

**SELF-STUDY VISITING COMMITTEE REPORT  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**HALF MOON BAY HIGH SCHOOL**

**Lewis Foster Drive**

**Half Moon Bay, CA 94019**

**Cabrillo Unified School District**

**March 11-14, 2007**

**Visiting Committee Members**

**Mr. Michael Payne-Alex, Chairperson  
English Teacher/Dept. Chair, Santa Teresa High School**

**Ms. JoDee Marcellin, Assistant Principal  
Sanger High School**

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Greenfield High School**

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Palo Alto Senior High School**

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## Chapter I: Student/Community Profile

- Brief description of the students and community served by the school.

Half Moon Bay High School (HMBHS), part of The Cabrillo Unified School District, serves the towns of Half Moon Bay, Montara, Moss Beach, and El Granada/Princeton. As per the most recent CBEDS -2005-2006, the school has 1,133 students enrolled in grades 9-12 with a student ethnic distribution as follows: African-American/Not Hispanic = 8 (.7%), American Indian or Alaska Native = 7 (.6%), Asian = 18 (1.6%), Filipino = 12 (1.1%), Pacific Islander = 3 (.3%), Hispanic or Latino = 375 (33.1%), White/Not Hispanic = 673 (59.4%), Not Recorded = 37 (3.3%). The self-study notes that the enrollment during the last six years has remained relatively constant, but the percent of Hispanic or Latino students has increased by 6%. HMBHS has had a goal over at least the last six years of increasing the success of its ELL and Hispanic students.

- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status*).

Each year, over 96% of seniors graduate from HMBHS and the self study reports that the general student body performs well on a variety of standardized measures. Last year on the California Standards Tests (CSTs), 51% of the student body scored at or above proficiency level on the English Language Arts test, 45% of the student body scored at or above proficiency on the math test, 43% of the student body scored at or above proficiency on the history test, and 63% of the students enrolled in a lab science scored at or above proficiency. As for the California High School Exit Exam (CAHSEE) 79% of the 10th graders passed the English portion of the exam and 79% of the 10th graders passed the math portion, which is above the state's average. The students who select to take an Advanced Placement (AP) courses perform very well on the Advanced Placement exams. Seventy-four percent of the students taking an Advanced Placement exam scored a 3 or higher. The students at HMBHS also perform well on the SAT. For the past several years, the students, who have planned to attend a college or university, consistently scored 30 points above the state and national average on the verbal section of the SAT and 20 points above the state and national average on the math. The college prep program at HMBHS provides students the foundation to demonstrate mastery of the individual subject matter.

For the past two years they have met 17 of the 18 criteria as determined by their Annual Yearly Progress Report (AYP). HMBHS continues to struggle with the performance level of English Learners (EL), Socio-economically Disadvantaged (SED) and special education students. Only 24% (N=5) of SED students are proficient on the math portion of the CAHSEE. In addition, fewer than 29% (N= 15) of ELs and 43% (N= 9) Sped students have met the proficiency rate in both portions of the CAHSEE. In addition to the identified subgroups' performance on the CAHSEE, the percent of students in these subgroups falls significantly below the designated targets set by No Child Left Behind (NCLB). The percent of ELs, SED students, and special education students who are proficient on the CST in English and mathematics is less than 17% (N= 56) and in some cases less than 3% (N= 10). Since the school does not receive Title I funds, it is not on program improvement. They are, however, very dedicated and determined to provide a rigorous and comprehensive education program so that all students will graduate. Therefore, focusing on the CSTs in English and math, in addition to student performance on the CAHSEE, remains the focus for the school's action plan.

Data presented in chart form:

### Graduation Rate

| Year      | Graduation Rate |
|-----------|-----------------|
| 2004-2005 | 96.7            |
| 2003-2004 | 96.2            |
| 2002-2003 | 96.3            |

**Academic Performance Index (API) Report**

| <i>Half Moon Bay High</i> | <i>API Base</i> | <i>Target API</i> | <i>API</i> | <i>API Rank</i> | <i>Similar School Rank</i> |
|---------------------------|-----------------|-------------------|------------|-----------------|----------------------------|
| 2005-2006                 | 715             | 719               | 711        | 7               | 3                          |
| 2004-2005                 | 705             | 710               | 715        | 7               | 4                          |
| 2003-2004                 | 672             | 678               | 705        | 6               | 2                          |

**California Content Standards Results– Percent of students who have scored proficient or above on the individual California Content Standards Exams**

**English Language Arts (% of students proficient or above)**

| Subgroup                   | 2003-2004 | 2004-2005 | 2005-2006 |
|----------------------------|-----------|-----------|-----------|
| Male                       | 49%       | 44%       | 48%       |
| Female                     | 55%       | 58%       | 53%       |
| English Learners           | 3%        | 4%        | 3%        |
| Economically Disadvantaged | 12%       | 11%       | 12%       |
| Students with Disabilities | 4%        | 12%       | 6%        |
| Migrant Education          | 6%        | 12%       | 12%       |

**Mathematics (% of students proficient or above)**

| Subgroup                   | 2003-2004 | 2004-2005 | 2005-2006 |
|----------------------------|-----------|-----------|-----------|
| Male                       | 33%       | 34%       | 46%       |
| Female                     | 36%       | 36%       | 44%       |
| English Learners           | 10%       | 14%       | 16%       |
| Economically Disadvantaged | 11%       | 12%       | 17%       |
| Students with Disabilities | 0%        | 10%       | 5%        |
| Migrant Education          | 11%       | 16%       | 14%       |

**Science (% of students proficient or above)**

| Subgroup                   | 2003-2004 | 2004-2005 | 2005-2006 |
|----------------------------|-----------|-----------|-----------|
| Male                       | 68%       | 59%       | 69%       |
| Female                     | 62%       | 53%       | 58%       |
| English Learners           | *         |           | *         |
| Economically Disadvantaged | *         | 25%       | *         |
| Students with Disabilities | *         | *         | 0%        |
| Migrant Education          | *         | *         | *         |

**Social Studies (% of students proficient or above)**

| Subgroup                   | 2003-2004 | 2004-2005 | 2005-2006 |
|----------------------------|-----------|-----------|-----------|
| Male                       | 44%       | 51%       | 43%       |
| Female                     | 38%       | 47%       | 43%       |
| English Learners           | 3%        | 4%        | 2%        |
| Economically Disadvantaged | 8%        | 7%        | 12%       |
| Students with              | 11%       | 8%        | 3%        |

|                   |    |    |     |
|-------------------|----|----|-----|
| Disabilities      |    |    |     |
| Migrant Education | 9% | 5% | 11% |

- Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).

#### Staff, Pupil – Teacher Ratios, Class Size, and Technology

| FTE Administration | FTE Teachers/<br>% Fully Credentialed Teachers | Classified Staff | Pupil Teacher Ratio | Ave. Class Size | Free & Reduced Price Meals | # of Computers | # of Students Per Computer | # of Class-Rooms w/ internet |
|--------------------|------------------------------------------------|------------------|---------------------|-----------------|----------------------------|----------------|----------------------------|------------------------------|
| 3                  | 46/97.8%                                       | 24               | 24.6                | 30              | 272<br>(25.1%)             | 237            | 4.8                        | 54                           |
| 3                  | 47/93.8%                                       | 22               | 23.9                | 28.6            | 245<br>(21.8%)             | 257            | 4.4                        | 54                           |
| 3.2                | 48/90%                                         | 15               | 24.4                | 29.6            | 227<br>(19.4%)             | 237            | 4.9                        | 54                           |

Maintaining a sufficient number of computers and access to technology is an additional focus for HMBHS. To help sustain the numbers of computers on campus, the district submitted the necessary paperwork to receive the Microsoft settlement monies and a portion of the discretionary block grant money will be spent on technology. In addition to the district's support with technology, the Parent Advisory Council has also purchase equipment and software for the school.

#### Attendance, Drop-out, Expulsion and Suspension Data

| 10-12th graders                                | 783         |             |       | 807       |            |       | 806         |       |      |
|------------------------------------------------|-------------|-------------|-------|-----------|------------|-------|-------------|-------|------|
| Status                                         | 2003-2004   |             |       | 2004-2005 |            |       | 2005-2006   |       |      |
| Ethnic Code                                    | 01          | 02          | 03    | 01        | 02         | 03    | 01          | 02    | 03   |
| <b>Attendance:</b><br><b>% A.D.A., 10 mos.</b> | 93.67       | 94.56       | 94.28 | 95.03     | 94.37      | 93.82 | 94.13       | 94.15 | 92.9 |
| <b>Number &amp; % Dropout Rate*</b>            | 1<br>(.12%) | 5<br>(.62%) | -     | -         | 2<br>(.25) | -     | 6<br>(.76%) | -     | -    |
| <b>expulsions:</b><br><b># of incidents</b>    | 2           | 3           | -     | 3         | 4          | -     | 4           | 1     | -    |
| <b>Suspensions:</b><br><b># of incidents</b>   | 67          | 31          | 4     | 43        | 93         | 1     | 110         | 194   | -    |

\*All potential drop-outs are enrolled at Pilarcitos Continuation School  
Ethnic Codes: 1 = Hispanic, 2 = White, 3 = other

#### CBEDS Data

| Years     | (1) TSB | (2) ELL | Fluent/Eng . Prof. Stud. | Students Redesignated FEP | (3) GATE | UC/CSU Eligible Grads Prior Yr | (4) RSP | (5) SDC |
|-----------|---------|---------|--------------------------|---------------------------|----------|--------------------------------|---------|---------|
| 2005-2006 | 1133    | 206     | 131                      | 4                         | 106      | 118                            | 87      | 20      |
| 2004-2005 | 1093    | 200     | 131                      | 11                        | 116      | 105                            | 99      | 19      |
| 2003-2004 | 1169    | 186     | 132                      | 18                        | 107      | 151                            | 90      | 21      |

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

School's commentary: With the increase in Hispanic/Latino students who are enrolled in the school, this correlates with an increase in ELL students each year. With the requirements set by No Child Left Behind for redesignation of ELL students, the staff continues to focus on ways to support the ELL students to

meet these requirements; e.g. proficiency on the California Standards Test in English Language Arts.

- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

The visiting committee noted that HMBHS and the Cabrillo Unified District have taken steps to increase the use of data by all stakeholders at the school. Adoption of the Cruncher program and Schoolloop are seen as appropriate and effective steps to address one of the critical areas for follow-up from the 2001 Focus on Learning visit, to "...identify common indicators, benchmarks, and assessment tools to link classroom instruction to school ESLRs and district and state standards. The committee's examination of the school's analysis of its data and the information gleaned from interviews showed that HMBHS is still expanding all staff members' practice of engaging in detailed examination of disaggregated data. In addition, HMBHS is only beginning to develop a cycle of inquiry that makes continuous reexamination of data central to the process of ongoing improvement. Although all key data was included in the profile, it was found that deeper analysis of and examination of the data would be useful. For example, examination during the visit of the CELDT data revealed that 67% of EL students have tested proficient (Early Advanced or Advanced) on the CELDT and yet remain in ELD classes. The Visiting Committee took this as evidence that HMBHS continues to refine its data analysis and infuse it into the culture of ongoing improvement.

## **Chapter II: Progress Report**

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

### **Progress Since *Focus on Learning*, 2001**

The HMBHS community has worked hard to maintain a high quality academic and extracurricular program in the face of budget constraints and changing demographics. HMBHS is still performing well academically, as shown by test scores that are higher than state and national figures. In addition to addressing the critical area of need, the administration has also been balancing the effects of a reduction in enrollment and a reduction in financial resources. With the reduction in staff and resources, they have been working closely with the community colleges to offer elective and enrichment courses for students to take at the high school. Campus facilities have seen many improvements, such as newly remodeled football, softball, and baseball fields all of which were donated by a single private donor.

Monitoring and implementing the steps outlined in the Single Plan for Student Achievement is a continuous process at HMBHS. At the beginning of each year, the staff reviews the students' academic performance on the CSTs and the school's progress towards the AYP and API goals. Each department sets annual goals that are meant to support the school's Single Plan for Student Achievement.

Throughout the year, each department presents its progress on these goals to the School Site Council. The School Site Council meeting reviews the school's progress towards its goals and each department's goals.

Since the last accreditation, the following items outlined in the action plan were accomplished:

- Increased the number of sheltered classes for EL students.
- Developed an ELD 5 class which is for EL students who are mainstreamed into the regular English 1 class and/or who have not yet passed the CAHSEE.
- Utilized CELDT scores and student performance to place ELD students in classes. This process still needs refinement and coordination with the district office.
- Collaboration with the ELD, English, and Special Education teachers to work towards developing a

cohesive English curriculum.

- Established an evening for the Hispanic parents/families to familiarize themselves with the high school, the requirements for graduation, and post secondary educational opportunities.
- Established a CAHSEE prep class during the school day and on Saturdays.
- Adopted an online CAHSEE preparation software that gives students tutorials and practice tests.
- Developed common rubrics which are used in the English classes.
- Established career talks on Fridays to assist students in considering possible career options that can inform their four-year academic plan.
- Expanded the use of technology in the classrooms, i.e. LCD projectors and software.
- Established a partnership with the community colleges to offer additional courses at HMBHS, i.e. ELD courses and enrichment courses.
- Implemented a traditional sequence of math courses, in addition to a two-year algebra course.

Outlined below is how the school addressed each of the critical areas of follow-up from the 2001 WASC visiting committee report:

**1. Assess the needs of the English Language Learners and commit to meeting those needs through curricula and academic and personal support, nurturing and expanding the variety of programs**

HMBHS continues its efforts to increase minority achievement overall and enrollment in advanced courses with programs such as the Compass Program (started 2006), Sheriff's Athletic League program (for at-risk youth), and evening educational programs for Spanish speaking parents. Two bilingual counselors have had some impact in advising and establishing a stronger link between the school and the Spanish speaking community. With the assistance of the community and parent organizations, the school has been able to provide opportunities for students to learn about careers and post secondary educational opportunities, as well as graduation requirements and preparation for the CAHSEE. Currently, counselors are working with 11th graders to develop personal learning plans. When fully implemented throughout all grades, the personal learning plans will provide additional support to the English Language Learners, as well as the other students in the high school.

**2. The administration, staff, parent organizations and student body aggressively pursue under-represented parents and students for inclusion.**

With the support of the district, HMBHS has been able to maintain a community liaison at the high school, who works in the front office for six hours a day. In addition to maintaining the community liaison, HMBHS has been able to hire two bilingual counselors during the past two years. These new staff members have made an impact in recruiting parents and students to participate in school activities, i.e. district advisory boards, Parent Advisory Council, School Site Council, English Language Advisory Council (ELAC) and other parent organizations.

Six years ago, there was only one Hispanic/Latino parent serving on the English Language Advisory Council. Now there are Hispanic/Latino parents on the School Site Council, Parent Advisory Council, and the district's Strategic Planning Committee. Not only are the new counselors and liaison helping to enlist parent support, but they have also been able to provide workshops in Spanish, which were not available six years ago, to provide additional educational support to Hispanic students. During the past three years, HMBHS has hosted annual events such as a high school informational night, college financial aid night, and a CAHSEE informational meeting. In addition to the high school's individual workshops, the district has sponsored workshops on including underrepresented students and parents, gang interventions, and nutrition. The local police and sheriffs' departments have also provided workshops on gang activity on the "Coastside" and gang interventions. Between fifty and two hundred parents have attended at least one of the workshops provided for our Hispanic parents.

As for the student body, the leadership class, Associated Student Body Executive Board, and teachers actively recruit Hispanic students to participate in leadership, the yearbook class, and the associated student body. The number of Hispanic students participating in these activities has increased from no participation in both yearbook and leadership to 35% and 27% respectively. This has positively impacted the representation and integration of the Hispanic students in the

yearbook and school activities.

**3. The district and site administration and school staff investigate additional means for securing collaborative time.**

Designating funds for collaborative time or participation in department workshops is one of the goals of the School Site Council. Over the past few years the English department has regularly taken a day to evaluate student work and develop curriculum. During the English department's collaboration day, the members worked on aligning lessons and reading materials within each grade level course. They also developed common rubrics to evaluate student work. This collaboration time provided an opportunity for teachers to discuss instructional strategies to improve the students' performance on the CST and the CAHSEE. The English Language Development Department used a day in the summer to plan for the up-coming school year. The teachers used their collaboration time to work with the new textbooks, Shining Star series, and develop a more cohesive ELD program. In the fall of 2005, six of the eleven early release days were designated for staff development. These days are planned in collaboration with the teachers and administration. During this time the teachers work together to build upon their repertoire of instructional strategies. HMBHS and the district have formed a task force to explore options for new bell schedules that will allow for more collaboration time.

**4. Key stakeholders will identify common indicators, benchmarks, and assessment tools to link classroom instruction to school ESLRs and district and state standards.**

Each department is actively establishing department standards and expectations for assessments. Departments are either using common assessments or are in the process of developing common them. As HMBHS continued to define its ESLRs, the teachers have found it much more useful to link classroom instruction to the ESLRs. In addition to linking classroom instructions to the ESLRs, each department claims to have aligned classroom instruction with the district or state standards. In fact, many teachers either have the state standards posted in their classroom or clearly state the standard or objective that will be addressed in the day's lesson. Size and legibility of the posters could be improved. In order to continue to improve instruction and the curriculum alignment to the ESLRs and standards, the teachers and administration have been trained on Cruncher, which allows staff to accurately look at and analyze student data. The benchmarks and assessments for achieving the ESLRs still need to be developed.

**5. The administration, staff and other stakeholders further refine the Action Plan, integrating the Visiting Committee recommendations for follow-up, establishing a calendar of specific dates, and setting specific expectations for acceptable outcomes to ensure the continuation of the school improvement process.**

While the site administration has changed since the previous full self-study the school's Single Plans for Student Achievement and have set benchmarks and dates for an ongoing school improvement process, especially with a focus on improving the performance of ELLs on standardized tests. The Visiting Committee noted that HMBHS might benefit from establishing additional benchmarks and assessments on things other than the scores of target students. Establishing expectations, benchmarks and assessments of the utilization of staff development and the implementation of effective instructional strategies, for example, would further focus all stakeholders on the goal of continuous improvement of all aspects of the school.

## **Chapter III: Self-Study Process**

During the 2004 – 2005 school year, the district participated in the Strategic Planning process. From this process, the district redefined its mission statement and district goals. Based on this direction, a group of teachers and potential WASC focus group chairpersons met in August 2005 to define the high school's mission and ESLRs. The staff believed that the ESLRs defined by the 2001 Focus on Learning were too broad and not easily measurable; therefore, the committee started to look at each ESLR and determine

ways that it could be refined. The committee also felt that the specific definitions for the ESLRs should be connected to the programs and practices that the staff has identified to provide a rigorous and comprehensive educational program to ensure that students will graduate and meet the demands of their future. At the first staff development meeting in August, the group presented the new mission statement and defined ESLRs. At this first meeting, the staff had the opportunity to refine and clarify the ESLRs for the school. The ESLRs have been publicized to the staff, students, parents, and the community. The departments continue to align the ESLRs with academic standards and infuse the ESLRs into the curriculum.

After the WASC training in the fall, the staff was formally introduced to the Focus on Learning Process that would be used to gather information and promote scrutiny of HMBHS's current learning processes. The staff was divided up into five focus groups to begin the process. Based on a staff member's expertise or interest, they were placed in a particular focus group. As the staff members began to draft their responses, parents and students were asked to participate in the self-study process. A few representatives of all stakeholder groups were involved in the collection of evidence, the examination of the curricular programs and data, the writing of the focus group reports, and the development of the school-wide action plan. All parts of the self-study have been shared and discussed with stakeholder groups, and their input has been incorporated into the final report.

The action plan also incorporates input from all focus groups and stakeholders and is the product of recommendations that emerged from the self-study and the goals established by the school's individual improvement plan.

Overall, the Focus on-Learning process has been very important for Half Moon Bay High School. It has allowed stakeholders to learn about programs with which they were unfamiliar, to celebrate accomplishments, to recognize areas of need and make a plan for improvement.

## **EXPECTED SCHOOL WIDE LEARNING RESULTS**

### **Self Directed Learners**

#### **Responsibility**

Students, parents, and counselors create a four year academic plan.

Teachers provide relevant, motivating, and challenging curriculum which is aligned to the state standards and clearly represented to the students at the beginning of class.

Students select academically appropriate courses and schedules.

Teachers implement common classroom expectations.

### **Knowledgeable, Effective Candidates for the World of Work**

#### **Skills**

Students demonstrate knowledge of key concepts, principles, processes and skills in the disciplines of English, social studies, math, science, physical education, visual and performing arts, and foreign language.

Students are held accountable for attendance and timeliness.

### **Involved Citizens**

#### **Community Involvement**

The students and staff appreciate diversity and implement the projects designated by the Diversity Advisory Board.

Students actively engage in community service projects and/or community activities.

Students participate in extra curricular activities.

### **Effective Communicators**

#### **Appropriateness and Fluency**

Students and staff demonstrate respect, personal integrity and social responsibility on campus and in the classroom.

Students communicate their content knowledge in a variety of ways; i.e. research papers, presentations,

assessments, electronic media, and other technologies.

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.

**1. The involvement and collaboration of all staff and other stakeholders to support student achievement:**

The site administration did an exemplary job of making every effort to intentionally diversify the WASC focus groups during this self-study cycle. Members of all departments were represented in each group, and attention was paid to distributing staff according to seniority. Efforts were made to include parents and students, but many members of these groups did not remain part of the entire process. Based on review of Half Moon Bay High School's last full self study, the last WASC Visiting Committee's report, the mid term review documents supplied by the school, the current self study and the current Visiting Committee's observations it appears that HMBHS is still working on fully integrating the self-study process into its culture and goals of ongoing improvement. While there is evidence of substantial gains in the involvement of all stakeholders and in the deepening of a collaborative spirit, there is significant work to be done to move the self-study process toward being truly collaborative and self-sustaining. This is especially true in regard to inclusion of student and parent voices.

**2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*):**

The self-study process did allow conversation to happen in and across disciplines that have helped to clarify common expectations of what all students should know, understand and be able to do. While most departments have engaged in alignment of the curriculum to standards, there was little evidence of common assessments being widely used to measure students' progress toward achieving the standards. There is evidence that the school has engaged in conversations about the process of developing measures for students' progress toward the ESLRs, however, the VC found that no such measures currently exist.

**3. The gathering and analyzing of data about students and student achievement:**

The self-study process exposed all staff members to disaggregated data that helped them to identify critical areas of need in the program of HMBHS. It did not seem, however, to lead to deeper conversations of how best to implement instructional techniques that were presented during staff development over the last few years, specifically, those that might be used to allow increasing numbers of identified target students to access the college prep curriculum.

It is significant to note the powerful software tools that have been adopted for gathering, analyzing and communicating data about students and student achievement, most notably the Cruncher program and Schoolloop. Use of these tools is in the process of becoming more widely utilized by all appropriate stakeholder groups. The Visiting Committee found that more training on the most effective uses of these tools would be of great benefit to HMBHS. Evidence for this was found in the limited analysis of and reflection on the data that appeared in the self-study as well as from interviews with staff, parents and students during the visit.

**4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria:**

The self-study process was an excellent opportunity for the HMBHS community to come together and talk about its entire school program. Mostly, the VC found that there was reason to celebrate; there is rigor in the college preparatory classes and a vibrant school community that enjoys widespread community support. The emphasis of the focus groups seemed to be in finding and celebrating the best aspects of the school program. Where data showed that students were not achieving the standards, the VC found little evidence of deep analysis of the programs in which these students were enrolled.

**5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan**

The school recognizes the need to establish more accountability for monitoring ongoing school improvement and is in the process of developing a long-range action plan that will be in alignment with the district's Five-year Strategic plan.

## **Chapter IV: Quality of the School's Program**

### **Part A: What Currently Exists**

Based on the self-study and Visiting Committee findings, for each category:

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

**A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?**

**To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?**

#### **Findings**

Stemming from the Cabrillo Unified School District's strategic plan, Half Moon Bay High School (HMBHS) re-defined its Mission and Vision statements and Expected School-Wide Learning Results during the 2005-2006 school year. The ESLRs were further developed because they were too broad and were difficult to measure, as was reported by the WASC visiting committee in 2001. Although, some of the department goals have been aligned to the District strategic goals and HMBHS's vision and mission statements—there is still work to be done in this area. The formal vision and mission statements are not effectively implemented in making decisions regarding curricular instruction and staff and professional development. The statements were developed with some input from the staff and community; however student input appears to be limited. The school's stakeholders are beginning to discuss ESLRs with regards to the school's vision, instructional goals, and academic standards.

Staff and professional development opportunities have been offered with the intent of meeting student needs and instructional strategies, which are identified by the District's goals. Staff and professional development has changed from year to year depending on the goals and objectives that have been identified for the school year. HMBHS has not developed a staff and professional development plan that is directly connected to the school-wide action plan or from the analysis of student assessment data. Thus, in the last three years HMBHS has had some staff and professional development in differentiated instruction and learning strategies for English Learners, but it has not been systemically implemented.

The HMBHS leadership team and department chairs meet to discuss student achievement and analyze available student data. HMBHS staff was trained on the Cruncher software and are presented with student data at the beginning of the school year. However, the curricular and instructional goals are primarily defined by departments and not totally or systemically driven by data analysis.

Most of HMBHS' academic course offerings are approved by the University of California, which allows students to meet UC/CSU minimum eligibility requirements. Advanced Placement courses that are not offered on-site are offered through UC on-line. However, there is a segment of HMBHS students that are assigned to non-academic courses such as Life and Physical Science. HMBHS does intend to review how student are assigned to classes, which includes articulation with the middle school. HMBHS has

extensive career vocational education courses. To further student access to post-secondary options, HMBHS' community partners have developed a career speaker's series. In addition, HMBHS has also entered into a partnership with local community colleges to offer additional elective classes (graphic arts and career vocational education) and English Language Development classes.

**A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?**

**To what extent does the governing board have delegate implementation of these policies to the professional staff?**

**To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?**

### **Findings**

The Cabrillo Unified School District completed a strategic plan during the 2004-2005 school year, which has been further revised and includes the five District strategies; Diversity, Student Achievement, Parent/Community Involvement, Curriculum & Instruction, and Revenue. HMBHS's vision and mission statements and ESLRs are aligned to the District's goals. District programs are developed from student data and are implemented to support student achievement.

Student data is presented to HMBHS's staff and analyzed to assess progress on the school-wide action plan, however this process is just beginning. The data is presented to the staff at the beginning of the year but not followed up during the year in all departments. There is some data analysis at the department level, but further staff and professional development is needed on data analysis and its relationship curriculum and instruction. HMBHS's Site Council participates in the development of the school-wide action plan and reviews department goals.

**A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

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

### **Findings**

Each year HMBHS's staff analyzes student data from CAHSEE, CSTs, CELDT, and Advanced Placement results. There are currently no other site or District assessments; in addition, the ESLRs currently are not measured by formal assessments or rubrics. The data is disaggregated using the Cruncher database, which allows individual teachers to review their students' results. The staff and professional development program provided to HMBHS' staff is based on the analysis of student data. However, the staff and professional development goals are identified by the District and site leadership and are then shared with the staff. The academic departments and some teachers analyze student data to varying degrees. In addition, the academic departments have begun aligning curriculum and developing common assessments to state standards and identified department goals.

HMBHS recognizes that there are student issues that go beyond the academic. The administration and staff work with the current school-wide systems to identify and resolve problems.

- A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

#### **Findings**

Individual HMBHS staff members participate in a variety of staff and professional development opportunities, including conferences and workshops. Furthermore, HMBHS' staff utilizes early release days to collaborate on curricular alignment. HMBHS uses GATE funds to support AP curriculum and professional development for AP teachers. In the absence of a comprehensive staff and professional development plan the school meets departmental and/or individual teacher goals, but these are not tied directly to the school-wide action plan. All staff are CLAD certified, however, further training in SDAIE and ELD strategies are needed to ensure that all students have access to college preparatory courses.

The District maintains the BTSA program for beginning teachers to support their goals of developing a highly qualified teaching staff and professional development.

- A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?**

#### **Findings**

HMBHS is beginning to develop a systematic approach to data collections and analysis oriented toward long-term program planning. The school collects standardized schoolwide assessment data on student performance, but this process does not drive staff and professional development in a systemic way.

The HMBHS staff is provided some researched based staff and professional development but it is not tied to a comprehensive plan. The schoolwide action plan does address the needs of English Learners and Special Education students. The District and HMBHS' ELD department are developing assessments to measure student progress.

The self study highlights the fact that the Parent Advisory Council (PAC) supports department programs. The PAC raises and allocates funds to enrich the curriculum.

- A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

#### **Findings**

HMBHS utilizes a variety of resources to support and improve student achievement. HMBHS has partnered with two groups, Back-to-Basics and PAC, both of which provide funds to support current programs and enrich the curriculum. HMBHS has received grants to implement the personal learning plans and the Compass Program. Furthermore, HMBHS has received funds to improve the athletic facilities to support the Physical Education classes and the athletic program.

HMBHS has also received funds to improve its technology, both hardware and software and to increase tech support; LCD projectors, upgrading computer labs, Intergrade Pro, and Schoolloop. Schoolloop allows teachers, students, and parents into increase and improve communication; however a limited number of staff is utilizing the program consistently.

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**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

1. A committed and hard working staff
  2. Cruncher software
  3. Vision and Mission Statements and Expected School-wide Learning Results
  4. District Five Year Strategic Plan
  5. Personal Learning Plans
- 

**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

1. Develop a coordinated, comprehensive, research-based staff and professional development plan which addresses student and staff needs and the schoolwide action plan.
  2. Develop research-based staff training on data analysis that is tied to student learning.
  3. Articulate and promote the school vision among staff, students, and school community.
  4. Develop benchmarks and rubrics to assess Expected Schoolwide Learning Results.
  5. Expand the use of Personal Learning Plans to the 9<sup>th</sup> Grade.
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**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

1. Review of the 2001 Focus on Learning Visiting Committee Report for HMBHS
2. The school's description of the process of refining the vision and ESLRs
3. Interview with stakeholders during the visit

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

**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.**

**To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?**

### **Findings**

The reevaluation of how schoolwide curriculum aligns with state standards is an ongoing process at HMBHS. All departments adopt textbooks and design lesson plans that target state standards per grade level. Teachers have spent significant time aligning the course offerings with the state frameworks and state standards in order to help raise student achievement. This alignment has been accomplished through several means, particularly during the monthly department collaboration. Departments have aligned benchmarks and course objectives to the state content standards or national standards.

Within departments, teachers are working to create common assessments and benchmarks in order to provide continuity as students move through the sequential classes. The goal of this vertical alignment is to provide students with a base to build upon in subsequent courses in the same subject (e.g. English I to English II, and Art III to Art IV), and to allow teachers to draw on their students' common background and experience. This vertical alignment allows some students to Advanced Placement or honors courses if they have demonstrated strong academic ability or have a teacher's recommendation.

In addition to being vertically aligned, some courses are being horizontally aligned using the California State Standards, common assessments, and benchmarks in order to ensure that all students, regardless of instructor, will know and be able to do specific tasks at the conclusion of a given course

Another way that HMBHS ensures that all students are prepared for life after high school is by integrating technology into many courses. All grade levels use the computer lab with the goal of advancing students'

technological literacy. This process improves the students' ability to use word processing, presentation, and organizational software (i.e.: Word, PowerPoint, Inspiration), as well as subject-specific software. HMBHS offers Industrial Arts and Agricultural Education programs to prepare students for the workforce with comprehensive instruction and hands on work in the shop and in the agriculture lab as well as training in basic business practices (preparing invoices, etc.).

The Senior Exit Project continues to be developed and expanded. The purpose of the expansion of this culminating experience is to provide a cumulative assessment of students at the end of their four years of instruction. Moreover, it is designed to give students a feel for the type of work needed to be successful at the university level and in the job market. One long-term goal of the Senior Exit Project is to include greater involvement from the community by asking community members to participate in mentoring and evaluating students. This link strengthens the transition between the students' secondary and post-secondary experience.

There are several different mechanisms in place at HMBHS that help students succeed in classes. HMBHS offers five levels of ELD classes with SDAIE sections in math, social studies, art, and science. The ELD department offers students with curriculum that is aligned with ELD and, at the higher levels, with ELA standards. The Special Education department offers a Resource Specialist Program, a Special Day Class, and support for those students who are mainstreamed. The success of this program is reflected in the fact that some special education students who have taken the CAHSEE have passed the exit exam, e.g. 45% (N=18) of the special education students have passed the English portion and 55% (N=22) of the special education students have passed the math portion of these exams (statewide average is only about 40% of special education students). Special Day Students are taught life skills and all the core subjects, using modified and individualized strategies. The Special Day program stresses social appropriateness, safety awareness, and pre-vocational skills. These students receive a certificate of completion.

In addition to the above items, the Cabrillo Unified School District has developed a comprehensive Five Year Strategic Plan, which involves all stakeholders within the community (administration, teachers, classified staff, parents, students, and local business owners). The mission of this plan is to address current shortcomings relating to curriculum and course offerings. All stakeholders are motivated by the desire to make the educational experience for future students the best it can be. The plan is in the second year of a five-year timeline.

**B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

### **Findings**

Half Moon Bay High School has many programs in place to better inform the students about life after high school. The school encourages students to be self-directed, knowledgeable, and effective citizens. The following programs help students make informed decisions about their future.

HMBHS has three full time guidance counselors who meet with all students to provide personal, educational and career counseling. They sponsor two financial aide workshops, in both English and Spanish, each year for students and their parents who are college bound. Counselors also help students access online advanced course work including U.C. online. Counselors assist students in the selection of Regional Occupation Programs and help students arrange a schedule that allows them to access the ROP Programs most of which take place over the hill in San Mateo and other peninsula cities.

In grade 10, specific career counseling begins with the completion of a conference form identifying the students' interests. Next, all sophomores are given a career assessment using a computer program purchased by the school. A conference is then set up to meet with the student's counselor, the student, and his parents.

In 11th grade, a counselor visits each Social Studies class and gives every student a career and

educational planning inventory booklet. They complete the booklet with him and have questions answered about their future educational plans. A new program, Personal Learning Plans, started in the 2006-7 school year, gives counselors the opportunity to meet and work with all 11th graders throughout the school year to develop a Personal Learning Plan that is a continuation of the planning begun in the 9th and 10th grades.

In addition, many presenters come to the school and/or send information that is posted on a bulletin board outside the Career Center. The Career Center also carries numerous periodicals ranging from job information to catalogues from Ivy League colleges. Weekly presentations are made by community members about a wide range of career opportunities. Additionally, presentations are made on campus by community college, university, trade and technical school representatives and the armed forces to help students see the wide range of post high school career/educational opportunities. Last year, the Parent Advisory Council developed a college night where representatives from the UC system, CSU system, and private colleges spoke to parents and students about the individual schools and the requirements to get into college. A very successful aspect of this evening was the HMBHS alumni panel, which answered individual questions regarding life in college.

Teachers at HMBHS, provide individual tutoring before school, after school, and during lunch. The career center prepares a tutor list of high school students and adults (usually retired staff or referred by the staff). The student tutors are vetted to be sure they have at least a B in the subject for which they are volunteering to tutor. Tutoring is done for community service or pay. The list of tutors is distributed on Back-to-School night, emailed to all teachers and is posted in most rooms on campus. A copy of the tutor list can also be emailed home to interested parents or students.

The American Association of University Women sponsors a mentorship program for all first generation potentially college bound students who are in the 11th and 12th grades.

In the Industrial Arts Department the Advanced Small Engines class is articulated with the Skyline College Automotive program. Students can earn 4.5 units of college credit by maintaining a B average in both Small Engines and Advanced Small Engines.

The Agriculture Department provides students with the opportunity to receive internships at Nurseryman's Exchange.

**B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

**Findings**

Students receive information regarding the requirements for obtaining a HMBHS diploma starting at the annual 8th Grade Orientation. The school has implemented several ways to monitor the student's progress towards their graduation requirements or the student's goals outlined in their PLP (Personal Learning Plan). At the beginning of each year, the counselors at HMBHS review each of the 11th and 12th grade students' transcripts to ensure that they are taking the necessary classes to graduate. The counselors send a copy of the transcript home with a note of the student's deficiencies. This year HMBHS has implemented a new program; Compass Program, which works with 9th graders. This program begins in the summer time with an intensive English, math, and enrichment program for identified 9th graders. Throughout the year, the coordinator meets with the students and parents of the Compass Program to discuss the student's progress in their classes. To support all of the 10th graders, the counselors have individual meetings for each of the students and their parents. At this meeting, the counselor reviews the student's career assessment and discusses post secondary educational opportunities. To provide a continuous system in monitoring our student's progress towards graduation, HMBHS has implemented Personal Learning Plans for all the 11th graders. This is a program where the counselors meet in small groups to discuss tutoring, grades, college applications, and vocational opportunities.

Monitoring the students' progress on the CAHSEE has become a central focus for the counselors, staff,

administrators, and superintendent. Prior to each testing period, the teacher and/or counselor meets with the individual students who have not passed either portion of the exam. Last year, the superintendent and principal met with each senior who had not passed the CAHSEE to discuss ways to support the students and to provide program opportunities to assist them in obtaining their high school diploma.

Not only is the staff at HMBHS striving to ensure that the students meet the graduation requirements, but they are also striving to accommodate and provide educational opportunities for the many different needs of the diversified student body. In collaboration with the community colleges, this year HMBHS has been able to provide a graphic arts class to help expand the art offerings and provide an advanced English Language Development class for the EL students who choose to remain in ELD and/or who have not yet passed the CAHSEE.

The Parent Advisory Council (PAC) has been instrumental in helping to monitor students' success by hosting a college night for all the students at HMBHS. At this event former students and college representatives speak to the students about post secondary educational opportunities. Last year six alumni returned to speak to students. College representatives are also a part of this event. They speak to the students about the general entrance requirements and application process.

In addition to the programs offered to students, HMBHS has established a strong Advanced Placement program. As evident by the test scores, the students perform very well on the AP exams. In fact 74% of the AP exams taken by the students received a score of 3 or higher on an AP exam. To continue to meet the needs of the advanced students, HMBHS has an agreement with the University of California to offer AP courses on-line that are not currently offered due to budget restraints.

Half Moon Bay High School staff strives to accommodate the many different needs of its diversified student body. Collaboration between all employees—staff, faculty, counseling, and administration-- occurs during regularly scheduled meetings and on a case-by-case basis. This ongoing collaboration fosters achievement of long term goals established at the beginning of the freshman year. Students are systematically and informally monitored throughout their education, so that all students can meet graduation requirements and are well prepared for post-secondary life.

**Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

1. Advanced Placement and college preparatory classes are aligned to standards.
2. Most students have access to a rigorous, relevant and coherent curriculum.
3. Students have access to online and off site courses that are not offered on site.
4. The graduation rate is high.
5. The Personal Learning Plans have been embraced by the site and district as a means to support students' access to the curriculum.

**Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

1. Continue to develop the alignment of curriculum with state standards and also with vertical alignment in each subject area.
2. Ensure all students (i.e., EL, Hispanic, special education) are expected and challenged to enroll in college prep classes and supported to be successful.
3. Continue a consistent articulation with feeder school.
4. Expand the use of the Personal Learning Plan to all grade levels.
5. Sheltered (EL and special education) classes need to be aligned with content standards ensuring they meet A-G requirements.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

1. Review of the self-study
2. Classroom observations
3. Interview with stakeholders during the visit
4. Examination of course catalogue

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

**Category C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?**

### **Findings:**

HMBHS offers a variety of Advanced Placement and college preparatory classes that challenge many students at different levels. The staff has worked on encouraging more students, especially Hispanic, to participate in the AP courses and extra-curricular activities. Most individual subgroups have improved in their API scores since the WASC three-year progress report in 2002-2003. Hispanic students (375) have increased from an API of 514 (2003) to 564 (2006), White (non-Hispanic) students from 756 (2003) to 792 (2006), Socio-economically Disadvantaged students from 496 (2003) to 527 (2006). The English Learner population has not been statistically significant from 2003 to 2006. However, there was a twenty point increase from 507 (2005) to 527 (2006).

The self-study reports 33% Hispanic students (375) and 33% English Learners (330). However, the self-study also reports 206 ELs, which is 18% of the student population. This discrepancy seems to be a misconception of the differences between Hispanic and EL students. There seems to be a lack of awareness by staff regarding the criteria for being an EL, how to utilize CELDT scores, and the fact that not all Hispanic students are EL students. This is further exemplified by the non-college preparatory track where most EL and Hispanic students find themselves. The visiting committee observed a subtle belief among staff that most of the EL and Hispanic students are not ready for or cannot handle the rigorous curriculum of the college preparatory classes.

The other consistently verbalized belief by the staff and students, via the self-study report and interviews, was that "high achievement is attainable for students who are willing to make the effort." This is further shown through discussions regarding "not all students are going to college" or "postponing a heavy academic load for freshmen", especially those who do not choose more rigorous classes. This is evidenced by placement of most EL in an ELD, sheltered or non-college preparatory classes. This is done despite 67% of EL students testing proficient (Early Advanced or Advanced) on the CELDT. In addition, 53% of EL have been in the district since 5<sup>th</sup> grade (most of which have been here since kindergarten). Currently only one senior EL student is on the A-G track and only two junior EL students. In 2005-2006, 25% of Hispanic students completed A-G requirements, while 62% of White (non-Hispanic) students had completions.

Through the staff's examination of data, they identified a critical area of need within the English Learners. Three percent of EL students are proficient on the English Language Arts California Standards Test in contrast to Fluent English Proficient and English Only students who are 62% proficient. The achievement gap between English Learners and their counterparts is as evident in the other core areas. One conclusion that can be assumed is that most English Learners are not in the same rigorous courses and are therefore not as prepared for the state tests (or Advanced Placement course) as the non English Learner students. Expectations for ALL students at HMBHS do not appear to be the same.

According to the self-study, special education is also a critical area where there is substantial need.

Eighty-seven of the 107 special education students are resource. Of the Resource Specialist Program (RSP) students, only 6% (5) scored proficient on the English California Standards Test and 45% (18) passed the English portion of the California High School Exit Exam. Many RSP students are placed in a Basic English course with a special education teacher. These students are on track to receive a diploma and receive English credit for the class. The students can also take the course year after year and never take a general education English course. However, the class is not on the CSU/UC A-G list, which would be used as the criteria for a student who is on track to be ready for college. The expectation level of special education students appears to be in line with that of EL, SED, and Hispanic students. Special education inconsistencies are compounded by the fact that, RSP students do not stay with their case manager for their four year high school careers, but are passed on from year to year.

The third critical area identified in the self-study was the Socio-Economically Disadvantaged (SED) students. This population is 31% of the total population (332). Of the 332 SED students, 88% (292) are also EL. As stated previously, a majority of the EL students are not on a college preparatory track. Therefore, a majority of the SED students are also not on a college preparatory track.

**C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

### Findings

Although there is a schoolwide increase in API, there are critical areas of need in the English Language Arts and mathematics in the areas of English Learners, Special Education, Socio-Economically Disadvantaged Students, as identified by the self-study. In an effort to address these areas of need, the focus of staff development has been to analyze the way in which each department differentiates instruction and assessment to help students improve in and demonstrate their knowledge of key concepts in the different subject areas, as stated in the ESLRs. The staff development activities are developed by a few teachers, the principal, and district office personnel. The plan is then brought back to the staff for approval. There has not been a consistent measurement or accountability plan for implementation proceeding staff development.

Some teachers present repetitive coursework year after year, changing approaches, activities and assignment only when they are given ideas or directives through staff development programs, workshop presentations, or textbook instructional guides. They refer to textbooks and course outlines to prepare and sequence class sessions, reinforce students' learning, and serve as a basis for judging students' effort and achievement.

Innovative methods are evidenced in some classrooms throughout the school. Instructional strategies are characterized primarily by whole class instruction, teacher-directed instruction, and lectures. Student-centered instructional approaches are utilized from time to time and planned and directed by the teacher. Through classroom observation, there is not a consistent use of learning objectives, checking for understanding or guided practice. Most checking for understanding that is done is characterized as open-ended questions posed to the whole class or to volunteers. There is no evident means of assessment to guide instruction during a class period. Some teachers expressed other methods of guiding instruction through assessment by using the Cruncher program and analyzing state assessments (i.e., CAHSEE, CST and CELDT). Many teachers, especially in core areas, are beginning to develop common assessments and looking at the data to differentiate instruction and guide curricular needs.

Student engagement is also inconsistent during lessons, especially teacher-directed instruction. Most engagement relies on voluntary interaction by the students. Most questioning techniques are open-ended and not random. This was evident in non-college preparatory, college preparatory, and advanced placement classes. It was also apparent across ethnicities, special education, and ELs.

The staff has undergone SDAIE and ELD strategy training over the last few years. The ELD instructional specialist also provided training to increase knowledge and mastery of instructional strategies to improve student understanding in all content classes. However, there is an inconsistent use of SDAIE strategies, especially in ELD or sheltered classes. Some strategies are employed such as enunciation, gesturing and activating prior knowledge, but there is not a consistent use of all the strategies such as visuals, vocabulary development, or meta-cognition. Specific training for ELD and SDAIE strategies, especially for the new ELD teachers would help remedy the inconsistencies.

Technology is used primarily as a tool to assist teachers in the management of the instructional program. Some teachers use Power Point presentations or have students present their own Power Point presentations. Technology is made available to students in specific contexts such as business courses or technology-related courses (i.e., web broadcasting). Teachers at HMBHS take advantage of the freshman computer lab, math lab, and two labs in the library as well as our librarian research services to engage students in research projects, provide enrichment activities, and provide support materials for students who need additional help. The math department will be piloting ALEKS software to academically support Algebra 1A and Algebra I students as well as to better prepare low achieving students for the CAHSEE exam. Students also have access to independent study online such as AP classes offered through UCCP.

In an effort to identify students early who are in need of extra support, HMBH implemented the Compass Program. A team of teachers selects incoming 9th grade students who have tested at the basic or below basic level on their CSTs in math and/or English. The program coordinator developed a summer program to focus on English and math skills as well as enrichment activities to encourage the students to value their education. Even though some identified students are not able to attend summer school, the students who participate benefit. The Compass program expands beyond the summer program into activities and support throughout the school year. One of the major goals of this program is continuous monitoring during the school year. The program coordinator meets with Compass students regularly to help them with their transition into high school and with improving their grades.

Students at HMBHS are aware of academic standards and the expected schoolwide learning results. Each teacher addresses the standards at the beginning of the year, incorporates them into the curriculum and posts them in the classroom, as stated in the ESLRs. In many departments, students and parents must sign a contract stating that they have read through the student expectations.

Textbooks in most core classes are aligned to the academic standards. Since financial allocations for textbook purchases occur on a rotating basis, each subject area receives new textbooks every seven years. Students can read these standards at the beginning of every unit of study in math, English, social studies and foreign language. The science department is currently adopting new textbooks. Teachers at HMBHS explicitly point out how the topic they are teaching is related to the academic standards. Non-core classes, such as art, also align curriculum to state standards. Teachers are expected to have the standards as learning goals for each lesson available and accessible. Students are aware that in their classes, they must master each topic in order to succeed at the next level. Teachers discuss expectations in the form of rubrics aligned to state standards before project due dates ensuring that students understand what is required to succeed at a task.

Teachers at HMBHS devote a portion of class time to provide one-on-one help to coach students. Many provide tutoring assistance and support at lunch, before school or after school. In addition, student tutors are posted and available in almost every subject. The librarian provides research and technology assistance to staff and students. The Compass program is a major new coaching endeavor.

The HMBHS staff and students are currently researching a schedule that would best meet the academic needs of the students and the collaborative needs of the teachers. The teachers collaborate individually on their own time and try to utilize data and resources to improve their instruction. However, a consistent and structured collaboration time is needed to allow standards aligned curriculum, benchmark assessment, instructional strategy sharing, and data analysis. The teachers are very passionate about their students and genuinely want their students to succeed. This would provide them the next step

toward efficiency and effectiveness.

**Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.**

1. The expected schoolwide learning results have been reviewed in collaborative groups and implemented by each department.
2. All HMBHS teachers are Highly Qualified and CLAD certificated.
3. Students have access to post-secondary opportunities (college and careers), information and advice through a junior planning session with their counselors.
4. Compass Program to support incoming freshmen identified as at risk.

**Key Issues:**

1. Hispanic, EL, special ed and SED students are not enrolled in college preparatory courses in proportion to their counterparts.
2. Inconsistent use of instructional strategies in classrooms that would support all students (i.e. EL, SED, Hispanic and special ed).
3. Special education students do not stay with their case manager for 4 years, but change every year.
4. Increase teacher collaboration time to align curriculum with standards, develop common assessments and analyze student data.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

1. Examination of the self-study
2. Examination of data on CDD website
3. Classroom observations
4. Interviews with stakeholders

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

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

**Findings**

Half Moon Bay High School uses the standardized tests required for California in conjunction with other common tests which include:

- California Standardized Testing and Reporting (STAR)
- California High School Exit Exam (CAHSEE)
- California English Language Development Test (CELDT)
- Aprenda 3
- California Alternate Performance Assessment (CAPA)
- Advanced Placement (AP) tests
- Preliminary SAT (PSAT)
- Early Assessment Placement Exams in English and Math (EAP)

The self-study indicated that detailed individual student results of each of these tests are mailed home to the parents and placed in each student's cum file annually. HMBHS uses a software program called **Cruncher** where data can be reviewed online for data analysis. Cruncher makes it easy to report data in a variety of ways to many different audiences. It can create charts and graphs comparing groups of students or the same students over a number of years. Cruncher is tightly integrated with SASIxp data. Student information in Cruncher is updated on a nightly basis from SASIxp. Cruncher includes pre-id, test results reporting, and web based test results

displayed for state tests (STAR, CELDT, CAHSEE). Teachers can see the challenges that lie ahead before the students show up as well as see how students they had last year performed on tests. They can use this to establish their plans and inform their instruction throughout the year. Teachers have access to many of the same report formats available in advanced reporting, though teachers are able to view, only their own students.

Cruncher is used by teachers in their department meetings to set goals and modify curriculum and assessment. It is also used to prepare presentations for parents and other stakeholders at Back to School Night, Parent Advisory Council Meetings, Site Council Meetings, Board Meetings, and for articles in the school newsletter and the local paper, *The Half Moon Bay Review*. Data is shared with parents at informational meetings for CAHSEE as well as in newsletters.

**D2. To what extent do teachers employ a variety of strategies to evaluate student learning?  
To what extent do students and teachers use assessment results to enhance the educational progress of every student?**

**Findings**

Using the results from teacher developed assessments, daily assignments and standardized test results (i.e., CSTs and CAHSEE) teachers are able to modify their individual instruction to increase student success, as well as modify the curriculum content in order to effectively focus on key concepts. At the beginning of each year teachers review the school's test results in the core departments. Cruncher provides disaggregated results as well as graphs that can help visualize results for groups. Each teacher is able to access his students' individual test results as well as overall results in a specific subject area using Cruncher. Looking at these results, the departments and individual teachers review and align the curriculum to support the students' access to key concepts as well as to identify areas of focus within the specific standards, such as reading analysis, probability and statistics, and current topics in social sciences. In addition to using the students' standardized test results, teachers analyze their daily assessments to make modifications in the classroom. The self-study indicates teachers on their own and in departments evaluate their assessment data and routinely ask the following questions:

- How can lessons be modified to increase student success?
- What kind of differentiated instruction can be provided to assist students that did not acquire the necessary information?

Based on student results, the teachers can incorporate missed information such as vocabulary words in a foreign language class, or review grammatical lessons which were commonly missed in an essay, or provide ongoing review of mathematical concepts that have not been mastered.

The self-study indicated assessment strategies are divided into two main categories: open-ended and concrete. In open-ended assessment, teachers utilize a rubric designed specifically for the task. Rubrics have the advantage of communicating to the student where he/she has achieved the goal of the assignment, and where he/she can improve. Rubrics are used to grade all open-ended assignments in all departments when appropriate.

The self-study indicated that longitudinal assessment can be best done with year-long assignments. Some examples of year-long assignments used at HMBHS include portfolios, lab books, math notebooks, journals and the Senior Exit Project. These long-term assignments are assessed in reference to a rubric by teachers, peer review and self-assessment.

Assessment with more immediate feedback is completed with shorter-term writings which are also assessed according to rubrics specific to the assignment. Shorter-term writings may include take-home essays, timed writes, essay tests, research papers, lab reports and analyzing graphs or charts. Students often work on short-term writing assignments in which they are assessed over a several step process, including topics, outlines, first and final drafts. This provides students with a broader understanding of the expectations of the paper, as well as guidance and direction from their instructor. Student interaction is also increased through peer editing.

Less traditional methods of assessment may include both individual and group projects. Rubrics used are

specific to the educational and behavioral goals of each project. Evidence showed rubric use has increased greatly in the last three years.

Technology provides additional resources for assessments. Recent purchase of an online CAHSEE program provides classes a system to help students determine their strengths and weaknesses and then provides individualized instruction. New textbook adoptions in science and math now include software that includes an assessment component that is used by teachers to individualize instruction.

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

### **Findings**

The district's Strategic Plan calls for the institution of Personal Learning Plans (PLPs), kindergarten through twelfth grade. PLPs are a part of the school's ESLRs. Counselors are working with eleventh grade students to begin implementation of these plans. Additionally, three times a year, the counselors meet with all the teachers of each grade level to discuss progress of the students who are at-risk for failure and strategies are developed to motivate the students to succeed.

The self-study and Strategic plan indicates monitoring second language learners is a priority for the district and the school. Over the past few years the district office has provided a comprehensive monitoring system for ELD students. HMBHS has a summary sheet that provides staff with a summary of all the testing information and program designations (i.e., CELDT scores, CAHSEE, STAR results, special education designation, and socio-economically disadvantaged) for each ELD student. The self-study indicated this report is reviewed by teachers and provides a comprehensive look at student performance.

A Student Study Team (SST), consisting of high school and district personnel, assesses and monitors at-risk students and students with special needs by recommending school placement according to the needs of the individual. The SST consists of teachers, administrators, counselors, and the school psychologist. The team recommends assessment for special education services or placement in independent study, community college, or continuation according to the needs of the individual student.

The CAHSEE is supported by the district through workbooks used in English and math classes. Software, available in class as well as off campus, allows students to take a practice test and then work through customized tutorials to strengthen weak areas. Cabrillo School District has provided support by developing a series of Saturday classes in which each student enrolled is assisted in improving his individual areas of weakness, as determined by analysis of his previous testing data. Furthermore, the superintendent and principal met individually with each of the seniors who had not passed by the middle of last school year. They talked to each student about ways the district could support their efforts and about their options for continuing to strive to earn a diploma.

With assistance from the district's technology staff, HMBHS teachers have been trained on the use Schoolloop, which is a web application that makes sharing information and working together easy. Assignments are listed along with any documents a student might need on Schoolloop so that parents can monitor the students' assignments. Schoolloop also has an easy e-mail system for better communication between students, parents, and teachers. Schoolloop also allows students to create a bottomless locker to store portfolio information and assignments. The self-study indicated parents identified Schoolloop as their most useful form of communication from the school.

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its**

## regular evaluation and improvement and usage of resources?

### Findings

The self-study indicated analysis of student achievement results pointed to a discrepancy between those that are learning English and those that are fluent speakers at HMBHS. Based on the ELD students' performance on the STAR English exam and the student's performance in the first college prep English course HMBHS developed an ELD 5. The self-study indicated teacher examination of data showed that students needed a more structured course to help with the transition from the ELD curriculum to the English curriculum. This course is offered to students who have finished their last ELD class and are enrolled in English1. ELD 5 is designed to support these students through the transition and strengthen their language skills. In addition to creating the transition course, the ELD department has adopted new textbooks that are more aligned to the skills necessary to pass the CAHSEE. Also, the ELD department has been working closely with the English department to improve articulation.

Other courses being offered based on assessment results are math and English support classes and an online software for the CAHSEE. Either or both of these classes may be taken during the school day, in addition to the students' regular math or English classes, by students who have not yet passed the CAHSEE. Based on the students' performance on the CAHSEE, two subgroups were identified as needing additional support to pass the CAHSEE, (i.e., ELD students and special education students). Special education teachers have designed and now teach a course in math to work with individual students to pass the CAHSEE. EL students that have yet to pass the test have been receiving extra English assistance in the ELD 5 class. Support is also available in the form of Saturday classes.

Teachers, in their department meetings, often use assessment results to make curricular decisions. They have access to detailed results in Cruncher and can use this information to determine the depth of coverage of each standard and the timing of the coverage of each concept during the school year that would most benefit student achievement. For example, the biology teachers have rearranged the curriculum in response to testing data by embedding ecology units throughout the course instead of at the end. The math department has begun emphasizing vocabulary more and eliminated the use of calculators in the Algebra 1 classes as a direct result of studying assessment data. The foreign language, science, and art departments report emphasizing writing across the curriculum and including more mathematical applications in class, especially graphing.

All departments are also working to align their final exams to the state standards. The students' grades are another form of assessment that is often used to determine HMBHS programs. Some courses, in the math, science and foreign language departments, require a minimum grade of C before moving on to the next course. This ensures students will repeat these crucial courses until their skills are strong. Course outlines are analyzed by department chairs and administration each year to help ensure that teachers are supporting the standards.

The counseling department studies each student's achievement and progresses through their courses. They use this analysis to help students determine their goals and plans for reaching their potential. They meet with students and their parents to begin these plans during their sophomore year and continue throughout.

### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability**

1. Use of technology including Cruncher, CAHSEE online, textbook supplemental software and Schoolloop to improve analysis and communication of assessment results is a major step toward data driven decision making in the school.
2. Providing teachers individualized assessment data through Cruncher as well as a summary sheet generated for their department, accompanied with departmental evaluation of results, provides a valuable pathway to improvement of curriculum and instruction.
3. Major support from the district in the form of district wide Personal Learning Plans and resources

in the form of additional bilingual counselors and a community coordinator and for Saturday classes and other remedial programs is commendable.

4. Development of a Senior Exit project where students review their own assessment data and develop action plans for their career is a major step toward shifting from teacher centered instruction to student-centered instruction.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

1. Site should consider analysis of assessment data correlated to standards to determine key standards to emphasize in curriculum and instruction to maximize student performance
2. Collaboration time and professional development opportunities for all teachers to use Schoolloop, Cruncher and other data-related information needs to be provided to allow teachers to further expand their understanding and practice of mining data to modify curriculum and instruction.
3. Students and parents need to be given greater responsibility in using assessment data to set learning objectives and goals.
4. Examine ways of providing teachers, students and parents with online daily attendance data as well as expanded access to grade information.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

1. Analysis of self-study
2. Analysis of additional data during the visit (ELD enrollment, CELDT scores, student schedules)
3. Interviews with all stakeholders

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

- E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

**Findings**

The HMBHS program is developing a system to include parents and the community in the school program. This includes regularly informing parents and the community about upcoming programs, policies, procedures, and deadlines through newsletters and bulletins that are routinely translated into Spanish. HMBHS has adopted Schoolloop, an on-line program that provides the families and community with information on student assignments and projects and school activities. However, it has not been fully embraced by a majority of the staff. In addition, there is significant resistance among staff members to adopting the grading portion of this program, which many parents have requested.

The Parents Advisory Council (PAC) has sponsored workshops for parents and the community. The school website is regarded highly by the community and the local newspaper published information regarding school events when requested.

In addition, many parents support the school through test proctoring, clerical services, guest speaking and driving students and staff to sporting events. The community supports a local scholarship program. Community members have donated money, time and experience to the overall success of the HMBHS program.

Spanish speaking parents are guests each year at a dinner sponsored by the Puente Club members who act as servers. Parents are given school related information that includes attendance, grade reports, graduation requirements, college admission and financial aid. The school has a bilingual community relations member and two bilingual full time counselors.

The Parent Advisory Council and School Site Council are involved in the decision making process and provide funds for the school. The School Site Council is also responsible for the approval of the School Site Plan and monitors and evaluates school programs. HMBHS continues to work to include minority parents on the PAC and in all aspects of school life.

**E2. To what extent is the school a) a safe, clean, and orderly place that nurtures learning and b) to what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

### **Findings**

The physical plant of HMBHS is safe, clean and orderly. Recent construction and renovations have increased this sense as evidenced by the pride that staff, students and community members express about this school. In an effort to maintain this environment, classes compete for cleanest area on campus and participate in campus clean up. In addition, community businesses have assisted in campus beautification prior to large school events. Students also report feeling safe on the campus at all times.

The staff and students report that the program's philosophy includes trust, professionalism, high expectations and continuous school success and that there is an open and friendly relationship between the staff and students. Although the administrative team reports that there has been some gang related fights and parents express significant concern about gang issues, students expressed the belief that there is no gang problem at HMBHS.

Results from the School Climate survey, along with reports from staff and student focus groups show that maintaining a drug-free environment is of moderate concern at HMBHS. Staff members receive training on safety, drugs and alcohol prevention given by the administration and law personnel. A number of other areas are covered that include emergency response to lock down, fire, earthquake and drills related to these areas.

School rules include consequences for disregarding these rules. They include detentions, campus suspensions, suspension from school and expulsion depending on the infraction. A Student Handbook provides information in all these areas.

The Student Study Team provides academic and support for students with personal difficulties that impact success. The other services offered are consistent with most schools in California.

A police officer, who serves as a School Resource Officer, is available on campus at designated time frames and a probation officer visits the campus. Programs available to students include SARB, Pyramid and School Linked Services and a part time school nurse.

A variety of student activities are offered on campus and the Leadership class sets the tone for school activities. All 9<sup>th</sup> graders and the Leadership class participate in KLEAR, which teaches respect for diversity. This training is thought to be an attempt to address the under achievement of EL students. This goal is also reflected in the school's stated pride in the fact that all staff are CLAD trained and model respect for others in the way they interact with each other. These efforts may help explain the fact that HMBHS has maintained relatively consistent scores on the CST. At the same time, these efforts have not led the school to improve the achievement of its target groups. It is admirable that the staff has stayed committed to work, in conjunction with the Cabrillo Unified School District, to address these issues. Currently, a Diversity Advisory group, working with a graduate student from Stanford University has agreed on a set of surveys to gather staff, student and parent opinions about issues of respect and

diversity at HMBHS.

Staff development priorities are chosen by the administration in conjunction with the school's representative on the district's staff development committee. These priorities are targeted to address issues that the staff has identified and to help them to meet the goals of the Schoolwide Action Plan. Available funding has limited the school's ability to offer development to all staff members. For example, training in differentiated instruction was offered to teachers in core classes and was sought to help reach the goal of improving student scores on the CST and CAHSEE.

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

**Findings**

The staff of HMBHS reports a strong commitment to offering students the choice between vocational and "academic" paths, where the academic path is one that satisfies the UC A-G requirements. This aspect of the school's culture is reflected in the ESLRs and is the reason why the school reports that Self Directed Learners are developed very early in their programs. Both staff and students report that it's up to the students to choose their path and to choose to challenge themselves.

Course requirements vary greatly according to level ("academic", ELD, Agriculture standards). In addition, in an effort to provide support for 9<sup>th</sup> graders, there is a history of "cushioning" the course load of freshmen. This effort to provide 9<sup>th</sup> graders an opportunity for initial success is also seen by some staff members to result in students having lower expectations of how much work is required at the high school level. A similar pattern seems to be present in the ELD classes, where staff reported that students often don't want to leave the supportive environment and may have led to what seems to be a pattern of ELs taking ELD 3 & ELD 4 rather than moving into the mainstream curriculum. In addition, the school and district counselors meet with all 8<sup>th</sup> graders in the spring to discuss and review this information. In the 10<sup>th</sup> grade the counselors meet with parents and students to develop long range plans for students. The counselors also meet with 11<sup>th</sup> graders to continue the Personal Learning Plans and college searches. The purpose of this meeting is to provide the students with a better understanding about their personal interests and making future choices.

In the fall of each year, 11<sup>th</sup> and 12<sup>th</sup> graders meet to discuss a broad range of post high school options. This helps give the students a plan to develop following completion of high school. In March of each year all grade levels receive an official transcript of their grades to let students know where they stand academically.

The school faculty and counselors meet four times annually to review a list of students who are not performing well academically. Counselors meet with these students, and often the parents and teachers are involved in this process. Student Study Teams are available and special education services are accessed via the referral process and testing.

**E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

**Findings**

The HMBHS hired an additional counselor five years ago and all students are assigned a counselor. The staff supports the emotional needs of students in the area of grief, divorce, substance abuse and career exploration. Grade level meetings allow teachers and staff members to bring academic and personal concerns to the administration and counseling staff.

Career plans are developed in the 10<sup>th</sup> grade and reviewed in the 11<sup>th</sup> and 12<sup>th</sup> grades. The counseling guide gives information on career opportunities, military opportunities and other areas to help students continue the educational process.

Alternative educational programs include half-day programs and the independent study program. Concurrent educational opportunities are available with the local junior college to explore vocational areas and advanced academic courses.

The library offers a center of attraction and is open 10 hours each day and the computer labs are research centers for all students. Special education and EL students are provided with extensive opportunities to help them access mainstreamed and sheltered courses.

The master schedule is designed according to students meeting prerequisites, staff recommendation, and student choice. Migrant students and eligible students can access the Portable Assisted Study Sequence program.

A private counseling service is available for students to help them with school attendance problems and performance. Other agencies are available to assist with substance problems. School Linked Services offers personal services to students and families for medical, dental, vision and psychological services.

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

1. Commitment over the last six years to its goal of improving the achievement of its ELs.
2. Staff culture that includes the expectation of taking on extra responsibilities to help students.
3. The high school is a true center of the community.

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

1. It is recommended that the staff continue its deep conversations about the best ways to support EL, Hispanic, SED, and special education students, especially in regard to moving them into college preparatory classes as soon as possible and supporting their success once in the classes.
2. Continue working on a schedule, which incorporates teacher collaboration time and is aligned to the schoolwide action plan.
3. Staff training on cultural awareness, which should include expectations, idiosyncrasies, and intricacies of all subgroups.

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

1. Examination of the 2001 and 2006 Focus on Learning self-studies and Action Plans from the past three years.
2. Interviews with all stakeholders
3. Review of school data from CDE website
4. Classroom and campus observations

## Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

### Schoolwide Areas of Strength

1. Staff shows a high degree of dedication toward the students and community.
2. The Personal Learning Plans have been embraced by the site and district as a means to support students' access to the curriculum.
3. Most of the staff is aware of the students' needs and is committed to addressing those needs.
4. Use of technology including Cruncher, CAHSEE online, textbook supplemental software and Schoolloop to improve analysis and communication of assessment results is a major step toward data driven decision making in the school.
5. The staff is committed to finding consistent time to collaborate with their peers, the middle school, and the community colleges to continue to improve their effectiveness and to offer the widest possible range of opportunities for all students.

### Schoolwide Critical Areas for Follow-Up

1. Develop and implement a comprehensive staff and professional development plan that is tied to student learning needs and the schoolwide action plan.
2. Ensure all students are enrolled in rigorous academic courses.
3. Ensure all teachers are implementing differentiated instructional strategies to allow all students success in a rigorous standards-based curriculum.
4. Provide collaboration time for all teachers to analyze data through Schoolloop, Cruncher, and other data related tools.
5. Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes.

## Chapter V: Ongoing School Improvement

**GOAL #\_1\_** for Improving Student Achievement: By June 2007, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Language Arts test will meet or exceed the targets set by NCLB. (2006-2007 benchmark is 23%)

**Rationale:** 51% of the student body is proficient on the CST Language Arts tests. Only 3% of the English Language Learners, 12% of the Socioeconomically Disadvantaged students, and 6% of the Special Education students are proficient or above on the CST Language Arts test.

### Alignment of instruction with content standards:

- Implement a strategic system for reading comprehension and writing that spans all subject areas which provides interventions and rigorous content standards to support all students, e.g. common rubrics.
- Standards and/or specific goal will be posted in the classroom or stated at the beginning of class.
- Continue to ensure that the key content standards are consistently addressed in the English and ELD courses.

### Improvement of instructional strategies and materials:

- Continue to develop common rubrics which will be used departmentally and school-wide.
- Secure funding to provide release time for departments to discuss instructional strategies or observe teachers implementing successful instructional strategies.

**Extended learning time:**

- Research and implement research-proven academic programs that can provide flexible learning time during the school day, e.g. alternative schedule.

**Increased educational opportunity:**

- Research and implement research-proven tutorial programs or support programs which can be provided for all students.
- Provide a comprehensive English class in the summer to support student achievement that is supported by the site English and ELD teachers.

**Increased educational opportunity:**

- Collaboration with the Community colleges to provide additional English and ELD courses for the students in the evening.

**Involvement of staff, parents and community:**

- Expanding the scope of the personal learning plans so all students will understand the importance of their standardized test scores, course selections, and post secondary school/career opportunities.
- Continue to work with the parent groups (School Site Council, ELAC, and Parent Advisory Council) to inform them of the departmental programs and their goals, to provide enrichment programs for the students, and to provide information programs for the parents.

**Auxiliary services for students and parents:**

- Continue to use Schoolloop to improve communication with the parents. Utilize the additional features of Schoolloop, i.e. grades, groups, discussion threads, to improve instruction and monitoring of student work.

**GOAL # \_2\_ for Improving Student Achievement: By June 2007, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST mathematics test will make the targets set by NCLB. (2006-2007 benchmark is 23.7%).**

**Rationale:** 45% of the student body is proficient on the CST mathematics tests. Only 16% of the English Language Learners, 17% of the Socioeconomically Disadvantaged students, and 5% of the Special Education students are proficient or above on the CST mathematics test.

**Alignment of instruction with content standards:**

- Maintain an on-going practice within the math department where lessons and assessments are aligned to the content standards.
- Standards will be posted in the classroom or stated at the beginning of class.
- Secure funding/time for collaboration between the math and science teachers to map out a calendar of instruction to support the key mathematical concepts taught in math and the development of integrated assessments.

**Improvement of instructional strategies and materials:**

- Maintain an on-going staff development program for all staff members to increase their knowledge in differentiated instruction and standards based lessons, i.e. best practices.
- Review and monitor the effectiveness of the two year Algebra course and the students' success on the CSTs and CAHSEE.
- Secure funding to provide release time for departments to discuss instructional strategies or observe teachers implementing successful instructional strategies.

**Extended learning time:**

- Provide academic support courses for all students who need additional support in Algebra.

**Staff development and professional collaboration:**

- Provide yearly staff development programs for the staff which focus on ELD strategies or differentiated instruction, e.g. Lorraine Vera.
- Provide release time and/or collaboration time for developing curriculum, analyzing student assessments and discussing instructional strategies to ensure common practices and assessments are utilized in improve instruction.
- Continue to provide staff an in-service on the STAR/ CST and CAHSEE results and the use of Cruncher to ensure that identified subgroups are making progress towards meeting the benchmarks set by NCLB.
- Utilize student results on in class assessments or standardized results to place students in the appropriate courses.

**GOAL # \_3\_ for Improving Student Achievement: By June 2007, the percentage of 11<sup>th</sup> grade students in the significant subgroups (Special Education and ELD students) that will pass the CAHSEE will make the targets set by NCLB. (CAHSEE –California High School Exit Exam) (Benchmark for the English exam is 23% and the math exam is 23.7%)**

**Rationale:** 79% of the 10<sup>th</sup> grade students have passed the California High School Exit Exam, math or English. Of the 10<sup>th</sup> grade students in the significant subgroups, only 25% of the English Language Learners, 43% of the Socioeconomically Disadvantaged students, and 42% of the Special Education students passed the CASHEE English test. Only 29% of the English Language Learners, 45% of the Socioeconomically Disadvantaged students, and 21% of the Special Education students passed the CASHEE math test.

**Improvement of instructional strategies and materials:**

- Maintain an on-going staff development program for all staff members to increase their knowledge in differentiated instruction and standards based lessons, best practices.
- Implement research proven academic programs that support reading comprehension for ELD and Special Education students, Shining Star, Kurzweil.
- Secure funding to provide release time for departments to discuss instructional strategies or observe teachers implementing successful instructional strategies.
- Continue to provide opportunities for the Special Education teachers to collaborate with the regular education teachers in math and English.

**Increased educational opportunity:**

- Research and implement research proven tutorial programs or support programs which can be provided for all students, e.g. Compass Program or AVID.
- Develop a tutorial program which provides a time for students to work with their individual teachers within the structure of the school day.
- Investigate and implement a different structure to the school day which provides extended class time and academic support.
- Provide a comprehensive Algebra and/or English class in the summer to support student achievement that is supported by the site teachers.

**Staff development and professional collaboration:**

- Provide yearly staff development programs for the staff that focuses on ELD strategies or differentiated instruction.
- Provide release time and/or collaboration time for developing curriculum, analyzing student assessments and discussing instructional strategies to ensure common practices and assessments are utilized in improve instruction.

- **Comments on the following school improvement issues:**

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up

- ♦ The action plan sections do address the critical areas for follow-up.
- ♦ The action plan steps will enhance student learning.
- ♦ The action plan is feasible within existing resources.
- ♦ There is sufficient commitment to goals of the action plan, but there is need for all staff to engage in dialogue about how to most effectively follow the steps of the plan.

Existing factors that will support school improvement:

- ♦ A committed staff with a high capacity for implementing programmatic and systemic changes
- ♦ Excellent communication with and support from the District

Impediments to improvement that the school will need to overcome:

- ♦ Finding consistent time to collaborate to align curriculum, to create common assessments, and to analyze data to guide curriculum and instruction.
- ♦ The need to develop measures to assess implementation and effectiveness of staff and professional development.
- ♦ The well-meaning impulse to "support" target students to the degree that it undermines high expectations for them to achieve at higher levels.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The school needs to develop and articulate a plan with specific steps and benchmarks for monitoring and accomplishing the schoolwide action plan and for maintaining the focus on learning process continuously.