectively communicate with each other and the office with the use of walkie-talkies. Students are often seen engaging in conversations with administrators in the “quad.” At least one administrator attends each after school event, and several weekend events, that is sponsored by the school. HMBHS also has extensive policies to create a safe and supportive school climate such as the anti-bullying policy, dress code, and tardy passes. The anti-bullying policy listed in the Student/Parent Handbook: Bullying - The Student Code of Conduct includes, but is not limited to, the following actions and consequences: Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to the principal or designee. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. HMBHS also holds Challenge Day each year prioritizing 9th and 11th grade students to create connection and stimulate discussion around anti-bullying and violence. Participating students are both volunteers and selected by staff, with a mix of students who are positive leaders along with at-risk students, new students and students who want to make new social connections - anyone who is looking for a connection to school. HMBHS’ dress code is outlined in the Student Parent Planning Guide to ensure that appropriate clothing is worn on campus and students are held to the same expectations. An effective tardy	● Uniform Complaint Procedures ● Supervision at School-Sponsored Events ● Anti-Bullying Policy ● Challenge Day
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Teachers are assigned to supervise extracurricular activities including athletic events and dances. Visitors to campus during the school day are monitored by administration and on campus monitors. Even substitute teachers wear an ID badge. Although not a common occurrence, when graffiti occurs on campus, it is quickly attended to by administration and custodial staff. Our custodial staff also cleans rooms daily, including floors and trash. Our High School has continued to improve its security measures. Student parking lots are patrolled and are locked during class time. Students can still leave campus for lunch but the tardy policy has motivated most students to return to school on time for their classes after lunch. The road to HMBHS is very dark at night. After a test run of four lights, the school district approved the installation of solar bollard lights along the entire road. The lights will be installed 25 feet apart along the Lewis Foster Drive pathway and around the Lower Parking Lot entrance. The new lights will increase safety along this main pedestrian access to the high school and within the parking lot. At the beginning of each school year each student receives the current and updated Student Hand Book that contain the school rules and the consequences for infractions of those rules. Freshman social studies teachers use the hand book as a curricular unit and test students on the rules for the school. This assures all students understand expectations, including such policies as the Tardy Policy and the Academic Integrity Policy, along with the consequences for infractions. Also outlined in the Student Handbook is the Technology Agreement. Students agree to use technology appropriately, abide by school rules, and to be respectful of school property. This year, HMBHS rolled out a program that allowed every student to have their own Chromebook. Students are able to take them home and keep them over breaks. They are expected to bring them to school every day, fully charged, and ready to use in class when the teacher instructs them to. If a student stays enrolled at and graduates from HMBHS, then the school's Chromebook becomes their Chromebook to keep. We are currently researching programs teachers can utilize to monitor student Chromebooks while in class.	● Security Cameras on campus ● iLobby ● Staff Supervision Assignments ● Custodial Staff ● Parking Lots ● Solar Lighting Project ● Student Handbook ● Technology Agreement ● Chromebooks
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High Expectations/Concern for Students

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Our school has implemented a Positive behavior Intervention Strategy program. This program focuses on rewarding students for positive behavior and celebrating the good that they do on campus. One strategy that we have used is handing out cougar cash to students who are displaying one of our "PRIDE" traits: Perseverance, Respect, Integrity, Diversity, Engagement. The "cash" (a ticket) can be entered in to win a drawing for a prize that displays some kind of school spirit (like socks or a shirt). The drawing is done over the daily announcements on Fridays for the whole school to hear. Another way we reiterate positivity is through our PRIDE cards. Staff members send postcards to students with a note describing why they want to recognize the student (grade improvement, act of kindness, etc). Each quarter, teachers have the opportunity to nominate a student as their "Outstanding Cougar"-- this is a student who embodies Cougar PRIDE as well as potentially being a student who has worked hard to improve their grades or turn things around. The teachers and their nominees attend a special luncheon provided by Leadership where the teacher stands up and praises their Cougar for all of their hard work and explains why they nominated them. They also present the student with a Certificate of Recognition. Besides the Outstanding Cougar Luncheons, our Leadership Class is responsible for organizing and leading multiple events throughout the year, including Assemblies, Homecoming, Dances, Student and Staff Recognition, Blood Drives and a Talent Battle. The goal of the Leadership class is to instill and ignite Cougar pride in each and every student and staff member at HMBHS. Peer Helpers is an elective class offered for students. The class operates under the belief that all students have something positive to contribute to school climate and when empowered to use these skills, more students can be served on a social emotional level. Throughout the course of the year students develop leadership, listening, decision making, communication and basic counseling	● PBIS ● Cougar Cash ● PRIDE Postcards ● Outstanding Cougar Luncheons ● Leadership Class

skills that are put to practice through peer to peer counseling, student-led workshops and meditations, which add another level of support and intervention available to all students on campus. Through the training, students also become more self aware, be able to facilitate conversations with their peers on identity, familial and social struggles that may be impacting academic and emotional well being. Peer Helpers not only work with individual counseling, they also focus on creating and facilitating psycho-education workshops in the classroom and through campus. Peer helpers work closely with Counseling for consultation. The One of a Kindness Campaign began in 2017 and is led by our principal, John Nazar. At first, the group consisted of student volunteers. This year, the One of a Kindness Campaign is an official Advisory class. Mr. Nazar meets with the group of 30 students weekly during Advisory. The roster is a combination of student volunteers and students who were asked to be part of the group. The goal of the campaign is to spread kindness across our campus and across our community. The class is divided into committees and sub-committees: Production, Communication, and Coordination. The Production Committee creates videos focused on kindness, whether acts of kindness or people describing acts of kindness. Communication posts the videos on the social media outlets as well as create posters to hang around campus. Coordination runs the group's website. The end goal of this group is to visit the four elementary schools and our one middle school to promote the message of kindness. The plan is to have these school visits and presentations during the second semester. Our ELAC (English Language Advisory Committee) and Puente Club create pathways for our Spanish speaking community to be involved at HMBHS. All communication from our district is in both English and Spanish. All parent information events (College Night, FAFSA Walkthrough, etc) are conducted in both English and Spanish. In addition, HMBHS has a Bilingual Community Liaison in the front office, accessible by phone, through email, and in person at all times throughout the school day. Several years ago, our Math Department created a quarterly award for students called "Mathletes." The award spawned from the idea to celebrate the success of their math students. These students earn a certificate, a pencil pouch, pencils, and a gift card to a local business. The class also celebrates the Mathletes' achievements with a "Mathletes Party." Challenge Day is an all-day event that our students can opt to participate in. This day is dedicated to helping students grow in	● Peer Helpers ● One-of-a-Kindness Campaign ● ELAC ● Puente Club ● English and Spanish Communication ● Bilingual Community Liaison
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empathy, understanding of others, tolerance, acceptance and learning how to pen up and express themselves more. The event celebrates diversity and the experience often repairs damaged relationships and creates new friendships. Youth Summit is hosted at our district's one middle school and main feeder school, Cunha. This event provides an opportunity for the high school and middle school to connect. Youth Summit participants are 8th graders from Cunha as well as Pescadero, a small town south of Half Moon Bay. Over fifty HMBHS students participate as "Mentors" or as Club Representatives. HMBHS students participate on informational panels with Q&A, lead small groups of 8th graders throughout the day, and host a Club Jam at the end of the day. The goal of the event is to provide the middle school students a thorough snapshot of life in high school and to instill motivation to enjoy the experience. Student Planning Teams (SPT) include administrators from HMBHS as well as Pilarcitos, our district's alternative high school, counselors from the high school, district psychologist, and representatives from our School Linked Services. Cougar Talk precedes the SPT meeting and is an additional and more focalized format for HMBHS Administrators and our Counseling Department to identify individual students at risk and create a plan to help each of these students find success. PLPs (Personal Learning Plans) are sessions where the counseling team is able to meet with students in each grade level. Counselors and students are able to assess current academic standing, students' post-high school goals, and how to meet those goals. Additionally, students are given a copy of their transcript and discuss course selection for the upcoming year. The AVID program at the high school is offered for each grade level. This program is for students who will be the first in their family to go to college and are underrepresented on college campuses. These are also students who have high academic promise and may not be living up to their potential. There are over forty clubs on campus. These clubs were created by the high school students. While each club has a credentialed staff member as an advisor, the clubs are student-led. They write the club's constitution and budget, lead club meetings, are responsible for approval of any expenditures and required to present to the Associated Student Council for any club approvals.	● Mathletes ● Challenge Day ● Youth Summit ● SPTs (Student Planning Team) ● Cougar Talk ● Personal Learning Plans ● AVID ● School Clubs
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GSA (Genders and Sexualities Alliance) and Puente Club are two who specifically target inclusivity in their mission. GSA is a club that brings together members of the LGBTQ community as well as it's advocates to discuss issues, raise awareness and educate people in the school community. Puente Club is a Chicano/Latino club on campus that is designed to bridge the communities within our school community, and others to learn more about their culture and celebrate those differences. Advisory is a class that was added to the HMBHS weekly bell schedule starting the 2017-2018 school year. Each teacher is assigned an Advisory class. The class roster for the Advisory class is made up of approximately 25 students in either a 9th/11th grade combination or a 10th/12th combination. Students remain with the same Advisory teacher all four years at the high school. The purpose of this 55 minute period once a week is to ensure that students have a teacher on campus that they can connect with over their four years at the school as well as built-in time in the school day to allow for individual work. The students use this time to work on school work and/or make-up work. Students can also request passes of specific teachers to go visit them during this hour to get one-on-one help in a class that needs attention or to make up an assessment during an absence.	● Advisory
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
The current administration is inclusive of the staff and community in the decision making process. Staff members participate on our site Leadership Team, Academic Council, and our AVID Team. Staff members and community members participate on our School Site Council, Health and Wellness Committee, Boosters Athletic Corp., and The Foundation. All of these committees provide input for many of the decisions made at a school level as well as at a district level.	● Leadership Team ● Academic Council ● AVID Team ● School Site Council ● Health & Wellness Committee ● Boosters Athletic Corp. ● The Foundation ● PBIS

The site Leadership Team focuses on topics surrounding school culture and climate. They have absorbed the PBIS committee after the PBIS stipends were not renewed this year. The Academic Council meets monthly to discuss any issues in regards to academics. They also design the Professional Development calendar for the upcoming school year. The AVID Team meets monthly to reinforce the vertical design of the program. School Site Council meets monthly and provides input on vital school documents such as the SPSA and the school's Safety Plan. The Health and Wellness Committee is made up of community and staff volunteers. This committee focuses on key issues plaguing our students, for example, peer pressure, mental health, and illegal extracurriculars. The Health and Wellness Committee helped shape the new bell schedule with a later start time. The Boosters Athletic Corp., also meets once a month to discuss our Athletics program. Discussions heavily surround funding and fund raising. The Boosters took on a large amount of financial pressure when they took over partial funding of athletics in order to save the programs. The Foundation receives and approves many funding requests from teachers to progress their program, including field trips, supplies, and substitute teachers. Our high school counseling staff work closely with each student, providing holistic counseling in a comprehensive counseling program. Together, they work with their academic goals and college/career goals while offering a safe place to discuss personal and private concerns. Counselors have a code of confidentiality for all students but in particular our school respects the need for the confidentiality required by law for special education students. Our Spanish speaking families are provided translated documents and presentations in their native language. The inclusion of our ELAC families allows our Spanish speaking students to feel more informed and included in school activities. The High School Faculty enjoy showing their enthusiasm for our school as a meaningful learning environment by wearing HMBHS "gear" regularly, participating in dress up days, competing in events against students during homecoming week and in assemblies. Both students and staff participate in Black and Orange Fridays by donning apparel in our school colors. HMBHS Staff meets on a regular basis either through Staff Meetings or designated Subject Collaboration by Department. Departments create common assessments, determine proper placement of students in classes, and have discussions often regarding curriculum and pacing guides. The mutual respect	● Counseling Department ● ELAC
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shown within a department allows for a positive and progressive collaboration. Teachers share the responsibility for each student's learning and thus increases their chances that each student experiences success. Communication with staff, students, parents, and the community is vital for a school's cohesiveness. Our principal, John Nazar, emails a weekly "Principal's Message" to all of our stakeholders. He also records his message weekly for the televised Daily Announcements. For special events or urgent messages, HMBHS utilizes the InTouch12 Robocall System.	● Spirit Fridays ● Weekly Collaboration ● Email ● Daily Announcements ● InTouch12 Robocall System
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
The Student/Parent Handbook is published every year in English and Spanish in order to help students thrive at Half Moon Bay High School (HMBHS). It is distributed with first-day packets to every HMBHS student and is given to any student who enrolls during a school year. In addition, it is available online. The Handbook is a guide for students and their parents in understanding and being informed about the school's policies, programs, expectations, schedules, and contact information. It also includes information on graduation requirements and discipline practices. It is also available online in the two languages. The Student Planning Guide is published every year in English and Spanish. It provides students and their parents with a planning tool to adequately prepare their student for an academic and/or occupational pursuit after high school. It includes current courses as	● Student/Parent Handbook ● Student Planning Guide

well as prerequisites for each course. It also provides UC/CSU requirements and how they match up with HMBHS graduation requirements. The Student Placement Team holds a monthly meeting with counselors, administrators (from both HMBHS and Pilarcitos HS, our alternative high school), the school psychologist and a School Linked Services therapist to review and collaborate on the best plan/placement for students who are at risk of not graduating and need Tier 3 interventions. Specific students are discussed among the team based on of physical, mental health, academics, behavior needs. Cougar Talk is a meeting held once to twice a month that is run by administrators, counselors and attended by school psychologist and School Link Therapist. In these meetings we identify students who need Tier 1 or Tier 2 interventions. All 9th grade students and parents are invited to attend Freshman Family Night in the spring semester where counselors support families in creating a 4-year plan with the student and discuss academic and career resources and options. Counselors hold SST meetings with teachers, parents and administrator for students who are not thriving after Tier 1 interventions. The counselor makes classroom observations, collects work samples and data in order to create an initial report for the SST meeting. The team creates a support plan for the student, If needed, counselors will will hold another SST after 6 weeks to address if the student needs more interventions, such as a 504 or Special Education testing. 504 students are assigned a case manager. Counselors are case managers for 504 students in which they monitor student progress, advocate for the student, and make sure accommodations are in place within the school environment for the student to be academically successful. Special Education students are assigned a case manager. Special Education teachers are case managers for students who qualify for an IEP. The IEP case manager communicates with teachers, ensures the classroom modifications are understood and practiced, and advocates for the student. The case manager also creates the IEP-at-a-Glance, which provides information about the student's individual needs, instructing certificated staff to provide modifications and accommodations for	● SPT (Student Placement Team) ● Cougar Talk ● Freshman Family Night - 4 year plans with 9th graders ● SST (Student Study Team) ● 504 Case Manager ● IEP Case Manager
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student assessment. They are distributed via email or in person at a staffing meeting. Cabrillo Unified School District (CUSD) holds monthly informative meetings accessible to all parents of students with IEPs. Child care is provided as well as Spanish language translation for all of these meetings. The entire student body is enrolled in an Advisory period with an Advisory teacher assigned for all four years students are at HMBHS. The purpose of the 55-minute once a week class is to help reduce student stress and workload by allowing time to begin and/or catch up on homework or missed classwork within the school day. It is described in full in the Student Planning Guide (pg. 7). HMBHS's Peer Helpers Club transitioned into its third year of a class to teach and practice counseling skills, communication skills and conflict mediation skills to 10th-12th grade students. The goal of this class is to provide lower level interventions to their peers facing transition, academic or personal challenges. Peer Helpers are paired with their peers and supervised by one of their Peer Helpers teachers, team-taught by a teacher and a counselor on campus. Full details are available on the HMBHS website. SOY stands for "Strengthen Our Youth." The SOY program is focused on counseling and education through the use of group and individual therapy, during the school day. Referrals are typically made from the Counseling and Special Education departments. Full details are available on the HMBHS website. Gender and Sexuality Alliance is a club that brings together LGBTQ and straight students to support each other, provide a safe place to socialize, and create a platform for activism to fight homophobia and transphobia. The Wellness Room, located in the library, is furnished as a safe place for students to utilize healthy coping skills or engage in wellness activities. Comfortable couches, tea, stress balls and coping skills activities are available to utilize. This room is available for use by outside therapists, interns and Peer Helpers to meet with students through individual or group counseling. Wellness Week happens once a semester and is designed to promote healthy coping skills, stress management and healthy life through fun lunchtime activities. Peer Helpers help brainstorm needs of students, design activities, and reach out to guest speakers for the week. Counselors, in conjunction with Peer Helpers	● IEP At-a-Glance ● CUSD IEP Parent Meetings ● Advisory ● Peer Helpers ● SOY Program ● GSA ● Wellness Room
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students, coordinate the two annual Wellness Weeks. Examples of past Wellness Week activities are yoga, healthy cooking, art therapy, nap time, workshops on mindfulness, deep breathing and Cognitive Behavioral Therapy. Homework Club is available to all students in both English and Spanish who need help in any subject. Tutoring is provided by credentialed teachers in the library from 3:30 to 4:30 pm, Monday through Thursday. In addition, there are two community members who volunteer their time for tutoring in the library two days a week. These volunteers focus on Math and Computer Science. Tip 411 is a reporting system for the HMBHS community. Through Tip411, students can anonymously text a tip. We initiated the program to better help students, parents, and community members report crimes, suspicious activity, or any unsafe situations in which our students may be at risk. The three administrators monitor the program and investigate any tips deemed valid. In regards to physical health, the Boosters Athletic Corp. has funded a full-time Athletic Trainer on campus for all home practices and games. The trainer also travels to away games when possible. Student-athletes are able to meet with the trainer at anytime after school to assess an injury, prevent an injury, and/or create a plan for physical therapy.	● Wellness Week ● Homework Club ● Volunteer Tutors ● Tip411 ● Full-time Athletic Trainer
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
The Counseling Department meets with students throughout the year, both as scheduled PLP days (Personal Learning Plan) as well as individual check-ins related to personal/social/emotional, academic, college and career goals. The Counseling Department uses a multi-tier approach where they first meet with the student, then if necessary, with a parent. When a student is not seeing success after Tier 1 interventions, then the student's counselor organizes an SST (Student Study Team), bringing together the student's counselor, teachers, Assistant Principal, student, and parents. A support plan is created for the student to be implemented	● Counseling Department ● PLP (Personal Learning Plans) ● SST (Student Study Team)

immediately. A follow-up is conducted after 12 weeks to help the team decide if another SST meeting is needed to provide more interventions, such as SPED assessment or 504s.

Throughout the assessment, counselors consult with the team and with outside agencies, when needed. They submit referrals when appropriate, including referrals to SOY (Strengthen Our Youth), Starvista, El Centro, SLS (School Linked Services), CMH (County Mental Health), and BHRS (Behavioral Health Rehabilitation Services). In addition, they inform parent/student about Medi-Cal covered services as well as the assessment process for IEP. Special Education department also makes referrals to these outside agencies.

Cougar Talks are meetings held one to two times a month, and include the three administrators, the three counselors, the school Psychologist, and a School Linked Services therapist. This team meets to discuss at risk students as well as follow-ups on students previously discussed. They collaborate on strategies to help students feel successful as well as determine if a referral to the next level of intervention is appropriate.

The Student Placement Team holds a monthly meeting to review and collaborate on the best plan/placement for students who are at risk of not graduating and need Tier 3 interventions. Specific students are discussed among the team based on physical, mental health, academics, behavior needs. The SPT consists of counselors, administrators (from both HMBHS and Pilarcitos HS, our alternative high school), the school psychologist and a School Linked Services therapist

The Counseling Department hosts Freshmen Family Night, where the student, parents, and the counselor collaborate to create a 4-year plan and discuss academic and career resources.

In addition, counselors meet with all students multiple times a year (PLPs) to discuss scheduling, personal goals for after high school, and to help create a plan to guide the student towards accomplishing those goals. The Student Planning Guide (SPG) is a resource for students and parents to see the classes offered and the pathways within each department. When students are in 11th and 12th grade counselors audit transcripts to ensure students are on track to meet their personal learning goals.

- **SOY (Strengthen Our Youth)**
- **Starvista**
- **El Centro**
- **SLS (School Linked Services)**
- **CMH (County Mental Health)**
- **BHRS (Behavioral Health Rehabilitation Services)**

- **Cougar Talk**

- **SPT (Student Placement Team)**

- **Freshman Family Night**

- **PLPs**
- **SPG (Student Planning Guide)**
- **Transcript Audits**

- **IEP Case Manager**

- **IEP At-a-Glance**

- **504 Plan**

Special Education teachers are the Case Managers for our Special Education students who qualify for an IEP. The IEP Case Manager communicates with teachers, ensures the classroom modifications are understood and practiced, and advocates for the student. The case manager also creates the IEP-at-a-Glance, which provides information about the student's individual needs, instructing certificated staff to provide modifications and accommodations for student assessment. They are distributed via email or in person at a staffing meeting. Counselors are case managers for students who qualify for a 504 Plan. The Case Manager monitors student progress, advocates for the student, and ensures accommodations are in place for assignments and assessments. The counselor makes classroom observations, collects work samples, teacher input, and data in order to create an initial report for an SST meeting in regards to 504. If a student is credit deficient, counselors and admin will collaborate to determine how the student can recoup credits, whether at HMBHS, Pilarcitos High School, or Independent Study. At HMBHS, students have the option of taking an extra class during 1st or 7th period, online credit recovery program, or summer school. The Cougar Talk and SPT meetings determine if the best chance for a student to be successful is to attend an alternative program.	● Scheduling ● Credit Recovery ● Summer School ● Independent Study ● Cougar Talk ● SPT
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Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Administration, teachers, counselors, and the Special Education Department monitor the need for and success of intervention services at every step along the way. Students who have not previously exhibited the need for intervention services or qualified	● Teams Monitoring Student Progress

for services before enrolling at Half Moon Bay High School will be identified at first through a referral request from a parent or teacher(s). If classroom interventions don't prove sufficient, an SST (Student Study Team) will be convened to determine whether concerns related to the student's progress in school necessitates support and intervention strategies. The team will consist of a parent, teacher(s), administrator, school support providers, and someone from the Special Education department where applicable. The SST will be tasked with discussing appropriate interventions and next steps. Students will then proceed on the path towards a 504, IEP, or SPT depending on the specific situation. Each month administrators, counselors, representatives from services for mental health and Special Education gather for a meeting known as Cougar Talk. Cougar Talk serves as a forum to discuss action plans and the continuum of services available for at-risk students and students who have already been through the SST process. Students who continue to struggle academically will be reviewed through an SPT or Student Placement Team. Similar to Cougar Talk, this meeting discusses the option of transferring to the alternative high school or independent study. Credits and grades continue to be closely monitored for students who don't require a 504, IEP, or transfer to the alternative high school. Students with an IEP or 504 are assigned a case manager who is tasked with monitoring intervention services for that student throughout the year. For students with an IEP, the IEP-at-a-glance serves as a link between the Case Manager and General Education Teachers, providing guidance on how to support students and provide the appropriate interventions over the course of the year. Annual IEP meetings and staffing meetings at the beginning of the year provide checkpoints to ensure that interventions are being implemented and to monitor progress on student IEP goals. Progress notices are also sent home each semester to notify parents of their student's progress on IEP goals. Advisory was added to the bell schedule for the 2017-2018 school year and then subsequent years. The class provides a forum for students to meet with a mentor teacher in a small group setting	● SST ● 504 ● IEP ● SPT ● Cougar Talk ● SPT ● IEP ● 504 ● IEP-at-a-Glance ● IEP Meetings ● Staffings ● Progress Notices
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regarding academic planning or social issues. Advisory is a 55-minute period held once a week. Attendance is required and students receive a P/F grade for 1 credit. Students can use this period as a chance to work on homework, make-up work, or visit another teacher for additional tutoring. Students' attendance is monitored by both Assistant Principals and the Attendance Clerk. Together, the team initiates the SARB process for truant students and notifies students with Excessive Absences. Students with tardies and absences are required to serve detentions which can accumulate into further consequences. Communication with the student and their family is initiated through mail, phone calls, and parent meetings.	● Advisory ● SARB/Excessive Absences
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Half Moon Bay High School actively considers proportionate distribution of students based on demographics and student count while creating the master schedule and determining class enrollment numbers. While determining distribution, students that are designated with 504s and IEPs are also taken into consideration. SPED case managers work collaboratively with academic counselors in determining SPED students' schedules. Departments regularly collaborate at HMBHS and during this time, members of the staff give input regarding student distribution. Administration and Counseling ensure student count per teacher and final roster deadlines align with contractual guidelines. While typically, our 1st period courses offered were limited to PE, Course Recovery, and Band, the 2018-2019 school year provided students with several more academic offerings for 1st period, including English, Math, Social Studies, and AVID. Unfortunately, the specific classes offered for 1st period heavily impacted the schedules of a large number of underclassmen, leaving them without a class for the last period at the end of the day, allowing students to leave campus before the final bell. Demographics among classes are examined each year through Course Request forms, PLPs, Master Scheduling, registration forms,	● Master Schedule ● Case Managers ● Department Collaboration ● CUTA Contract ● Master Schedule ● Course Request Forms ● PLPs ● Master Scheduling ● Registration Forms ● Class Rosters

class rosters, California Healthy Kids Survey, California School Dashboard, and additional district data. Administration collaborates with the Counseling Department to examine demographic distribution of students throughout class offerings.	● California Healthy Kids Survey ● California School Dashboard
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
HMBHS has a robust Leadership program. The Leadership Class organizes and hosts a large variety of events on campus, including Assemblies, Homecoming, Blood Drives, Dances, Spirit Week, Spirit Fridays, and the Class of the Year competition. Through these activities throughout the year, Leadership promotes school spirit and school pride. The Leadership Class is also our Associated Student Council and therefore oversees all HMBHS clubs. There are over 40 student-led clubs on campus. The Leadership class organizes a yearly Club Jam in the beginning of the year during lunch to promote the many clubs on campus. They host the event again at the Youth Summit in May held at our public middle school to 8th graders with the transition to high school. All students of all backgrounds have access to all clubs. Club meetings are held at lunch and after school. Many clubs, such as Puente Club and Interact Club, oversee activities that involve the community. Each club has a teacher advisor who provides guidance and assists at every meeting. HMBHS offers a Broadcasting class where students write, film, edit, and broadcast the news daily. The announcements are broadcasted in each classroom during 4th/5th period. Students work as director, floor manager, technical director, audio, producer and talent. Students are also responsible for writing and producing news segments once per week as they go out in the field and into classrooms to report on various news and events around campus. The news is also shared on the district Youtube page and the school home page.	● Leadership Class ● Clubs ● Club Jam ● Broadcasting Class ● Yearbook Class ● Journalism Club ● Puente Club ● FFA (Future Farmers of

HMBHS Students also have the option to enroll in the Yearbook class. Students are responsible to take photos throughout the year, conduct student and staff interviews, and help develop the layout for the yearbook. Students also sell and distribute the Yearbook. Journalism was offered as a class for several years. Unfortunately, due to budget restrictions, Journalism was not offered as a class beginning in the 2017-2018 school year. Instead, a group of dedicated students and teacher have formed the Journalism Club in order to continue having the school's newspaper, The Paw Print, in circulation. Students write, design, interview, and layout the newspaper. The local newspaper, The Half Moon Bay Review, funds the budget and distributes the monthly Paw Print with their paper.	America) ● Industrial Arts Club ● Annual Car Show ● AVID ● Homework Club ● Spring Musical ● Fall Play
Puente Club celebrates and expands awareness of Latino culture on campus. Puente Club hosts a number of cultural events on campus both during school hours and after school that reach out to the community and include Latino parents in the school culture. They are able to host these cultural events with the support of the local businesses. A long-standing club at HMBHS is our FFA (Future Farmers of America). FFA provides students an opportunity to grow food and plants in our on-campus greenhouse, oversee the care animals of their choice, learn and practice ag mechanics, and possibly show their animals at the County Fair. FFA also focuses on career and leadership development. FFA students compete in local and sectional Opening and Closing Contests and attend annual conferences. The Industrial Arts Club organizes The Annual Car Show at HMBHS during the second Saturday of March. Students organize the event, advertise, and even help cook the food at the event. They reach out to surrounding communities to participate in an event that helps promote the Industrial Arts program at HMBHS. Participants pay an entry fee. The event is the main source of funding for the program. Students earn credit as AVID tutors. Tutors are in charge of running tutorials: small groups of students working together to understand concepts from classes are they are struggling with. Tutors also check students binders and give them feedback on their notes and organization. Homework Club meets Monday through Thursday after school in the library. Not actually a "club", Homework Club is the name given to our after school tutoring program. Any student may attend the	● Athletics

library for extra help. Teachers, Student Tutors, and volunteer community members offer free services for additional academic help in multiple subjects at Homework Club. HMBHS hosts a Spring Musical each spring. Over 50 students have a hand in the event, from helping design the stage and costumes to being the Student Director to starring in the production. In the 2018-2019 school year, our Drama teacher also initiated a Fall Play with a similar number of student participants. Both events require a significant amount of time and dedication, are highly successful, and expand beyond HMBHS into the community. Athletics has a large impact on the culture of both the school and the community. Sport teams include football, volleyball, cross country, tennis (boys and girls), water polo (boys and girls), soccer (boys and girls), basketball (boys and girls), wrestling (boys and girls), gymnastics, cheer (coed), baseball, softball, golf (boys and girls), swim, and track. Student participation depends on their academic standing by maintaining a 2.0 GPA or better. They must sign the Cougar Code of Conduct to address expected behavior as an HMBHS Student-Athlete. The Athletics Code of Conduct addresses the Schoolwide Learner Outcomes, academic standards, and PRIDE expectations (Perseverance, Respect, Integrity, Diversity, and Engagement). Many of the athletic events of HMBHS are well-attended by a big community crowd, from parents and community members to alumni to former staff members. Athletics reiterates school spirit and school pride. Over 60% of students at HMBHS participate in an athletic program.	
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**ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Half Moon Bay High School ACS WASC/CDE Self-Study Report

Half Moon Bay High School has strived to create a school culture enveloped in positivity, support, and pride. Educational teams have researched and implemented resources that improve social, emotional, and academic outcomes. The progress seen over the last couple of years has been the result of a collaboration among staff, students, parents, and the surrounding community.

During the 2015-2016 school year, HMBHS Staff implemented a positive behavior reinforcement approach to discipline, influenced by the guiding principles of PBIS. Staff can recognize students with Cougar Cash, students turn in their Cougar Cash to the front office, and then a drawing is conducted weekly for various prizes. Staff also created Pride Postcards, where they mail the postcards to students with a note of recognition. The focus on recognizing positive behavior has reinforced our school culture of kindness and connectedness.

In regards to academic support, many teachers volunteer their time to tutor students before school, during lunch, or afterschool. Teachers are also available during Advisory for extra help. The library is open before school, at lunch, and afterschool, with the latter time slot housing our After School Tutoring Program, employed by HMBHS teachers. Teachers utilize many different strategies to help support students and personalize instruction. Student Study Team meetings are held to examine individual student progress and develop plans for academic support for those who are struggling. Accommodations and modifications are offered to students who qualify under section 504 of the Americans with Disabilities Act. For students who qualify, Special Education services are provided to include differentiated instruction, accommodations and modifications, paraprofessional support services, and annual IEP meetings.

Parents have been integral contributors to the school environment. The Health and Wellness Committee is the product of parents' concerns about issues their children face at this age. The H&W Committee was the driving force behind the change in the bell schedule, moving from a 6:40 am to an 8:00 am start for the optional 1st period, and from a 7:50am to a 9:00 am start (9:40 am on Tuesdays and Thursdays) for those not enrolled in a 1st period. The Committee has continued to tackle today's issues, including teen anxiety and the recent surge in vaping. Additional parent involvement opportunities include several supporting committees, such as The Foundation, Cougar Boosters, School Site Council, ELAC, and a number of events fueled by the generosity of parent volunteers.

The Coastside is a relatively small and tight-knit community. The Cabrillo Unified School District consists of four elementary schools, one middle school, one comprehensive high school, and one alternative high school. As a result, the Coastside community is full of several significant supporters for our school district, including Cabrillo Education Foundation, Rotary International, the Half Moon Bay Review, the local Sheriff's Department, the Coastal Arts League, Save Our Youth, StarVista, El Centro, School Linked Services, County Mental Health, and Behavioral Health and Recovery Services. Community members can be seen on campus as a classroom's guest speaker, helping set up for a staff luncheon, or volunteering at the snack bar at a home football game. Half Moon Bay High School is a hub for community events, where athletic events, musical concerts, and drama performances draw in a large crowd from our surrounding neighborhoods.

Prioritize the strengths and areas for growth for Category E.

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

- Monitoring Student Progress
 - PLPs
 - SSTs
 - 504 Plans
 - IEPs
 - Cougar Talk Meetings
 - SPT Meetings
- Advisory Class
- PBIS
- Leadership Class
- Peer Helpers
- Kindness Campaign
- AVID
- Athletics
- Clubs
- Parent Involvement
- Community Involvement
- Co-Curricular Opportunities

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

- Vape training
- Chromebook Monitoring Program
- Smaller Class Sizes schoolwide
- Master Schedule (1st period offerings)
- Appropriate Facilities for Various Programs (PE, Drama, Gymnastics, Wrestling)
- Cell Phone Holders in every classroom as a school wide policy

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue to implement CCR Anchor Standards in all content areas
- Continue to focus on closing the achievement gap with proven instructional practices such as AVID and SDAIE
- Increase percentage of students who meet the UC/CSU A-G requirement
- Increase the number of students who complete a CTE Pathway
- Support faculty and departments with developing project based learning or linked learning
- Provide open channels of communication between stakeholders when using Measure M bond funding
- Continue to grow Social-Emotional Learning capacity with PBIS and other restorative practices

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and focus group findings.

Recommendation #1: Involve a more strategic schoolwide approach to what most impacts student achievement: classroom instructional practices.

Since 2014, all departments have engaged in site-based professional development where teachers have voluntarily showcased lesson or unit plans aligned to CCSS, focusing particularly on instructional practices. These have occurred during Super Tuesdays (early release). Each year since the formal implementation of CCSS, faculty have showcased lesson/unit planning where different instructional practices are used. Site-wide PD has been largely driven by the goal of building capacity for curricular and instructional implementation of CCR Anchor Standards and having comprehensive literacy instruction across all content areas. Professional development has targeted reading instruction standards, having peer to peer observations, aligning technology standards with CCR Anchor Standards, aligning CCSS with the recently adopted block schedule, and aligning CCSS, ELD standards, and AVID strategies with lesson and unit design.

The Math Department's CCSS TOSAs and Common Core Specialists have helped demonstrate common core standards workshops for all faculty. This allowed teachers to gather ideas from each department and apply them to specific subject areas. We have shared any trainings we attend as well for our faculty to implement in their classrooms. Lastly, team teaching within the SPED and Mathematics department has helped deliver consistent training of how to learn mathematics across the board. Our new curriculum is Common Core aligned and promotes the ELD standards which promotes learning by listening, speaking, reading and writing.

The Physical Education Department has used multiple forms of instruction in a variety of ways including kinesthetic, audible, and visual cues. CCSS aligned assessments are given using Google Classroom in addition to content area (physical) assessments. PD days (Super Tuesdays) have been very helpful for preparing faculty for developing new teaching strategies adapted to modified block scheduling.

The World Languages Department has engaged in PD among different departments describing how to implement diverse methods of instruction with a focus on how to engage English Language Learners. We are planning to coordinate various times to observe one another and then meet to reflect on our observations.

The Social Studies Department has incorporated the use of new types study skills and note-taking skills into the first unit of the Freshmen Social Studies course so that students are better prepared for high school. In Social Studies, the focus is on critical thinking skills. Across all grade levels, there is an increased focus on DBQs as well as adding Common Core centered writing assignments that cultivate students' capacity for close reading, analysis, disciplinary lenses (historical, sociological, geographical), evidentiary sourcing, and pattern recognition to formulate a thesis and support it with sound argument.

The Science Department has taken part in school-wide PD activities including ELD focused collaboration time, AVID institutes and trainings, and AP workshops. Science teachers incorporate instructional strategies based on these PD activities to better engage all students in the practice of scientific inquiry and communication. The science and agriculture departments collaborate to refine existing pathways (e.g. the agriscience CTE pathway) and scaffold instructional best-practices. The science department needs

structured opportunities to meet with other departments to coordinate instructional strategies. For example, student enrollments in science and math courses are typically aligned and students could benefit from additional coordination between these departments.

The Special Education Department utilizes different levels of instruction based on student needs (IEP), from SDC to Foundational to co-teaching to general education with support to general education and implementation of Common Core. Since 2014 the department has expanded our co-taught classes from solely Math to include co-taught English and Science classes. The Foundational series was added in 2014 and includes Foundational Math, Foundational English, Foundational History, and Foundational Science. Study Skills classes are used to support students participating in general education courses. Special Education Foundational courses are aligned as closely as possible to CCSS by determining the most appropriate access point for students and differentiated instruction.

Recommendation #2: Increased observations, support, and reflective feedback of instruction by teachers and administrators will move teaching and learning to the next level at HMBHS.

The Cabrillo Unified School District has a strong BTSA mentoring program for new teachers with peer observation and observation of experienced teachers. BTSA mentors are highly experienced teachers who are well-trained to provide highly-specific, thoughtful feedback to first and second year teachers on an on-going, regular basis, which helps teachers improve on their practices and improve their overall effectiveness in the classroom in tangible, lasting ways. In addition, the Leadership Team has organized a system where new teachers are paired up with experienced teachers in an effort to provide support on all school questions. This new initiative is a great way to answer questions efficiently and connect different departments.

During the 2014-2015 academic year, English and Math TOSAs observed teachers on a volunteer basis to give feedback about CCSS implementation. A protocol was developed with input from these volunteers. The TOSAs presented to the whole site faculty about peer to peer observation during a Super Tuesday. Unfortunately, funding to provide release days both for observations and debriefing across our site does not exist and has prohibited this from being a site-wide initiative.

The English Department formed and implemented a plan for peer to peer observation during the 2014-2017 academic years where peers would devote a prep period once per month to observing colleagues following an agreed upon protocol. The English Department evaluates constructed and summative student writing during release days so that it can calibrate evaluation and provide continuity across the department. Curricular maps are living documents which we are continually attempting to improve, so we have worked toward agreeing upon a common unit per quarter based on a core work or project for each grade level. Unfortunately, due to faculty turnover we have yet to have the same grade level teams execute this in consecutive years.

The Math Department collaborates during our department meetings and sets up time to meet with teachers per subject area. This allows faculty to review tests/quizzes/assignments to ensure correct pacing and scoring guidelines. Our classrooms are open to our teachers at anytime and we have often been observed from teachers from other subject areas. Our goal is to offer a disciplined classroom setting that allows for individual and collaborative learning. Departmental focus has been particularly acute toward integrating reading mathematics the last few years since adopting the CPM curriculum.

The Science Department uses internal collaboration to provide reflective feedback on instructional practices as well as lesson plan development. Science teachers who have courses in common lesson plan together and regularly provide feedback to one another on instruction. All science teachers, district-wide, have met monthly for the past 5 years to discuss and give feedback on: teaching strategies, NGSS-based curriculum, student achievement, student support, and scaffolding of skills in grades 5-12. These meetings have primarily been teacher-driven mini professional development workshops where science teachers have the opportunity to learn from and integrate new content and strategies into their classrooms. These meetings have been invaluable in developing consistent practices district-wide and in implementing NGSS standards in science courses. Continuation of these meetings is necessary for the advancement of science education in our district.

The World Language teachers have observed a 20-30 minute segment of each other's classes. They have met afterwards to share constructive feedback. The forward thinking goal is to implement of observations every eight weeks among department members with time for discussion for feedback and analysis.

CCSS TOSAs established monthly meetings with new faculty during the 2015-2016 academic year to provide support. These meetings occurred during lunch and were designed as a venue for new faculty to ask questions and express concern to the two TOSAs. The following year the site Leadership Team formed a program to support new teachers where they are paired up an experienced, tenured teacher who has been working at HMBHS for support. Support comes in the form of answers questions and advising about procedure that are in place in addition to using each party as a resource for discussing curriculum and instruction. This new initiative is a great way of clearing questions and connecting different departments.

Formal observations of Special Education staff by the site administrators is positive, constructive and very specific. We have also added to our professional development opportunities for teachers to demonstrate lesson plans to their colleagues. Specifically in Special Education, collaboration throughout our schedule allows for teachers to collaborate and exchange ideas. During co-teaching, teachers are exchange ideas about best practices for students. Since co-teaching happens on a daily basis, this is a valuable tool for observing colleagues in classroom on a regular basis.

Formal observations by the site administrators of VAPA is positive, constructive and very specific. Teachers observe each others classes and give feedback on teaching practices including providing support and giving suggestions and constructive criticism to improve instructional practices. Teachers reflect on this feedback and add suggestions to their own practices. The department has bi-weekly group meetings to discuss lesson plans and teaching strategies as well as department events.

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.

The ELD and SPED Department implemented the English 3D curriculum during the 2017-2018 academic year to provide a year-long curricular and instructional foundation for students. Training was provided to faculty who were scheduled to teach the English 3D curriculum and during the spring semester of 2017. Class sizes for ELD courses are optimal for meeting the needs of these students as individualized instruction occurs much more frequently. SPED uses the push-in model to provide the least restrictive environment while giving supplemental intervention during the Basic Study Skills course. Lastly, the creation of an Advisory period within the block schedule affords teachers the opportunity to conference with students and provide assistance for these student populations. ELL support classes have been removed from Social Studies and replaced by mainstream Social Studies classes integrating ELL students. Irene Preciado serves as our Categorical Programs Coordinator and works with the Social Studies Department on SDAIE Strategies, placements, curriculum, and course offerings.

The Math Department has increased the number of hours available for tutoring. We have had involvement from local community members who specialize in tutoring math and science in the library twice a week during lunch. We have a math teacher that works after school at Homework Club. We set up our Enhanced Math pathway to help those struggling with the subject. We are hoping to add an extra block support section to the Algebra 1 and Geometry Enhanced courses this next school year, 2019-2020. We are offering a third option for students to take math after Algebra 2 to encourage four years of practicing mathematics.

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. Since the last WASC review, the Cabrillo Unified School District hired a Special Program Coordinator, 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. Social Studies has purchased and adopted new DBQ online curriculum for the 2018-19 school year. This curriculum benefits all students and is particularly helpful for ELD/ELL students to support and develop their essay writing skills.

Physical Education Department has modified and accommodated instruction and activities to increase involvement and participation for our ELD/ELL and special needs students. Our classes are built on inclusion and respect for one another. We use a “buddy” system for our ELL/ELD students to help make communication for instruction more fluid. We also have peers assigned to help our students with special needs to make them more included in the class and activities. Due to class size, it is sometimes difficult to give these populations of students the amount of personal time they may need. The addition of knowledgeable paraprofessionals that understand what students with special needs require in Physical Education would be very supportive. We could improve our use of bilingual instruction and assignments to try and improve student interaction. There are not enough enrichment courses for our special needs students to take. Therefore, many of the SDC and Special Education students are limited to band, shop, art and Physical Education.

The World Language Department has adopted and implemented the Vista Higher Learning Descubre series textbook for Spanish I-III students, as well as the Discovering French series of textbooks for French I-III levels. The supersite program provides additional support and practice for students to engage in independent practice at their own pace. We are actively looking for a new culturally relevant textbook to pilot for Spanish Speakers I and II program. We have reached out to other schools in the area to see what programs they are using. We wish to secure a textbook that we are able to pilot even though we are unable to purchase a textbook series this academic year due to funding.

The Science Department has targeted ELD-focused professional development on Super Tuesdays which has focused on sharing instructional best-practices. The department would like to do this on a regular basis as a way to process, discuss, and reflect on new ideas. ELD focus work led by Common Core specialists during department collaboration time and by discussing individual teacher's lessons has helped teachers understand the needs of ELL students and improve instructional practices.

After adding an Earth Science course for 9th graders, the science department has worked to ensure that this course is scaffolded to the needs of incoming students regardless of prior experience or skill level. The science department has also worked to improve messaging about this introductory course to promote interest and diversity of enrollment.

ELD I and II students are often systematically excluded from taking science courses beginning in their 9th grade year. Many of these students are, therefore, limited to taking only the minimum graduation requirement of 2 years of science later in their high school career. Future PD time should be teacher-led and should be constructive. Super Tuesday PDs could have a coherent and continuous focus throughout the year.

The Special Education Department continues to provide the least restrictive environment is a priority in special education. Pathways to independence are individualized and many options are available to students to provide access to the general education curriculum. Highest level of support is in the special day class (SDC) with small student to adult (special ed teacher and paraprofessional) ratios and individualized curriculum. Next are the Foundational classes (English, Math, Science, Social Studies) which serve primarily resource students and some SDC students in a small class taught by a Special Education teacher. Following that are the Enhanced classes (Math, English, Science) where students in resource and SDC are taught in a general ed class with both a special ed and general ed teacher and all students are supported. Finally, students are independent in a general ed setting with support provided in their study skills class as needed.

Since 2014, SPED and ELL students more access to general education curriculum by expanding our Enhanced programs (co-taught). There are now three levels of Enhanced math (Alg Readiness, Algebra Enhanced, and Geometry Enhanced), four levels of Enhanced English (Enhanced English I-IV). We also offer Enhanced Earth Science and Sustainable Ag. Biology Enhanced. We've created pathways that allow SPED and ELL students to transition from SDC to Foundational classes to Enhanced classes to general education courses.

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

The English Department faculty makes consistent use of Schoology to post assignments on the calendar and to update grades. Collaborative assignments that require students to work with shared Google documents encourage collaborative learning, interpersonal communication abilities, and consensus building skills. Academic electronic research methodologies are used to foster disciplined and legitimate accumulation of evidence for CCSS aligned argumentative, informational, and narrative writing and speaking applications. Students use the Google Suite for project based learning and other classwork and assessments. This allows students to jigsaw tasks, give feedback for their peers' work, and builds a community of students who engage in quality control. The Owl Online Writing Lab is a useful resource for teaching the use of proper MLA guidelines. Students are encouraged to use online resources such as Gale Databases at the San Mateo County Libraries website. All of our Department members use some sort of online applications such as turnitin.com, Quizlet, Newsela, iLit, SAS Write Reviser, and Mozi.

The Math Department uses Schoology to provide a daily calendar for practice, worksheets, answer keys to problems, and video help for certain concepts. We work hard on organizational skills all four years to prepare for higher level math courses in college. We help students use their notes and review them to help improve learning. We use Desmos and scientific calculators at our introductory math levels and we use a graphing calculator for our upper level math courses. All upper level tests are two part tests: one with the graphing calculator and one without one. We have students demonstrate their knowledge not only through written exams and tests but also through group projects that are shared in a round table fashion. All students are required to take notes in an interactive notebook (CPM) or Cornell style note taking for the upper level courses. Our department attended a Google Classroom workshop in fall of 2018 which was designed specifically for teaching math and we will be reporting what we learned to other departments. All of our textbooks are online and can be accessed on their Chromebooks at school or at home.

The Social Studies teachers have attended the summer AVID workshop. Many of these techniques are being utilized in all our Social Studies classes. During the 2017-2018 school year each social studies teacher developed two lesson plans based on AVID techniques. Lessons promoted skill development in note taking, summarizing texts, formulating higher-order level questions to stimulate acquisition, review, and reflection. After lesson implementation, the department self-evaluated these lessons, then disseminated these lessons to other departments. In the 9th grade Social Studies classes all students learn all the technology skills they will need at higher grade levels. Students learn how to create slide presentations and conduct research using digital sources. Social Studies teachers are utilizing Google Classroom, Quizlet and other online programs with students.

The Physical Education Department use the Google suite as a way of addressing CCR Anchor Standards by reading and responding to questions about physical education and health. Due to the number of students in our classes when students go on the WIFI in the gym, it makes their computers very slow. Students using WIFI at one time can range from 45 to 135 students depending on the period. Using Google Classroom, students are given time to journal write about their mental, physical, and emotional health. Students can access Google Classroom from their phone or at home if they miss class to complete assignments. Currently, there is a logistical concern regarding locked locations for students to store and charge their devices when used during PE.

The World Languages Department utilizes online websites that support language instruction. The department continues to use Google docs and slides for various presentations that encompass an array of topics, from grammar to culture. Students are also encouraged to use new mediums to present to the class such as Prezi or Adobe Spark. Students regularly use smartphones and chromebooks for group videos that allows for them to “use” the language. The ongoing goal is to continue to provide students with opportunities to utilize technology that facilitates language learning and production

The Science Department has worked closely with middle and elementary school science teachers to develop consistent notebooking strategies to use in science during our monthly collaboration/articulation meetings. During these meetings the science department has developed laboratory strategies and goals with all district science teachers. HMBHS science teachers focus closely on consistent teaching during this during collaboration time, especially in courses with multiple teachers.

Students in science courses at the high school use a variety of ways to organize, access, and apply knowledge. In science classes students use interactive science notebooks to organize their homework, class assignments, and laboratory work. Students work cooperatively in lab and project groups on at least a weekly basis. In these groups students are responsible for both individual written work and group work (shared date, posters, presentations, etc.). Students in science classes regularly use Google sheets/docs/slides for lab work data-sharing and presentations. All science classrooms have LCD projector systems for teacher and student presentations to the whole class. Each science classroom also has a set of 8 data loggers with linked sensors and probes as well as laptops with associated data-analysis software. Students are able to use these tools to collect real-time data in laboratory experiments where they have the opportunity to apply their science knowledge. For example, when learning about cellular respiration and photosynthesis, students are able to use carbon dioxide and oxygen sensors to test their own questions these processes.

The Special Education department continues to develop an array of techniques that help students to organize, access, and apply knowledge, including the use of technology. Multi-modality teaching practices are used on a daily basis. Technology is based on student need and accessibility. Students in SDC utilize touchscreen ChromeBoxes, iPads, and Chromebooks. Students in RSP primarily utilize Chromebooks in the classroom. Student progress in general education is monitored with SchoolLoop. Many programs have been incorporated that allow students to access technology in the classroom including: Unique Curriculum, Newsela, Mind-Play, Quizlet, Kahoot, Edgenuity, Khan Academy, IXL, etc.

The VAPA Department uses technology to teach elements of art and principles of design, study foldables, sketchbooks for drawing and taking notes, students bringing in personal chromebooks for class research and using online images as references for art projects. Starting with the 2018-19 school year, Wood Tech will start using Fusion 360 to design projects that can be partially produced by an NC hand held router (Shaper Origin).

Every HMBHS student is assigned their own Chromebook that they keep after graduation. A charging station is available in the library as well as “loaner” Chromebooks. Students who lack internet connectivity at home are provided mobile hotspots. Every student has access to technology.

We need to continue developing new protocols for use of 1-1 chromebooks. For example, we should work with the middle school to phase in chromebook protocols/expectations. More time needs to be dedicated to staff training on classroom technology. When we began transitioning to 1-1 technology there were several years of highly productive, teacher-driven professional development events. This could be continued in the future.

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

The English Department made a concerted effort to revise our curricular maps from being aligned to the CDE Frameworks when the switch from the California ELA Frameworks to CCSS was made official. The English Department worked on the design of these over the course of three years and continues to expand and revise them; they are a living document which grows from external and internal assessment analysis and subject area collaboration. All teachers should have six four-to-six-week units that are centered around one or more of the three writing application standards. Units plans have hyperlinks to anchor writing applications, anchor presentation applications, corresponding scoring guide/rubric, and daily lesson plans/activities that are embedded to support anchor applications. These curricular maps are aligned to CCSS.

The Mathematics Department all have the same weighted grade for tests, quizzes and homework. We give common assessments in all of our math classes. The course work follows the same standards in our Advanced courses as our regular courses. The rigor and pace is higher in our 11-12 grade Advanced courses in preparation for college level courses. We share a google doc that lists our pacing for all courses every year so we can frequently check in with each other to see where we are in a chapter/topic. Department collaboration time allows us to take the time to meet to work on common assessments and a common final exam for both semesters. We have worked with science teachers in the past and have aligned our math courses to determine what science course a student should be taking. This is to ensure the students have the necessary math skills to enter that level of science and be successful. We have specifically worked with the physics teacher to cover topics first in a general manner before they explore those topics through the application of physics. Examples of these topics are teaching vectors and trigonometry standards.

Physical Education Department routinely checks in with each member of the department in order to ensure that we are operating in a fluid manner and we have similar coursework/grading/workload between classes. We often meet outside of scheduled collaboration periods to discuss activities (current and future) in order to provide our students with fun and new ideas for physical education. We do not have a lot of collaboration with departments outside of our own. We can try and improve upon working on projects/assignments that cross multiple disciplines in order to form a more unified curriculum within our school.

All courses in the Science Department use common assessments, identical coursework (e.g. homework and lab activities), and shared planning calendars. This allows all students in a given science course to have a consistent experience. Grading policies are consistent across the Science Department. Science classes use similar assessment formats, which include traditional multiple choice and free response exams (with grading rubrics) as well as laboratory reports and presentations. Science teachers use subject area collaboration time to plan /check-in with other teachers with courses in common in order to plan labs or activities and to write/design assessments together. There is the potential for science and math departments to collaborate because of the need to align math and science courses in student schedules. There is difficulty collaborating between science and other departments (besides math) because students in science classes are from multiple grade levels.

Social Studies has aligned curriculum maps across the content areas and assessments at all four grade levels. Social Studies is continuing to develop common core assessments. Social Studies courses collaborate through shared Google classrooms in which teachers collaborate toward common coursework,

rubric based grading and planning. Within the department, teachers meet bimonthly focusing on coursework scheduling, aligning planning calendars and major/minor issues faced in coursework during the learning segment. Department teachers use tools such as Google classroom, drive, and forms to reinforce consistency in course curriculum, pacing, and delivery through collaboration. Teachers meet prior to the school year to preview the calendar for each course and communicate throughout the year to maintain aligned pacing.

The Special Education Department has aligned common practices within the Study Skills class. Students in special education have options between Foundation (most support) to Enhanced to general education (least support) in english, math, social studies, and science. The goal of the department is to provide curriculum that the students need to possibly move from most support to least support. Enhanced classes are co-taught in general education classes, where there are common assessments, similar coursework, grading and calendars based on subject area. SPED teachers meet with the departments they co-teach in and/or teach the Foundational version in order to build a curriculum pathway to independence. Students also have pathways to general education courses (without support) through basic and Foundational classes. Additionally, all students in special education are assessed through the IEP process using standardized assessments. Special ed staff use assessment data to inform student placement decisions which are determined through the IEP process.

The World Languages Department uses a common grading rubric for oral presentations. Those who teach the same course check-in with each other to ensure consistent pacing of their course. We meet consistently with our department members. Integral to the action plan for 2018-2019 is to continue to keep an open line of communication within our department

In the VAPA Department, the Art Spectrum course is entirely aligned among common teachers from the motivation of projects and the art history background for projects to rubrics and critiques. Teachers collaborate using the CTE website where teachers from many schools share lesson plans, projects, and vital information. The Music Department lessons cover the appropriate material needed for competition standards and coordinates with Visual Art, Leadership, Drama, Athletics, and the Administration to perform at various school events on and off campus.

Recommendation #6: Increase emphasis on vertical articulation.

The English Department formed teams for each grade level to develop the goal of teaching a unit in common per semester, beginning in the 2015-2016 year. These units are usually anchored to a core, full-length work or a summative project. Logistically, this has been difficult due to not having enough texts to use for a whole grade level. Additionally, we have had high teacher turnover which makes year to year continuity difficult to develop. Each team will attempt to teach a unit concurrently and will use subject area collaboration time toward this goal. These units will be aligned to CCSS. During 2015-2016, the ELD Department developed an Academic Vocabulary Continuum to provide vertical alignment from ELD 1 to ELD 5.

The Math Department meets regularly to increase vertical articulation. We communicate with Cunha math teachers to ensure that all common core standards are met. We also share a common Algebra 1 final with them. This test determines placement into Geometry or Advanced Geometry. Depending on the student score, students can enter the advanced pathway and take both Advanced Geometry and Advanced Algebra 2 in the same year. If they chose not to, they are also offered the opportunity to take Geometry over the summer for advancement. For each course, we list the material to be covered and at the end of the school year we introduce the next level of math topics in preparation for coursework the following fall. We check our syllabi to make sure we are covering all standards and weighting our grades and finals in an equivalent manner.

The Physical Education Department uses a skills-based style of teaching where learning is scaffolded to maximize students learning of a new skill or activity. By scaffolding the learning of skills and rules for a sport or activity, students can learn in a controlled and unpressured environment before being introduced to a high paced game or activity. The Physical Education would like to meet with Cunha PE teachers, but funding for this collaboration has not been available. This would help the department improve our vertical articulation and further increase the learning and understanding of each individual unit that we teach.

The Social Studies Department holds regular cross grade level meetings and articulation meetings with Cunha social studies teachers. We emphasize the use of common core standards to enhance each literacy goal for each subsequent grade level. At grade level meetings, writing and note taking expectations are discussed. In the Freshman Studies class, time is spent developing note taking skills at the start of the school year. Students are given guidelines on what the note taking and writing skills expectations will be in higher grade levels. Students in freshman courses focus on examination, analysis, and synthesis of primary and secondary sources. Students focus on analytical skills as well as developing their own perspectives through group work, primary and secondary sources. Students will apply information through multiple modalities.

Science departments at all sites in district have met for the past 5 years to align/scaffold curriculum in grades 5-12. These meetings are a Cabrillo Education Foundation funded initiative to support implementation of the NGSS and improve student performance in science courses. The HMBHS agriculture and science departments have worked to scaffold math skills, lab skills, and ELD/reading strategies for use at each science level during collaboration and professional development time.

The district should commit funds toward vertical articulation in all subject areas K-12. Current funding for science to take part in such meetings is granted by a foundation and is on a year-to-year basis.

The Special Education Department vertical articulation begins when students are in middle school.

Transition meetings are held when students are in 8th grade to facilitate a successful transition to high school. This ensures that the student's IEP is implemented, all student needs are considered, and class placement is appropriate. Yearly, within the IEP process, the IEP team meets and discusses and plans for the transition from high school to post secondary programs or work. SPED has a transition coordinator to assist with post secondary goals.

The World Languages Department has been in contact with the Spanish teachers at Cunha to arrange placement testing for the Spanish Speakers Program. There has been communication between schools about how students can best be prepared for the Spanish Speakers program.

Visual arts has curriculum development meetings where we continuously review projects to ensure sequential and prior knowledge from art spectrum is expanded on in Art II, as it progresses to Art III and then AP Art. In 2017-18 the high school music director was a TOSA working on identifying barriers to participation across schools, from the elementary level through to graduation. By working with Cunha and elementary school music teachers, meeting with administrators at all levels, and evaluating enrollment data across all grades, a current and lasting emphasis was placed on vertical articulation.

*** See Chapter V: Action Plan document separately in this section of our webpage.**

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[HMBHS Foundation website](#)

[HMBHS WASC Self-Study Report 2012-2013](#)

[HMBHS WASC Mid-Cycle Progress Report 2015-2016](#)

Local Control and Accountability Plan ([LCAP](#))

Local Control and Accountability Plan Summary ([LCAP Brochure](#))

Panorama Student Surveys ([2015](#);[2016](#);[2017](#))

[Master schedule](#)

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School Accountability Report Card ([SARC](#))

School Plan for Student Achievement ([SPSA](#))

Student Planning Guide([SPG](#))

Acronym Glossary WASC Self-Study 2018-2019

A.C.E.: Academic Achievement, Citizenship, Excellence in Communication.
AP: Advanced Placement refers to college level courses at the high school
AVID: Advancement Via Individual Determination
BAC: Boosters Advisory Council is the main fundraising organization for Athletics Department
BTSA: Beginning Teacher Support and Assessment
CAASPP: California Assessment of Student Performance and Progress
CABE: California Association for Bilingual Education
CALPASS: California Partnership for Achieving Student Success
CANS: Critical Areas of Need
CAPA: life skills test, Corrective And Preventive Action
CAST: California Science Test
CDE: California Department of Education
CCR: College and Career Readiness Anchor Standards
CCSS: Common Core State Standards
CEF: Cabrillo Education Fund
CELDT: California English Language Development Test
CLAD: Cross-Cultural Language and Academic Development
CSEA: California School Employees Association
CSLN: Critical Student Learning Needs
CSM: College of San Mateo is a nearby community college that hosts Middle College for our Students
CSEA: California Employees Association
CTE: Career Technical Education
CUSD: Cabrillo Unified School District
CUTA: Cabrillo Unified Teachers Association
DBQ: Document Based Question
EAP: Early Assessment Program
EADMS: Educational Assessment Data Management System
EIA: Education Improvement Act, funds
ELAC: English Learner Advisory Counsel
ELD: English Language Development
ELL: English Language Learner
ELM: Entry-Level Mathematics Test (for CSU placement)
ELPAC: English Language Proficiency Assessments for California
EOPS: Extended Opportunity Programs and Services
EPT: English Placement Test (for CSU placement)
ERWC: Expository Reading and Writing Course
ESLR: Expected School-wide Learning Result
504: Section 504 of the Rehabilitation Act of 1973
HEAL: Health, Environment, Agriculture, Learning

H&W: Health and Wellness
IAB: Interim Assessment Block
IC: Infinite Campus
IEP: Individualized Education Plan
KTEA: Kaufman Test of Educational Achievement
Measure M: local bond to fund 21st century schools and infrastructure
NCLB: No Child Left Behind
NGSS: Next Generation Science Standards
PD: Professional Development
PBL: Project Based Learning
PLP: Personal Learning Plan
PODS: what we call our cross curricular groups of teachers created by Leadership Committee
ROP: Regional Occupation Program
RSP: Resource Specialist Program for special education students
SAS: Strategic Academic Support Class
SDC: Special Day Class
SDAIE: Specially designed academic instruction in English
SEIS: Special Education Information System
SOY: Strengthen our Youth Counseling services
SPSA: Single Plan for Student Achievement
SPT: Student Planning Team
SST: Student Study Team
STEM: Science, Technology, Engineering, and Math
TUPE: Tobacco Use Prevention Education
UCP: Uniform Complaint Procedure
VAPA: Visual and Performing Arts
WIAT: Wechsler Individual Achievement Test
WICOR: Writing, Inquiry, Collaboration, Organization, and Reading