

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

HALF MOON BAY HIGH SCHOOL
1 Lewis Foster Drive
Half Moon Bay, CA 94019

Cabrillo Unified School District

March 2-6, 2013

Visiting Committee Members

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Chapter I: Student/Community Profile

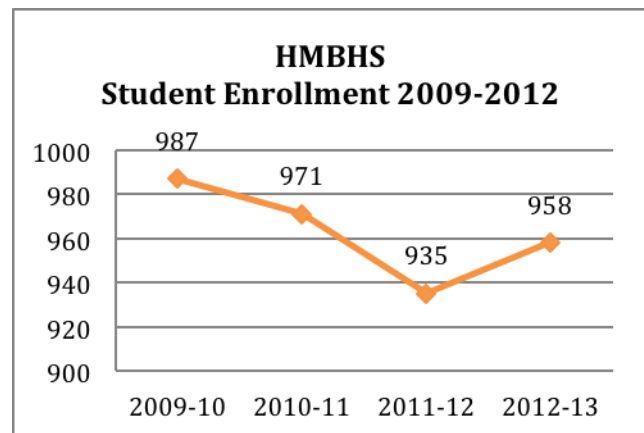
Half Moon Bay is a coastal town of 11,000 people, located in San Mateo County, 30 miles south of San Francisco. The smaller towns of Montara, Moss Beach, El Granada, and Princeton make up the coastal community around Half Moon Bay, which serves as the local business and cultural center of the area. Half Moon Bay High School is the only comprehensive high school in the Cabrillo Unified School District, and serves students from Pescadero to Montara, a distance of 30 miles. The district encompasses 200 square miles. The school serves students from one intermediate school in the district and two private schools.

The economy of Half Moon Bay was, historically, agriculturally based, but the last decade brought many residents from the Silicon Valley to the southwest and San Francisco to the north; this has had a dramatic impact on the school. As the Self Study states, “these technologically-sophisticated residents mold our demand for excellence in the education system.” The past decade also brought large agri-business operations, including nurseries, to the area and a fluctuating migrant worker population. The recent national economic crisis reduced the number of these workers and impacted the school’s English Language Learner program.

Half Moon Bay High School enjoys a broad range of community support that includes a Parent Advisory Council (PAC), Booster Athletic Corporation (BAC), English Learner Advisory Council (ELAC), the Cabrillo Education Foundation (CEF) and several other school and community based groups.

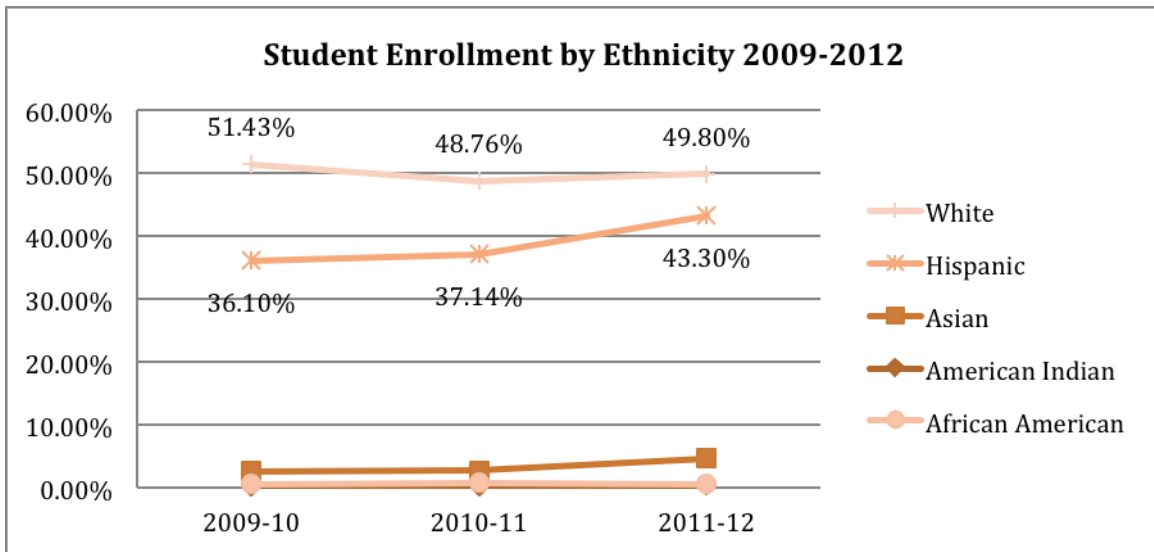
Student Enrollment

Currently, 958 students attend Half Moon Bay High School. As the graphs from the school’s Self Study show, enrollment has declined 10% over the past three years. The school attributes the decline, in part, to grade 12 students taking the California High School Proficiency Exam (CHSPE) and to transfers to Pillaritos High School, the district’s continuation high school. The decline in enrollment is also attributed to the impact of the weakened national economy on the migrant worker population and their families.



The school reports a slight increase in enrollment in the current 2012-13 school year and attributes that, in part, to increased outreach efforts with private school students. Several parents

interviewed by the Visiting Committee indicated their children had attended private schools prior to enrolling in HMBHS.



Hispanic and White students comprise the two largest ethnic groups in the school. White students make up almost 50% of the student body, and Hispanic students make up approximately 44%. Enrollment of Hispanic students has increased 7% over the last four years while enrollment of white students has decreased by 2%.

Program Enrollment

Advanced Placement

In response, in part, to previous Visiting Committee recommendations, the school has made a strategic effort to increase the number of Advanced Placement (AP) course offerings over the past three years. Access to AP courses has also been modified resulting in an 11.3% enrollment increase.

Advanced Placement Course Enrollment

	2010-11	2011-12	2012-13
School Total	409	477	598
% of Total Enrollment	42.1%	50.9%	62.4%
Avg. Class Size	27.3	25.1	23.9

Advanced Placement Course Sections

	2010-11	2011-12	2012-13
Total	19	22	25

Special Education

96 students—approximately 10% of the total school population--received special education services during the 2011-12. Programs are provided to students with both mild to moderate disabilities and moderate to severe disabilities.

Special Education Enrollment

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

Migrant Education

Migrant education enrollment has steadily declined fairly rapidly from 2009 to 2012. The loss of 17 students has resulted in a 1.5% decline. If 2008 numbers are examined, enrollment is down by more than 7%. Local nurseries have closed and laid off employees causing families to leave the area for other locations with similar jobs.

Migrant Education

	2009-10	2010-11	2011-12
Enrollment	58	39	41
% of Total	5.9%	4.0%	4.4%

Co and Extracurricular Programs

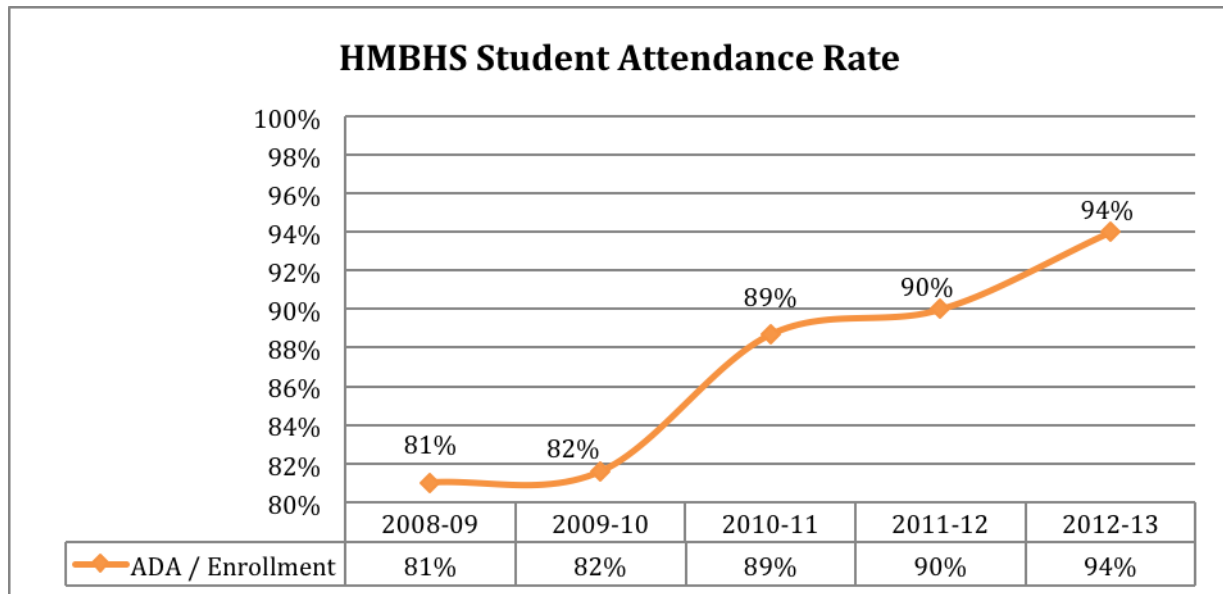
Half Moon Bay High School students benefit from a broad number of co and extracurricular offerings. The Self Study reports that 63% of students participated in sports; 43% of those participants are female.

Students have 34 clubs on campus in which to participate; some of these clubs sponsor dances, which are held throughout the school year.

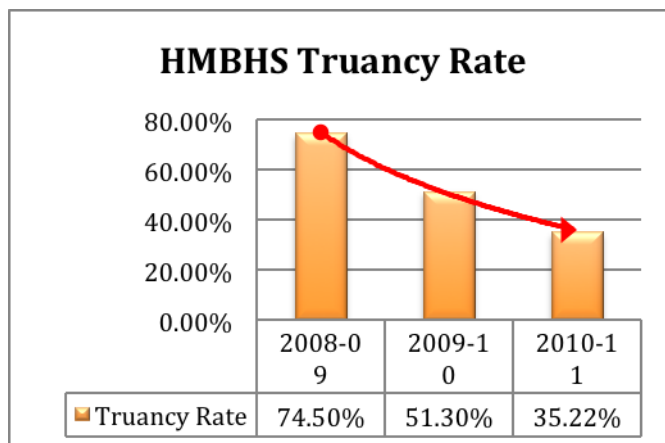
The Self Study reports and the Visiting Committee confirmed through interviews and observations that music program at the school has a long history of success. 0 Period is offered to music students so they may also follow a six period, college preparatory schedule. A Drama Club on campus enrolls between 50 and 75 students.

Attendance

The improvement in Average Daily Attendance (ADA) over the last three years is one of the most significant changes in the school. The school reports that ADA has increased 13% over four years. In addition, the school is proposing a policy change to the school board regarding senior attendance requirements. If adopted, this has the potential to further increase the school's ADA.



The school also reports a significant decline in the truancy rate as a result of implementing a “lockout” system in 2009-10 and numerous interventions that have been implemented as consequences for truant students.



Discipline / School Safety

Data provided by the school shows an overall 3.9% decrease in suspensions over the last three years and an over a 100% increase (20 to 43) in suspensions for physical injury (fighting). This is noteworthy since the school and stakeholders report a much more consistent approach by school administrators in strongly enforcing penalties for violence and drug related infractions. Suspensions for controlled substances declined over the same period, from 32 to 27. The school reports that incidents of bullying and damaging school property have also declined. As this data shows, there appears to be a significant increase in the number of suspensions of Hispanic students during the 2011-12 school year.

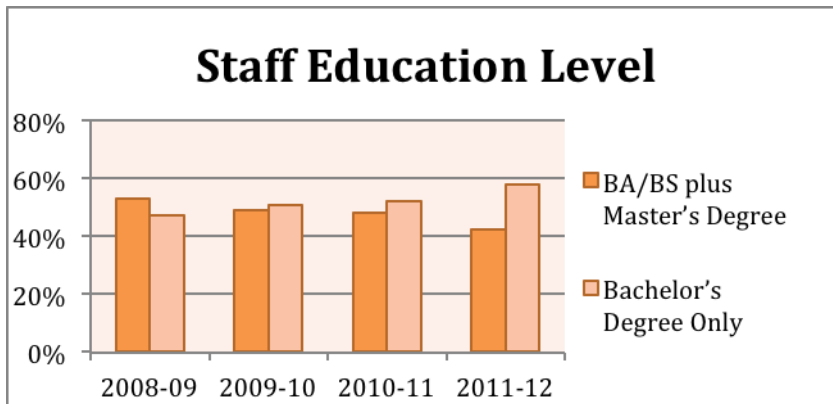
	2009-10	2010-11	2011-12
Total	180	170	168
Male	135	131	137
% of Total	75%	77%	82%
Female	45	39	31
% of Total	25%	23%	18%
White	92	68	42
% of Total	50%	40%	25%
Hispanic	80	98	118
% of Total	47%	58%	73%

The school's Safety Committee includes administrators, teachers, classified staff and parents. The committee meets regularly with sign-in sheets, agendas, and minutes. The committee annually reviews and updates the Emergency Safety Plan and identifies areas of need and overall student and facility safety. Throughout the school year, two fire, earthquake, and lock down drills are scheduled and executed to prepare students and staff for an emergency. A phone tree has been developed and is updated annually to create an efficient way to notify teachers of an emergency that occurs outside of the school day. Campus Security staff provide supervision during the school day. Administrators are visible during break and lunch and actively supervise students during the school day.

Staff

Half Moon Bay High School has 47 teachers on staff for the 2012-13 school year. Declining enrollment and state budget issues resulted in the loss of five teachers from the previous year. The certificated staff is comprised of three administrators, and three counselors. All certificated staff members are fully credentialed and NCLB highly qualified for their subject areas.

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

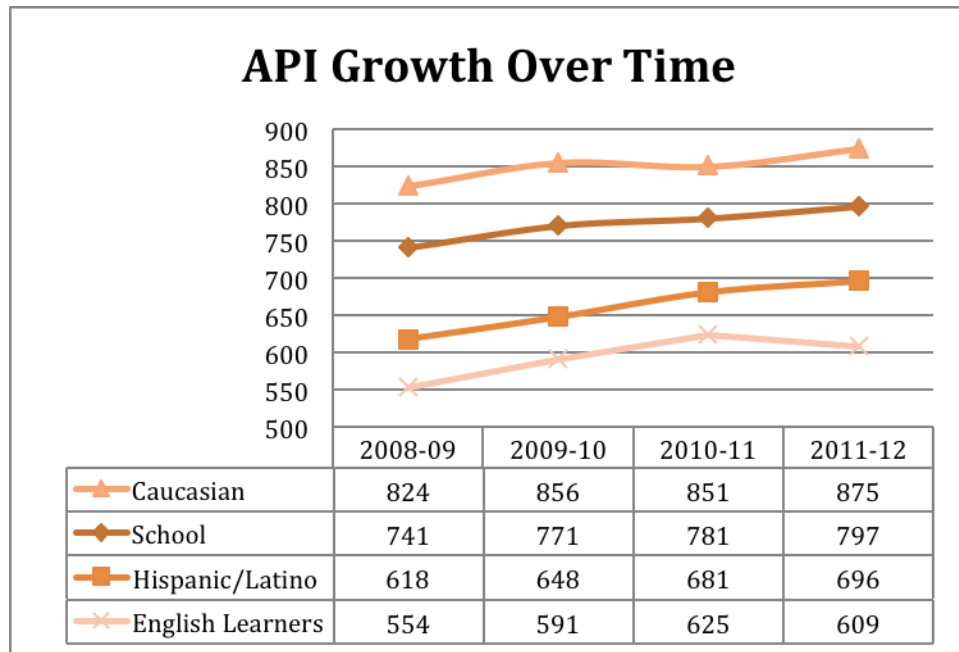
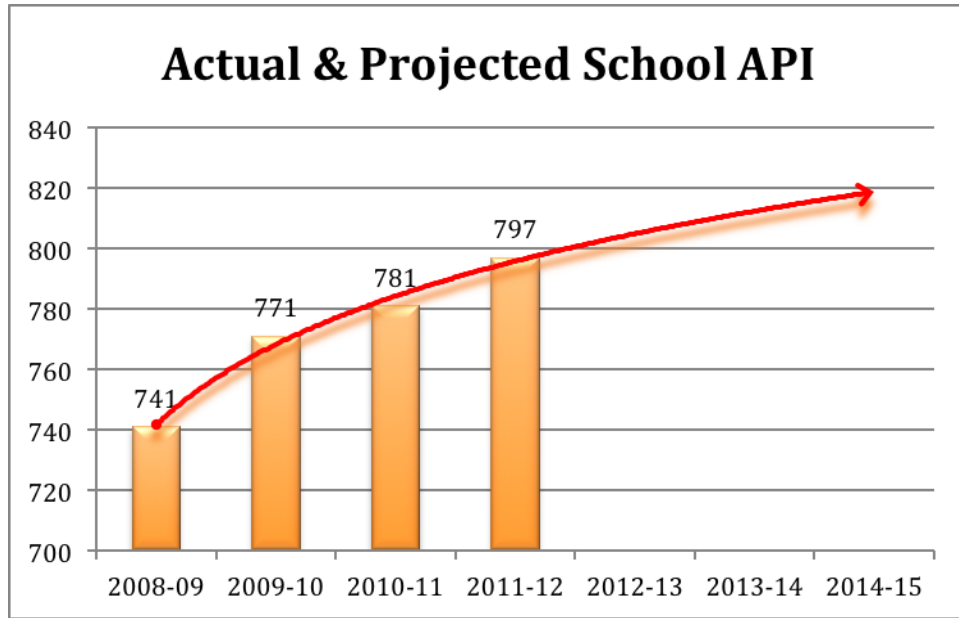


There are 23 classified staff members on site, which includes five office support staff, three food services staff, three campus supervisors, one maintenance custodian, ten paraprofessionals, and a computer technician.

Student Performance Data

Academic Performance Index (API)

The school consistently improved their API scores since 2008, with a 56 point growth during that period. Their 2011-12 API was 797. The school attributes this growth to their focused efforts on improving student learning since the last WASC visit. Hispanic students showed the largest gain-78 points. English Learners showed a 55 point gain. Caucasian students showed a 51 point gain.



Similar Schools Ranking

As the chart shows, Half Moon Bay High School's Similar Schools Ranking improved HMBHS improved from 2 to 6 in the last three years. Their Statewide Rank on the API is 7.

	2009-10	2010-11	2011-12
Statewide Rank	6	7	7
Similar Schools Rank	2	4	6

Adequate Yearly Progress (AYP)

The school has not made AYP for the past three years. In 2010-11, 21 out of 22 criteria were met with Hispanic/Latino and SED groups making gains in both ELA and Math, and English Learners making gains in Math. As the report states, however, "...there was an issue with the pre-ID sheets for the 10th Grade CAHSEE exam during the 2011-12 school year. Data showed only one 10th Grade EL student, which is not accurate. Corrected data (was) resent to California Department of Education in October of 2012."

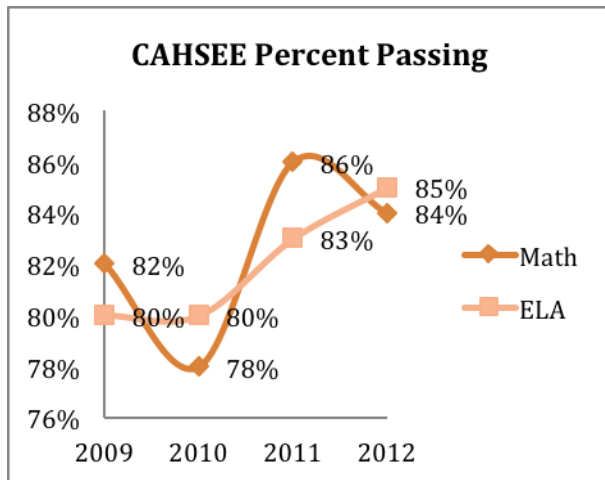
	2009-10		2010-11		2011-12	
Schoolwide						
Made AYP	No (16 of 22)		No (21 of 22)		No (10 of 18)	
	ELA	Math	ELA	Math	ELA	Math
Participation Rate	98%	98%	100%	100%	100%	100%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes
Percent ≥ Proficient	61.6%	54.4%	68.4%	63.1%	56.8%	52.7%
Met Target	Yes	Yes	Yes	Yes	No	No
Subgroups						
Percent ≥ Proficient	ELA	Math	ELA	Math	ELA	Math
Hispanic or Latino	40.2%	28.6%	46.3%	38.3%	34.3%	33.3%
Met Target	No	No	Yes	Yes	No	No
White	80.5%	74.6%	83.3%	78.1%	78.7%	70.2%
Met Target	Yes	Yes	Yes	Yes	Yes	No
SED	36.2%	18.6%	38.6%	33.3%	29.4%	32.4%
Met Target	No	No	Yes	Yes	No	No
EL	25.7%	12.7%	27.44%	23.0%	*	*
Met Target	Yes	No	No	Yes	*	*

**California High
School Exit Exam**

(CAHSEE)

CAHSEE scores have shown a steady improvement in math and English Language Arts over the past four years. Hispanic students achieved the greatest growth in both areas (7% and 6% respectively).

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



English Language Development Test (CELDT)

CELDT scores have remained essentially unchanged over the past 3 years. As discussed in other areas of the Self Study, the school cites the difficulty in maintaining EL teachers from year to year as a possible cause. There have been seven EL instructors in seven years. The number of ELD English classes has been reduced from 5 sections to 1 due to declining enrollment. Though the school reports they are offering more SDAIE and co-taught classes and that direct ELD instructional minutes have decreased.

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

CALIFORNIA STANDARDS TEST (CST)

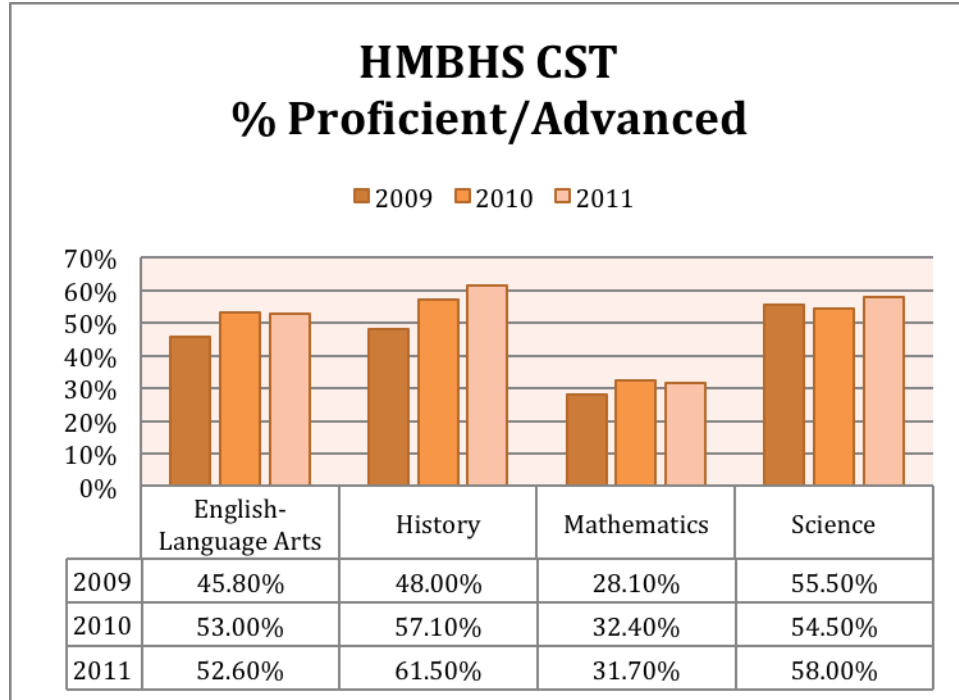
CST – English Language Arts

HMBHS made significant gains in ELA in all grades over the past four years:

- Grade 9 overall 7%, Hispanic 7%, White 2%, and SED 9%,
- Grade 10 overall 9%, Hispanic 15%, White 15%, and SED 15%
- Grade 11 overall 24%, Hispanic 19%, White 30%, and SED 15%

As the discussed in the Self Study, in spite of these gains, the achievement gap between white and Hispanic subgroups remains a significant issue with Hispanic students scoring 39-50% lower than white students.

English Learners showed gains in 2010 and 2011, but failed to exhibit significant growth in other grades.

**Grade 9**

	2009	2010	2011	2012
All Students	52%	55%	55%	59%
Hispanic	30%	36%	30%	37%
White	75%	83%	73%	77%
EL	4%	10%	7%	*
SED	23%	28%	29%	32%

Grade 10

	2009	2010	2011	2012
All Students	45%	42%	52%	54%
Hispanic	13%	30%	25%	28%
White	63%	69%	73%	78%
EL	0%	2%	0%	*
SED	13%	21%	16%	28%

Grade 11

	2009	2010	2011	2012
All Students	40%	47%	51%	64%
Hispanic	22%	19%	31%	41%
White	50%	65%	64%	80%
EL	2%	2%	3%	*
SED	18%	6%	28%	33%

CST – Mathematics

Performance in CST mathematics is a significant concern for the school’s stakeholders. Algebra I scores sees the largest disparity of students scoring Advanced and Proficient versus those that score Below Basic and Far Below Basic.

CST – Mathematics Special Groups

Over this four-year span, the percent of Hispanic students scoring Proficient or Advanced in Algebra I has decreased, but increased again in 2012. In Algebra II, Hispanic students have increased in each of the past four years. Also, when analyzing one class throughout the three-year sequence of Algebra I, Geometry, and Algebra II, the Hispanic population experiences a decrease in percent scoring Proficient or Advanced from Algebra I to Geometry but then celebrates a slight increase on the Algebra II exam. Conversely, the Caucasian population demonstrates a small increase in percent scoring Proficient or Advanced from Algebra 1 to Geometry and then a decrease from Geometry to Algebra II.

Summative Math

	2009	2010	2011	2012
All Students	79%	77%	71%	72%
Hispanic	*	*	45%	*
White	81%	74%	73%	74%
EL	*	*	*	*
SED	*	*	*	*

General Math

	2009	2010	2011	2012
All Students	2%	4%	2%	2%
Hispanic	0%	5%	3%	0%
White	*	*	0%	8%
EL	0%	6%	4%	0%
SED	0%	6%	3%	0%

Algebra I

	2009	2010	2011	2012
All Students	27%	27%	21%	28%
Hispanic	23%	20%	16%	26%
White	34%	37%	29%	30%
EL	18%	9%	11%	8%
SED	21%	21%	18%	24%

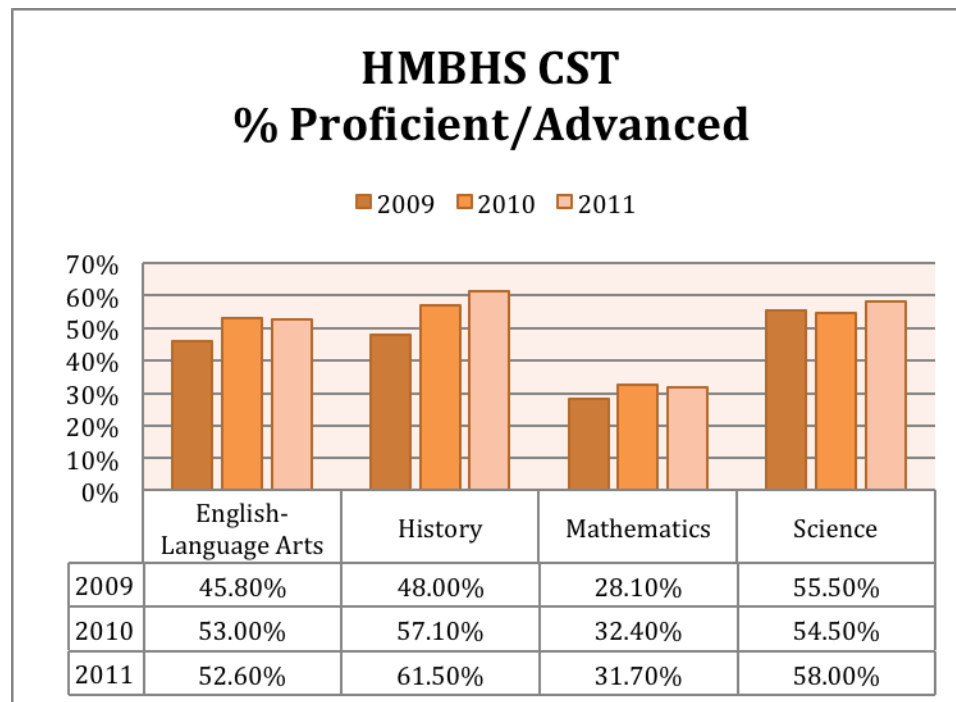
Geometry

	2009	2010	2011	2012
All Students	32%	29%	34%	39%
Hispanic	14%	9%	17%	16%
White	41%	37%	46%	52%
EL	0%	0%	0%	4%
SED	13%	3%	17%	17%

Algebra II

	2009	2010	2011	2012
All Students	15%	32%	34%	40%
Hispanic	10%	17%	17%	23%
White	18%	37%	41%	49%
EL	0%	7%	*	*
SED	3%	10%	21%	26%

As the graph below shows, math scores overall are significantly lower than the other three core subjects.



Chapter II: Progress Report (2 pages)

After their full visit in 2007, Half Moon Bay High School received a three-year term and five Critical Areas for Followup. The Self Study outlines the steps the school took immediately following the 2007 visit:

- Created a Leadership Team of seven teachers who are elected at-large through a union facilitated election. This body is another dimension of shared leadership, in addition to the Academic Council, which is comprised of Department Chairs.
- Created School Improvement Teams which were transitioned into collaboration Pods, which include Classified staff
- Centered the 2009-2010 Site Staff Development Plan on the principles of the Professional Learning Community model, which had been adopted by the Cabrillo Unified District
- Created two Strategic Academic Support Classes (SAS)
- Implemented a Credit Recovery Program (Aventa)
- Created a School Wide Student Recognition Program (Renaissance)
- Expanded College Prep A-G course offerings
- Implemented pacing guides and School Wide Data Analysis days to review common assessment results
- Created a Bilingual Resource Team to address English learner needs
- Reinvigorated the English Learner Advisory Council (ELAC)
- Entered into a Professional Learning Community with other high schools in the county and the local community college called Cal-PASS

In 2010, the Visiting Committee noted significant progress on the five Critical Areas for Followup. Evidence indicates the school took the recommendations seriously and, since the 2007 visit, several school staff members volunteered to serve on WASC Visiting Committees. The result appears to be a deeper understanding of the process. The school's progress on the Critical Areas for Followup is as follows:

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

- The staff survey indicates the desire for a more strategic approach to professional development. In addition, teachers indicate they want to be prepared to implement the Common Core Standards. In the face of district budget reductions, the Parent Advisory Committee provided funding to departments for teachers to attend conferences and workshops in their subject area. The Leadership Team created a strategic approach to

professional development activities.

- Teachers report and evidence shows a more focused, professional approach to professional development in the last six years. Teachers have more time to collaborate and use the Professional Learning Model to analyze data and inform instruction. Student performance data reveals that this has had a positive impact on student learning.
- The Leadership team also developed School Improvement Teams which were transitioned into collaboration Pods of certified and Classified staff. Working in Pods allows for cross-curricular communication on many subjects that affect the school.
- The 2009-2010 Site Staff Development Plan centered on the principles of the Professional Learning Community model, which had been adopted by the Cabrillo Unified District. The Visiting Committee believes additional training on the PLC model, especially for new staff members, would help all staff maximize their collaboration time.

2. Ensure all students are enrolled in rigorous academic courses.

The Self Study describes the efforts of the school to address this recommendation as follows:

- Spanish for Spanish Speakers 1 (S4SS) was implemented in 2009 to increase the challenge for native Spanish speakers and increase their literacy in their primary language.
- AP course enrollment requirements were modified to create greater access. Data confirms that the number of students enrolled in AP courses has increased significantly.
- All students with learning disabilities in the Resource Program are mainstreamed in all classes with the exception of students whose IEPs required different services.
- The counseling department developed Personal Learning Plans (PLPs) for all grades, which involve individual meetings with all freshmen and their families. Counselors, through the PLP program, provide guidance in the area of rigorous course selection.
- Bilingual counselors meet with Spanish-speaking parents and provide college-related information in both English and Spanish.

The Visiting Committee observed significant evidence of the school's efforts in this area.

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

- Each department has identified multiple ways that they support individual student academic success through the Departmental Progress Reports. Peer Workshops have been popular ways for colleagues to share their practices.
- The school is also piloting Achieve3000® to address Common Core and support

subgroups who struggle with English. In addition, the Self Study indicates and interviews with teachers confirm that differentiation is carried out through the analysis of available data, which assists teachers in identifying critical areas of need for student learning.

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

- Weekly collaboration has been built into the HMBHS bell schedule every Tuesday from 7:45-8:45 a.m. with a focus determined by Leadership with whole staff input.
- Six “Super Tuesdays” are calendared throughout the year, which combine an early release with the late start to facilitate more in depth professional development. Teachers also work in PODS during this time and analyze benchmark assessments.
- Teachers are provided with assessment data on a quarterly and annual basis, and evidence exists within departments that the data is analyzed and discussed. Core teachers use EADMS to collect and analyze longitudinal data that is disaggregated for benchmark exams to measure student achievement in the content standards. The Self Study indicates and the Visiting Committee observed that the analysis of available data assists teachers in identifying critical areas of need for student learning which, in turn, drives the school’s yearly goals.

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

- The school’s Leadership, Assistant Principal of Curriculum and Instruction, and the Leadership teacher/Activities Director implemented Renaissance, a school wide student recognition program designed to foster a culture of academic achievement as well as to reinforce the Expected Schoolwide Learning Results. Ample evidence of the positive impact of the program was available to the Visiting Committee.
- Departments engaged in a process of having every possible class, as appropriate, a-g approved. Three out of the four years of Social Studies courses are a-g approved. The Science and Agriculture departments received a-g approval for all courses except *Intro to Agriculture Science*.
- All students at HMBHS have a Personal Learning Plan (PLP). Discussions with students and parents confirm there is now a framework for making sure that all students have the necessary information to complete college admissions requirements.
- Representatives of the English Learner Advisory Council (ELAC) confirm that school counselors provide specific outreach to Spanish-speaking families. All three counselors and the principal are bilingual in Spanish and English.

- Counselors meet with students receiving D and F grades.
- Since the previous visit, two Strategic Academic Support (SAS) classes have been created that combine credit recovery and support for core classes. HMBHS also uses the Portable Assisted Study Sequence (PASS) Program to support migrant students.
- Student survey results and discussions with students confirm that the school's intervention and support efforts have had a positive effect on school culture, attendance, performance, and graduation rates.

Chapter III: Self-Study Process

Half Moon Bay High School Expected Schoolwide Learning Results are as follows:

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

Academic Achievement

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

Citizenship

- Personal responsibility
- Respect for diversity
- Community service

Excellence in Communication

- Listening, Speaking, Writing
- Visual
- Technological

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
 - The Self Study reports and interviews with stakeholders confirm that the school had strategies in place to involve all stakeholders in the Self Study process. Parents were notified of the Self Study process via School Loop. The current Self Study is posted along with previous reports on the home page of the school's website. Parent representatives on the Parent Advisory Council (PAC) helped in drafting and editing the report. Students were included as participants in each Focus Area. A veteran Half Moon Bay High School teacher served as the Self Study Coordinator, and the Leadership Team, comprised of seven teachers elected at-large through a union facilitated election, lead the five Focus Area Groups and drafted Chapter IV. In addition, the Academic Council (Department Chairs) serves as a key decision making body in the school, and the Professional Learning Community model is used to regularly analyze student learning and inform instruction. In the survey and conversations, teachers report they feel connected to the school and each other professionally and in a collegial manner. They also feel that they have a voice in the decision making process and are listened to by the administration. The Visiting Committee feels the Self Study represents an honest assessment of the school's accomplishments and challenges.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
 - The school's Expected Schoolwide Learning Results (ESLRs) are known by the acronym ACE (Academic Excellence Citizenship and Excellence in Communication). They are listed at the beginning of this chapter. These expectations are conspicuous in classrooms and throughout the school. Interviews with students and staff reveal that learner outcomes beyond the required curriculum have become an essential part of the school culture over the last two years. An active, positive school culture is a top priority for the school's administration and staff, and is very much appreciated by parents and students. There has been a significant change in school culture over the last six years due to the school's expected learning outcomes being embedded in classroom learning activities and in daily campus life.
3. The gathering and analyzing of data about students and student achievement
 - During the past three years, the school has created a formal process for disaggregated data collection and analysis at the course and department level. Core teachers use EADMS to collect and analyze longitudinal data that is disaggregated for benchmark exams to measure student achievement in the content standards. Quarterly benchmark data analysis days are imbedded in the school calendar. Focus Group meetings and conversations with student and teachers indicate that assessment results are used across the curriculum to adjust instruction and pacing of lessons.
4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria
 - HMBSH uses a variety of assessment strategies: standardized tests, teacher-developed tests, specific samples of student work collected from all departments, and student projects. The Self Study was utilized by the school's leadership to analyze programs and practices and compare them to WASC/CDE criteria and district initiatives. In addition, interviews with teachers in Focus Areas confirmed that teachers use available data to inform and differentiate their instructional practices. As a result, the school has a solid understanding of the areas in which their students need additional support. The school's ESLRs are embedded into classroom and campus wide activities and the Visiting Committee has observed the positive impact they have had on

school culture and student learning.

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's long-range schoolwide action plan is aligned to their greatest need to support high achievement for all students. The action plan was developed by the school administration and Leadership Team in concert with the Academic Council, the Parent Advisory Committee, the ELAC committee, and the School Site Council. Students were involved as members of each Focus Area Group. The plan includes growth targets for improving student achievement for all significant sub-groups along with a comprehensive professional development plan tied to student learning needs. The Visiting Committee observed several examples of the school community's collaborative and professional approach to improving student learning and believes the action plan is appropriately aligned to support continued growth and learning.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and Visiting Committee findings, for each criterion (in the following categories) provide an analytical summary of what currently exists and its impact on student learning:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

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

A1. Organization Criterion

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 schoolwide learner outcomes and the academic standards?

- Half Moon Bay High School demonstrates a commitment to their mission statement by providing multiple opportunities for students, staff, parents and the local community to strive to provide an excellent education to all students. This aligns with the District mission of "Every Child, Every Day." The Expected School Wide Learning Results (ESLRs) went through a complete revision within the last year. Stakeholders worked to ensure that ESLRs were aligned with the goals of the school and the district. Beginning this school year the ESLRs have become embedded in the everyday functions of the school. In Focus Group meetings the staff articulated that the ESLRs are understood by students, student recognition programs are made based on them, and teachers work to ensure that they are linked to classroom achievement.
- The vision, mission and ESLRs have been communicated and publicized through School Loop, the student handbook, the staff handbook, school bulletins, staff meetings, parent organizations and school assemblies. ESLR posters are posted in classrooms in both Spanish and English. The Visiting Committee observed several examples of students taking responsibility for their own learning.
- HMBHS plans for revisions and implements new programs as a result of examining

student performance and outcomes compared with schoolwide expectations and goals. The mission statement and ESLRs will continue to provide the framework for developing further goals and analyzing results.

A2. Governance Criterion

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 schoolwide learner outcomes 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?

- The Cabrillo Unified School District Governing board provides leadership and adopts policies, which support the vision, mission and goals of HMBHS. The board provides continuous feedback to the school site administration and the staff regarding best practices in the areas of staff development, student academic growth and achievement, physical plant management and fiscal stewardship of the school. The governing board supports necessary changes to instructional practice, which improves the education of all students at HMBHS.
- Three times during the year, the district reviews individual school data and district data. During the first quarter of each year, the staff and administration review and monitor the progress toward the goals outlined in the Single Plan for Student Achievement. The analysis of the school's progress towards its defined goals and revisions to the action plan are presented to the School Site Council for final approval before being submitted to the governing board.
- The school community understands the governing authority's role. All policies, directives and protocols are shared regularly with the school principal who in turn shares them with the school leadership teams and parent organizations, and places them in appropriate school documents. The Uniform Complaint Procedures are now included as part of the Student/Parent Handbook which is given to all students and parents prior to the beginning of each school year. They are also posted on the District website.

A3. Leadership and Staff Criterion

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 schoolwide learner outcomes 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?

- The 2012/13 SPSA goals and the WASC action plan are correlated, and all staff were provided the opportunity to participate in creating both documents. Common assessments are data driven, reviewed and created by the teaching staff.
- Both in the Self Study and Focus Group meetings it was noted that planning processes are broad based and included all site teacher leadership teams, academic councils, and parent groups. Many different groups contribute to planning including faculty members through Academic Council, Leadership Team, WASC Focus Groups, and Pods (multi-department faculty groups). Students contribute through ASB, Leadership Class, School Site Council, WASC Focus Groups, student school board representative, FFA, and Agriculture leadership. Parents contribute through PAC, ELAC, School Site Council, Cougar Boosters, Friends of Cougars in Concert, Cabrillo Education Foundation, Ag Boosters, and beautification committees. Administration contributes by collaborating with department chairs, Leadership Team, individual teachers, Focus Groups and student groups. The teacher teams are both department based and cross-curricular.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

- The Cabrillo Unified School District is committed to hiring highly qualified staff. Teachers are NCLB qualified and all but two teachers are CLAD certified: teaching assignments are based on this data. New teachers are mentored utilizing the state sanctioned BTSA program ensuring that they are given opportunities for appropriate guidance and feedback. Through the school site Leadership Team, Pods and Academic Council and electronic communications, the staff is provided a wide variety to tools to remain informed and participate in school site decision-making. Student learning and achievement is assessed through data and discussed in each of the school teams as well as departments and WASC Focus Groups.

- Data analysis is accomplished by utilizing the EADMS data management system. Reports are provided from the CUSD offices from district-wide common assessments. In Focus Group meetings, the teaching staff mentioned EADMS as a resource available to them.

A5. Leadership and Staff Criterion

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

- The leadership and staff are provided the opportunity to collaborate every Tuesday morning; the work for this time is guided by the school Leadership Team. Teachers work within their own departments as well as across disciplines. They have the opportunity to discuss CST data, both common and benchmark exams, as well as best practices. The school also has “Super Tuesdays,” which provides them with extra time for more intense collaboration around the areas of Common Core, data analysis and individual departmental projects. The Social Studies Team attended a vocabulary development training designed to increase academic vocabulary in the classroom.
- Professional Development opportunities have greatly expanded due to the additional funding provided by the Parent Advisory Council. Teachers are given flexibility to select conferences or events, which enrich either their content area or a specialized need of the department. As reported in Focus Group meetings Professional Learning Communities training was attended by several staff members, albeit seven years ago.
- Staff is evaluated through the CUSD evaluation process, which is guided by the six standards for teaching in California. Evaluations are based on the California Standards for the Teaching Professional Standards.
- Evaluations are made at least once a year for all probationary and temporary teachers, and at least once every other year for permanent teachers. The process consists of at least one formal observation, with a follow-up conference. Through their observation of all classrooms, the Visiting Committee found many examples of high quality instruction, but also found examples where instruction was lacking in rigor and student engagement. While this was only a snapshot of the instructional program, the Visiting Committee believes that increased observations, feedback and support best practices by administrator and peers would be of great benefit to the teaching staff.

A6. Resources Criterion

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 schoolwide learner outcomes?

- CUSD manages the annual budget and allocates resources to HMBHS. The Chief Business Officer and the principal meet at the beginning of the year to review budget expenditures for the school year. Monies include general funds, categorical funds, and textbook funds. Additional funding is provided through PAC funds. Departments Chairs work closely with the administration to develop budgets which support the needs of their departments. HMBHS follows standardized accounting procedures with all school programs including the Associated Student Body. These practices ensure that all available funds are managed to maximize services for students. The Half Moon Bay community recently voted to pass a bond measure which will provide additional funding to the school
- Facilities at the school are well maintained. The Parents Club is working on a campus beautification project designed to continue improving the school grounds. All classrooms are provided with standardized equipment including document cameras, media players and teacher computers. Parents and students report that HMBHS is a safe campus; this is supported by student behavior data. An open campus policy allows students to leave campus at lunch. Three campus supervisors along with the administration provide supervision throughout the school day.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- Newly created ESLRs (A.C.E.) are concise and measurable and were developed through a valid and collaborative process
- A high level of community and parent support is apparent in all aspects of the school community. A variety of school and community based organizations provides funds for both academic and extra/co-curricular needs
- The staff of Half Moon Bay High School has developed a highly collaborative and collegial environment. Academic and extra curricular groups work closely and effectively together in the best interests of students
- The Leadership of HMBHS is positive and supportive of the school community

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

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

- Related to the Key Issue above, the Visiting Committee believes that increased observations, support and reflective feedback of instruction by teachers and administrators will move teaching and learning to the next level at HMBHS

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

- Self Study
- Focus Group interviews
- Student Group interviews
- Leadership Team interviews
- District office interviews
- Evidence folders
- Portfolios
- Classroom observations
- Course catalog and syllabi
- Student, parent and staff surveys

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

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 schoolwide learner outcomes?

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

- The school approaches professional development as an ongoing process that fosters self-reflection and commitment to best instructional practices and innovation. Professional development takes place on and off-site, and involves all groups. Professional development activities have included gang awareness, bullying prevention, Advanced Placement (AP), California High School Exit Exam (CAHSEE), and Specifically Designed Academic Instruction in English (SDAIE). Though challenged with funding limitations, the Parent Advisory Council (PAC), Cabrillo Education Foundation (CEF) the district have provided resources to support professional development.
- Research based professional development has resulted in gains in CST scores, narrowing the Academic Performance Index (API) “achievement gap” between Caucasian and Hispanic/Latino students.

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

- All departments have worked diligently over the last six years to develop and articulate clear academic goals and expected learning outcomes. The academic departments (Art, English, Math, Science, Social Studies, World Languages) have varying degrees of curriculum mapping, pacing guides, and benchmark assessments that are based on California State Standards. While there is evidence showing commonality in pacing guides and data analysis, there appear to be significant amount of time in some subjects dedicated to review prior to CST exams. As one of the chosen schools to pilot the online Common Core assessment, the school will soon begin shifting connections to Common Core State Standards.
- The school’s bell schedule has dedicated time built in for collaborative meetings. With efforts to align further with the California State Standards, various departments meet every quarter to analyze benchmarks assessments. Collaboration occurs within departments; teachers are working to create common benchmarks in order to provide continuity as students move through sequential classes (vertical alignment).

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

- During Focus Group discussions, students were able to make connections between the ESLRs: Academic Achievement, Character, and Excellent Communication (ACE). The subject area goals and school wide learning goals are based on the California State Standards. The degree to which instruction and achievement are aligned is measured by CST, CAHSEE, Benchmark, CELDT, and AP performance data. During classroom observations, the Visiting Committee observed teachers using standards based curriculum across subject areas.

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

- Through the Self Study, the school examined a large sample of student work. Through Focus Group interviews and class observations, the Visiting Committee observed the variety and sophistication of tasks that teachers assign. Students are challenged to think and work at high levels. Teachers across departments implement formative and common assessments, quarterly benchmark exams and finals (i.e. Senior Exit Project). The Visiting Committee observed meaningful instruction and project-based learning in the majority of classrooms during their visit. In the Visiting Committee's snapshot of observations, the Science Department (and Art????), especially, demonstrated powerful instructional practices.

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

- The Special Education department offers a Resource Specialist Program and Special Day Class. There is growth in the push-in model, consisting of co-teaching between a mainstream and special education teacher. Co-teaching was also observed in Algebra 1 Readiness, Algebra 1, Geometry, and World Studies. There are plans to expand co-teaching into other subjects. Goals for co-teaching in the least restrictive environment were unclear to the Visiting Committee and that this may be due, in part to the large class sizes in many of these classes. Students and staff would benefit from disaggregated data and related analysis from these co-taught classes. The school and district acknowledge the site-based challenges of meeting the wide range of needs of all HMBHS students with Individualized Educational Plans.

- The master schedule is student driven to promote access to challenging, relevant and coherent curriculum. Sections are organized to prevent conflict with other classes. While each department has specific academic requirements for entrance into AP and other advanced courses, waivers are available for students who do not meet the prerequisites.
- Students are supported academically in a variety of ways through early intervention. Freshmen Strategic Academic Support (SAS) classes are offered to ELD III students who struggle academically in middle school. The class is conducted during 0 Period to provide additional academic support. The goal is to graduate a student out of SAS when they earn all Cs or better. A separate SAS class is offered 0 period to 10th-11th grade students needing CAHSEE prep and AVENTA credit recovery.

To what extent is there integration among disciplines?

- Collaboration within and between disciplines is both formal and informal. Classes start one hour and five minutes later on Tuesday morning so teachers can collaborate. Collaboration occurs during staff meetings as well. “Pods” are comprised of teachers related to their ESLRs; their activities are directed by the Leadership committee.
- Evidence indicates that project based learning and assessments are designed by teachers to include cross-disciplinary content and skills. Examples of cross-curricular collaboration include SAS teachers with content area teachers as well as the co-teaching model in math and social science.

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

- With the weekly collaboration schedule, each department is required to collaborate on curriculum issues, grading policies, and homework guidelines. Academic Council meets regularly to review curriculum concerns between the administration and department heads.
- Through collaboration time, departments were encouraged to create curricular maps and pacing guides for content and alignment to California Standards-based instruction. There is evidence in some departments that benchmark assessments provide data on how students are moving towards mastering subject matter.
- To ensure students are meeting graduation requirements, counselors meet with students at least 3 times a year. Each student has a Personalized Learning Plan (PLP). Counselors support students in formulating their academic plan to meet

graduation requirement and plan for post secondary goals. AVID will be piloted in the fall of 2013. The course will support first generation college bound students to prepare for college.

- Other forms of collaboration occur on Professional Development Data review days and through Beginning Teacher Support and Assessment (BTSA) program. After exploring critical areas of need, the school will incorporate new writing across the curriculum initiatives that support Common Core.
- All students are encouraged to access course work that meets the state standards as well as increase UC/CSU eligibility. The expanded use of the Personal Learning Plans provides an academic road map and sources of information regarding accessibility to curriculum. The number of Hispanic/Latino students meeting UC/CSU eligibility rose from 22% in 2009-2010 to 41% in 2010-2011. The total increase of students who are UC/CSU eligible rose from 50% in 2008-2009 to 66% in 2010-2011.
- Recent economic trends are reflected in the declining number of ELD students enrolled in HMBHS. During 2009-2010 academic year, approximately 20-25 students were enrolled in ELD III. This year, the number of all ELD I, II, III, and IV fell below 20. These changes resulted in the consolidation of ELD students into one class of focused ELD instruction and two periods of Strategic Academic Support (SAS). The SAS class provides targeted instruction, CAHSEE preparation and cross-curricular support. Despite measurable progress and focused effort, the achievement gap has not narrowed significantly at HMBHS.

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

- Articulation with feeder schools begins with the counseling department meeting with incoming students. They organize several events as forums to communicate with parents and incoming 9th grade students. The guidance department visits with Cunha Intermediate, Wilkinson and Seacrest Schools to plan academic schedules for the next academic year.
- Other efforts to articulate includes faculty members from Cunha Intermediate School and HMBHS meeting annually to articulate on various teaching strategies followed by debrief and dialogue. In addition, the district convenes a language arts and math task force every seven years. The Visiting Committee agrees with the school's leadership that expanding articulation between all feeder schools and HMBHS will further the vertical alignment of instruction and positively impact student learning.

- Although teachers indicated during Focus Group meetings that they would like to see increased vertical alignment with the feeder middle school, collaboration with the feeder school has been limited. The district administration and site leaders indicated that vertical articulation would be a priority beginning with the 2013-2014 school year.

B2. Curriculum Criterion

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?

- The Guidance Department ensures that students are informed about options available to them during their years at HMBHS. Each student has a Personal Learning Plan outlining the student's current and future educational goals and pathways. The Guidance Department organized weekly Fall College Application Workshops for any student needing assistance. The department has recently adopted Naviance, a school-wide college and career readiness program that help connect academic achievement and post secondary goals.
- The school offers a selection of 14 AP/Honors/Advanced classes in six different subject areas. Students are encouraged to enroll in rigorous college prep options meeting UC/CSU eligibility.
- HBMHS offers a robust Industrial Arts/Vocational Educational program to prepare students for post secondary options in the workforce.
- The Agriculture Science Department partners with the community, farm and businesses to offer students hands on experiences and real life applications of science as it relates to agricultural careers.

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

- The Guidance Department organizes events to welcome and communicate with parents and students of incoming 9th graders. Counselors visit Cunha Intermediate School, Wilkinson, and Seacrest School to plan schedules for the coming year.
- Teachers use School Loop and Infinite Campus to communicate pertinent information with parents regarding attendance and grades.
- The Parent Advisory Council and School Site Council provide opportunities for discussions about the relationship between parents, students, and staff. Parent input and involvement also come from the following: Cougar Boosters, Agriculture

Advisory, Career Technical Education (CTE) Advisory, English Language Advisory Council (ELAC), and Future Farmers of America (FFA) Boosters.

What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?

- The Guidance Department meets with students three times a year to help students with curriculum planning. The personalized learning plan helps individual students achieve success with their graduation and post secondary plans. Further data analysis of the personalized learning plan initiative may result in more targeted efforts to align it with the school's focused goals.
- School Loop has increased communication between parents, students, and staff. It provides ease of access to online progress reports and the ability to email and connect with students' teachers. Teachers communicate about at-risk students by "Loop mailing" the entire teaching and counseling team about academic, social and behavioral concerns. The monitoring of progress leads to more intensive intervention strategies.

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

- This is an identified area of growth for the school. Efforts are underway to better understand the way the state has formulated graduation statistics. Graduation rates appear to have declined over the past several years.
- The community supports its students' future endeavors by offering many scholarships. Last year, over \$100,000 in scholarships was awarded to the HMBHS student body.
- Beginning in 2013, Naviance will help provide more concrete data regarding post high school options.

B3. Curriculum Criterion

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

- All seniors participate in a senior exit project. AP students experience an abbreviated project. The exit project is the primary curricular focus during the second semester. Students are required to interview specialists or authorities relating to their topic, shadow them, and participate in a professional environment. All graduates are required to fulfill 35 hours of community service.
- The industrial arts program provides students the foundational aspects of different trades such as: carpentry, electrical, woodworking, metalworking, and auto

mechanics. The small gas engine classes are partners in education with Skyline Community College to prepare students for their Automobile Technical Program.

- Students in agriculture classes are members of the National Future Farmers of America Organization. The classes highlight the longstanding importance of agriculture and livestock in Coastside life, and provide enriching experiences in science, business and leadership training.

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

- The Student Placement Team meets twice a month to discuss targeted interventions for students at risk in order to determine academic and social/emotional support strategies. Credit deficient students have options including: night school, AVENTA online credit recovery in summer school, Pilarcitos alternative school and independent study. ELL students may enroll in a 5th year.
- Every quarter, the Guidance Department monitors and meets with students on the D and F list. Depending on their presenting needs, students are referred to Supporting Our Youth (SOY) counselors, academic tutoring, conferencing with teachers, or enrollment in Strategic Academic Support (SAS) class.

Areas of strength for Standards-Based Student Learning: Curriculum

- Embedded collaboration time for teachers to analyze data, align curriculum and share best practices.
- Open access to rigorous course options
- Expanding intervention strategies to help support students pursue graduation requirements and prepare for post secondary options
- Growth in the number of students meeting UC/CSU eligibility
- Growth mindset to expand on current and new initiatives

Key issues for Standards-Based Student Learning: Curriculum

- Expand and define goals and objectives for co-teaching classes with emphasis on supporting students in the least restrictive environment
- Continue to pursue programs and resources to address the wide range of needs of all HMBHS students with Individualized Educational Plans
- Improve curriculum and supplemental intervention to support ELD/ELL students and narrow the achievement gap

- Continue to develop and focus on relevant professional development that incorporates time to practice and apply new skills or procedures, and analyze their impact on student learning.

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

- Self Study
- Focus Group interviews
- Student Group interviews
- Leadership Team interviews
- Guidance Department interview
- Evidence folders
- Portfolios
- Classroom observations

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

- Students at Half Moon Bay High School have access to a curriculum that exposes them to rich, challenging learning experiences; examples observed or discussed include the Senior Exit Project, science labs and field trips, the SDC dinner menu assignment, the 3-D movement projects in Art, use of visual depictions from reading selections in English classes, cultural field trips for French and Spanish, and the Mola/Carreta project in Spanish. On campus programs observed include the co-teaching model involving SPED students with general ed students in math Social Studies, the math department's use of their Smart Boards, support classes like Strategic Academic Support, AVENTA Credit Recovery, Spanish for Spanish Speakers courses, and the students' creation and updating of their Personal Learning Plan.
- The needs of at-risk students are addressed by a well attended after school tutoring program, the BAC/PAC Study Center, and teachers working during lunch and after school with students. To further support and assist students in need, several programs have been developed and bolstered through community funding and staff assistance.
- HMBHS staff is confident that their new ESLRs (ACE) are measurable and that they correlate well with their Single Plan for Student Achievement. Quarterly academic excellence, citizenship, or communication (ACE) recognition has been added to support student attainment of the ESLRs.
- Half Moon Bay has an open access policy for the twenty Advanced Placement and advanced courses offered in English, social studies, mathematics, the sciences, and world languages with the numbers of students enrolled rising steadily over the last six years while still maintaining 70% of students earning a passing score (3 or higher).
- Departments have created common course curriculum/pacing guides aligned to state standards, and each instructor makes available a course syllabus for each class. These documents are provided at the beginning of the year to students and parents, and are also available electronically on School Loop and the district-wide student information system portal, Infinite Campus. District adopted textbooks connect content specifically to California standards and corresponding quarterly benchmarks. Half Moon Bay's teachers provide models to establish course and project expectations. AP teachers use released AP exam material as study guides so students know what is expected prior to taking the AP exam. Another common practice is the use of student samples, particularly for major projects, as a means of establishing clear levels of expectation. Benchmark tests allow teachers to compare the data across course

sections and determine the extent to which students understand the standards and performance expectations.

- As evidenced by classroom visitations, printed class policies and pacing guides, collections of student work, and other course documents, differentiation of instruction exists across the curriculum. Departmental progress reports show that teachers in all departments are addressing students' critical area of need by implementing differentiated instructional strategies.
- HMBHS has piloted a new program (January 2013) called Achieve3000, a program offering differentiated, online instruction with nonfiction content and ongoing Lexile assessment to improve students' reading and writing, and prepare them for college and career success. Academic Support, ELD, and Special Education teachers received professional development to implement the program.
- Interviews and dialogue with students show that they have a good understanding of the ESLRs (ACE). The ACE requirements are posted in all rooms and included on course syllabi, and there is an extensive recognition program for students who demonstrate outstanding effort on one or more of the ACE requirements.

C2. Instruction Criterion

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?

- At Half Moon Bay High School, teachers are current in the instructional content and research-based instructional methodology. All certificated staff members are fully credentialed and NCLB highly qualified for their subject areas, and 40% have degrees beyond a Bachelor's.
- Teachers constantly work to improve their practice by attending research-based trainings and conferences around the state and country, bringing these new methodologies into the classroom. For instance, their newest differentiation tool, Achieve3000, was discovered by one of their teachers who recently attended a Social Studies National Conference. Many teachers are leaders in their field and in professional organizations. In addition, the Leadership Team plans and organizes professional development opportunities led by outside consultants and by their own teachers that address their critical areas of need and, recently, Common Core implementation.
- HMBHS faculty celebrates the school's diversity by making a strong, conscientious, and cohesive effort to address the challenges of teaching their population and creating systems that allows students to flourish. As a result, the co-teaching model expanded from Math to the Social Studies with a desire to

create the same in English and Science (Fall of 2013). HMBHS teachers do this aptly and with confidence as they have been trained in the latest SDAIE strategies and have gone through extensive special education and English Learner training.

- Few teachers at HMBHS limit themselves to being classroom content experts. Most see themselves as coaches in every sense of the word – helping students succeed with subject matter content, but also with emotional and social support. Teachers frequently provide before and after school time for students to meet with them individually to address particular skills, review material, and discuss concerns. Nearly 70% of students surveyed felt adults on campus respected and listened to them, and 75% responded that teachers were helpful and available when needed outside of class.
- The idea of teachers as coaches for their peers is becoming firmly established thanks to the adoption of their Collaboration Schedule, late start Tuesdays and six Super Tuesdays (late start and early finish) as well as bimonthly departmental collaboration time, an outcome of their last self study. During undesignated time, teachers often meet with colleagues in other departments or attend peer trainings on new technology, new lessons, materials, and best practices.
- The Leadership Team plans and leads professional development sessions for their teacher colleagues and support staff. In addition to leading professional development, some teacher leaders have also taken on the role of mentors for new teachers as well as student teachers. New teachers participate in the BTSA program to support them as they learn the art of teaching.
- The importance of peer observation as a means to improve instructional practice is being explored. Both Academic Council and Leadership Team voted unanimously to provide the training site for the Instructional Rounds practice for the district. The Social Studies chairperson and the principal attended training in Davis in January 2013 to learn more about this version of peer observation. Many teachers have volunteered to open their classrooms and be willing participants. The district superintendent is a trainer in the “instructional rounds” concept and is highly supportive of the school’s efforts to involve teachers in the process.
- Representative samples of student work demonstrate their engagement in high level thinking skills across courses and in the greater community are on display on hallway walls, in classrooms, in offices, the library and in each teacher’s WASC binder. This student work shows the extent of student’s ability to organize, access, and apply knowledge they have acquired. The Senior Exit Project, which continues to be developed and expanded, is a requirement of all English 4 students. The AP English seniors complete an abbreviated project after they take the AP exam in early May. The purpose of this experience is to provide a cumulative assessment for students at the end of their four years of instruction.

Moreover, it is designed to give students a feel for the type of work needed to be successful at the university level and in the job market. One long-term goal of the Senior Exit Project is to include greater involvement from the community by providing mentoring and evaluation of students, creating a stronger link between the students' secondary and post-secondary experiences.

- There are three computer labs on the campus for classes such as Animation and Web Design, Journalism and Yearbook, and an open lab in the library for individual research, word processing, desktop publishing, and the creation of personal web pages. Increasing instruction that incorporates new technology has been an important endeavor over the last three years. With the passage of Measure S, the district is committed to upgrading all technology at the high school, including campus-wide Wi-Fi and Tablets in the Classroom. In turn, students are will be able to download documents from the school website and upload assignments to School Loop, create dialogues, perform and record skits and interviews using their smart phones, prepare language recordings for AP exams using Audacity Software. They will also be able to create presentations with PowerPoint, recover credits online using AVENTA, improve their reading with ACHIEVE3000, and create an online four year plan to track their college and career readiness with Naviance starting in fall of 2013. Many teachers post their PowerPoint presentations, YouTube videos, and Word documents on School Loop so that students can easily access classroom content after school hours. In addressing their critical area of needing to help more students succeed academically, teachers identified the need to become more versatile in using new technologies and agreed to write this into their new action plan.
- In addition to incorporating 21st century uses of technology, all departments make it a point to take learning out of the classroom by providing students with real world experiences. The Coastside community, San Mateo County, and the San Francisco Bay area provide a wide variety of choices for students to experience real world learning, and the Visiting Committee observed several examples of related student work.
- The school has specifically addressed the recommendations of the 2010 Visiting Committee in the area of instruction. First, the assessment of the effectiveness of professional development in adjusting teacher practice and increased student achievement and engagement in learning has been a key topic among the faculty. They are currently discussing how to best implement the new Common Core Standards in all departments. Last year's staff survey revealed that the majority of teachers desire greater cohesiveness to Professional Development days to allow time for practice, implementation, and analysis of their effectiveness on student learning. The Leadership Team has responded to these survey results by creating a

roadmap for future Professional Development days. Funds for individual teacher Professional Development were significantly reduced by the district during the state financial crisis, but the Parent Advisory Council provided funds for each department so that teachers may continue to participate at conferences, workshops, and in professional learning communities. Monthly subject area collaboration time has also allowed teachers to assess the effectiveness of professional development by analyzing student work samples. Increasing test scores and improving school climate are two indicators of success in addressing the effectiveness of professional development.

Areas of strength for Standards-Based Student Learning: Instruction

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

Key issues for Standards-Based Student Learning: Instruction

- Continue to examine what defines rigor in instruction and how instruction includes real world experiences
- Continue to develop an array of techniques that help students organize, access, and apply knowledge, including the use of technology
- Continue to explore ways that peer observations can add to more effective instruction

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

- Self Study

- Focus Group interviews
- Student Group interviews
- Leadership Team interviews
- District office interviews
- Evidence folders
- Portfolios
- Classroom observations
- Course catalog and syllabi
- Student, parent and staff surveys

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

D1. Assessment and Accountability Criterion

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?

- Half Moon Bay High School uses a combination of assessment tools and processes to collect, disaggregate, analyze and report student performance data. Subject-area release days, collaboration time and six “Super Tuesdays” provide the school with forums to analyze and collaborate about data. These data include state-mandated summative assessments, as well as benchmark examinations. Through Focus Group meetings, interviews and observations, the visiting team was able to verify that departments collaborate to develop common assessments and rubrics. Additionally, teachers indicated that they share student work and calibrate grading in an ongoing, informal basis.
- The school uses the student data management system (EADMS), Infinite Campus, as well as Schoolloop to inform parents of the results from state-mandated assessments, attendance, grades and homework. The school also uses the school website to share more general and ongoing information regarding the school, including the School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA), the school profile and other items. The Visiting Committee verified through classroom observations and Focus Group meetings that teachers collect and utilize formative data to inform instruction.

D2. Assessment and Accountability Criterion

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?

- Half Moon Bay High School uses a variety of strategies to evaluate student learning. Teachers check for understanding using a variety of strategies during lessons and with assignments. Warm-ups and guided practice are used in some classrooms with a focus on building upon prior knowledge to better understand the lesson’s concept. Teachers indicated that preparation materials (i.e. CAHSEE workbooks, CST released questions, etc.) are utilized to review with students for upcoming standardized testing as well as to connect daily lessons to state standards. The visiting team did notice that systematic methods for checking

understanding varied markedly between departments and teachers. Student grades are based on a variety student work, including assignments, assessment results, projects and participation. Seniors, in particular, receive a more comprehensive review of their performance, including the Senior Exit Project.

- Each department uses department-specific common rubrics and grading to determine student progress and share EADMS results to adjust instruction. Some departments have developed shared tools for assessment, but these tools are not shared beyond departments. Some teachers indicated that they would be interested in utilizing writing rubrics from the English departments to help implement writing across the curriculum.
- Teachers and school leaders indicated that that they desired to have an increased emphasis on vertical articulation. Although there have been previous efforts in prior years, vertical alignment has not happened on a large scale yet. According to interviews with the district administration, the new administrative team at the feeder school is more interested in collaborating on vertical articulation.
- Additionally, development of the tutoring program to include positive reinforcement and to encourage students to attend intervention programs, including the afterschool tutoring program would benefit the school according to the Self Study and interviews with teachers.

D3 Assessment and Accountability Criterion

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 schoolwide learner outcomes?

- Student feedback from instruction is monitored in a variety of ways, ranging from formative and summative assessment data to student surveys. Teachers indicated that this data is used to adjust instructional practices and better serve student needs. Departments collaborate regarding benchmarks and formal assessments during dedicated data analysis days. The district supports this process by paying teachers to develop and administer benchmark exams and analyze the results. HMBHS informs parents of student progress using Schoolloop, the school newsletter and traditional means such as report cards and progress reports. Students, teachers and parents all indicated that Schoolloop is used widely and that it has provided parents and students with timely and helpful information. Teachers indicated that Schoolloop has been helpful as a communication tool and keeping parents informed.
- HMBHS has done an admirable job of including the parents, students and the community in the decision-making process. The English Learner Advisory Committee (ELAC) is an especially strong example of this. ELAC parents indicated

that they were actively recruited to participate with the school and have since felt wholeheartedly accepted by the school leadership.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement and usage of resources?

- HMBHS uses the results from assessments to drive changes to curriculum and instruction, and to modify assessment strategies. District-wide K-12 committees for ELA and math collaborate to review student performance data. One outcome from the math committee was a focus on the skills that students need to pass Algebra 1 as 8th graders. The Visiting Committee was able to verify that teachers use the evaluation of data to adjust instruction and other assessments within departments.

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

- Collaboration within departments, analyzing and modifying course work and assessments based on results in EADMS from benchmark exams and finals as well as results from CST scores.
- Accessible forms of communication between staff and parents/students through School Loop (email, homework assignments, grades, class policies), Infinite Campus (daily attendance) and district and school websites. Several staff, including the principal, three counselors, and several classified staff are bilingual.
- Increased parental involvement (course selection, importance of state standardized tests, post-high school options) with ELAC and middle school parents
- District-wide ELA and Math Committees as part of K-12 articulation.

Key issues for Standards-Based Student Learning: Assessment and Accountability

- Continue collaboration towards common assessments, similar coursework, grading, and aligned planning calendars for all subject areas and between departments.
- Further development of the tutoring program to include positive reinforcement, encourage students to attend, and include communication with the classroom teacher.
- Increase emphasis on vertical articulation.
- Develop a systematic approach to sharing best practices in checking for student understanding.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following

- Self Study
- Focus Group interviews
- Student Group interviews
- Leadership Team interviews
- District office interviews
- Evidence folders
- Portfolios
- Classroom observations
- Course catalog and syllabi
- Student, parent and staff surveys

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

E1. School Culture and Student Support Criterion

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?

- In Focus Group discussions and in meetings with parents and students, it was apparent that the school uses a wide variety of resources to encourage parent and community involvement. The school links to the community through the School Loop website, an electronic parent newsletter, a wide variety of parent booster organizations, Facebook, Twitter and YouTube videos. This array of tools provides communication with the school community in a timely, efficient manner. Materials are provided in Spanish, which ensure that equal access is provided to all students. Counselors take the time to meet with Spanish speaking families in order ensure they understand how to access communication tools. The principal and three counselors are fluent in Spanish. Additionally, the staff has connected their work to the “E” in their ESLRs, which means excellence in communication.
- The school, as noted on their website, has several booster groups to help fund a variety of programs including Homework Club and after school tutoring by teachers in the areas of math and English. Athletic Boosters provide valuable funding which helps maintain a comprehensive sports program as well as funding the construction of state-of-the-art facilities. Other academic supports include funding additional Advanced Placement classes, career technical education classes, guest speakers, and field trips.
- Students receiving special education services are supported through the Workability Program, The HEAL Project, life skills-development in the community, and participation in the Special Olympics Program.
- The Administration team promotes that all students have a clear understanding of the school ESLRs; posters are in every class and academic instruction is tied to their meaning. The Renaissance Program links the ESLRs to their outstanding “Cougar” award. Students throughout the school are aware of the meaning of ACE, Academic Excellence-Citizenship-Excellence in Communication.
- The community has recently approved a bond measure, which will provide additional funding to the school. The community also supported a parcel tax, which is expiring in two years.

E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

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?

- The school community has a strong desire to provide a safe, well-maintained campus for the students of HMBHS. The safety committee works to ensure that the physical plant is well maintained, and they have a strong Emergency Preparedness Plan. They have developed a set of specific safety procedures as well as promoted anti-bullying measures to ensure students and staff are safe at all times. Veteran teachers as well as parents who have been involved in the district with multiple children have noted the positive change over the past six years. Given recent national events regarding school safety, the plan has been updated to provide additional safety measures for classrooms, including a new public address system. School administrators are visible during high student volume periods of the school day, including passing periods, brunch, lunch, and before and after school.
- The school has instituted a new tardy policy, resulting in more students being on time to class. Additionally, they have developed a hall pass system, which helps with management of students being where they should be while on campus. According to the Self Study, truancy rates have dropped almost 40% over the last four years. The school has a new security camera system, which is also helping with campus security. Campus beautification is an on-going priority of the school and parent organizations.
- According to the most recent survey data, students generally feel safe at school (86%). The Renaissance Program is being utilized to support positive changes in school climate. Students are recognized in a wide variety of areas including by departments, student leadership, positive referrals, and at staff meetings. The school has hosted Challenge Day activities and “Secrets” Assemblies. Combined with the Personalized Learning Plans through the counseling department, students report these initiatives help them feel connected to the school and positive about their school experience.
- While 56% of students say they are not respectful to each other and 49% do not care if they do well in school, the Visiting Committee observed a positive relationships between students and interviewed many students with specific academic goals. Nevertheless, these survey results are taken seriously by the school and are being addressed through renewed school spirit, the Renaissance program and other initiatives to encourage positive behavior.

E3. School Culture and Student Support Criterion

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

- Students are provided Student Handbooks at the beginning of each school year, which provide graduation information, school policies, procedures and other important information for students and parents. The Counseling Department utilizes the Personalized Learning Program to ensure that all students receive grade level appropriate counseling. At each grade level, the Guidance Department provides academic counseling and supports positive transitions into and through high school. Social-emotional counseling is also available through the counseling office. Student Success team meetings are guided by the counseling team which support academic success for students.
- Students assigned to intervention programs do not reflect the school's ethnic diversity. Suspensions of Hispanics/Latinos have gone from 47% of all suspensions in 2009-2010 to 68% in 2011-2012. Some gains in passage rates of subgroups on the CAHSEE have been made in the last three years, but there is still a significant gap in the scores of the two largest subgroups.
- In the area of Special Education, referrals are made to appropriate outside agencies to support students in their IEPs. All teaching staff are provided with appropriate accommodation and modification information ensuring that students are provided equal access to the curriculum. This information is also available electronically to the student's learning team. Counselors facilitate 504 team meetings; they also monitor student progress and observe students in the classroom.

E4. School Culture and Student Support Criterion

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

- High academic standards are consistent throughout the HMBHS community. From the time students enter the high school as 9th graders thorough their graduation, they are provided with social/emotional and academic support when necessary. These supports include: 8th grade visitation, Open House, counselors in social studies classes, PLP reviews with counselors, SST meetings, Strategic Academic Support class, CAHSEE preparation class, AVENTA credit recovery, ELD and Special Education supports, and community service requirements for seniors.

- Both academic and co-curricular areas are strong at HMBHS. Each department has strived to ensure that students have access to rigorous academic standards and a wide variety of a-g approved courses. Within the co-curricular area, students have many opportunities to engage in their areas of interest including theater, music, yearbook, print and broadcast journalism, more than 30 different clubs, and a strong leadership program. In fall of 2012, the leadership class started an investigation on the achievement gap at HMBHS; they are presently discussing strategies to help close the achievement gap. The district's governing board includes a HMBHS student representative as a voting member.

Areas of strength for School Culture and Support for Student Personal and Academic Growth

- Strong community support for academics, athletics and school culture
- An involved, supportive guidance program
- Students recognized for their successes, increased campus spirit and connectedness
- Recent community support of a bond measure and parcel tax
- Dramatically improved attendance and tardy rates
- A concerted effort to make ELD families part of the school 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:

- Continue to expand efforts to address student to student respect and student academic goals
- Expand efforts to address the academic successes of historically underperforming subgroups

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

- Self Study
- Focus Group interviews
- Student Group interviews
- Leadership Team interviews
- District office interviews
- Evidence folders
- Portfolios

- Classroom observations
- Course catalog and syllabi
- Student, parent and staff surveys

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

General Comments

- The Self Study, classroom observations, a review of data, and meetings with stakeholders confirmed that Half Moon Bay High School has changed significantly since the last WASC visit and has a clear focus on student learning and student success. Their ESLRs (ACE) are an integral part of the curriculum and have significantly impacted school culture. Focus Area Group meetings confirmed that stakeholders spent a great deal of time reviewing the entire school's program in relation to the ESLRs, to the state standards and to the WASC/CDE criteria in preparation for the Self Study and current WASC visit. The Visiting Committee is confident that this collaborative effort will continue after the visit and will drive the school's improvement initiatives. Half Moon Bay High School students enjoy outstanding support from their teachers, administrators, classified staff and surrounding community. The adult stakeholders have high expectations for students and consistently go "above and beyond" to meet their students' needs. This was validated by every student interviewed by the Visiting Committee and by observations of interactions between students, staff, and community members. The pride shown by the school community for the school during the visit was exceptional.

Schoolwide Areas of Strength

1. A high level of community and parent support is apparent in all aspects of the school community. A wide-variety of organizations provides funds for both academic and extra/co-curricular needs on the campus.
2. The staff of Half Moon Bay High School has developed a highly collaborative and collegial environment: curricular and co-curricular groups work closely and effectively together in the best interest of students
3. Growth in the number of students meeting UC/CSU eligibility
4. The school's growth mindset to expand on current and new initiatives
5. The efforts by teachers to redesign and modify courses on an ongoing basis to ensure a challenging instructional program

6. Collaboration within departments in analyzing and modifying course work and in creating assessments based on results in EADMS, from benchmark exams and finals, and from CST scores
7. Accessible forms of communication between school staff, parents/students through School Loop (email, homework assignments, grades, class policies), Infinite Campus (daily attendance) and district and school websites. Several staff, including the principal, two counselors, and several classified staff are bilingual
8. Strong community support for academics, athletics and school culture
9. Specific programs have been developed to celebrate student success have led to increased connectedness and school spirit
10. Dramatically improved attendance and tardy rates have led to a renewed focus on academic success

Schoolwide Critical Areas for Follow-Up

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

Chapter V: Ongoing School Improvement

A brief summary of the schoolwide action plan follows:

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

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

Action Plan #3: Increase the graduation rate among all identified cohorts and continues to focus on increasing the number of students who are UC/CSU eligible.

Comments on the following school improvement issues:

- ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - The Visiting Committee feels that the action plan sections will need to be modified by the school to adequately address the Critical Areas for Follow-up. Specifically, there needs to be a more strategic focus on professional development that supports classroom instruction as well as support and feedback of instruction by administration and teachers. Vertical articulation between the school and its feeders will need to be fully implemented. These critical areas for follow-up will directly support the goals of the school's existing action plan.
 - The school's leadership, staff and stakeholders have demonstrated their dedication to improving student learning and have addressed previous Visiting Committee recommendations with the utmost seriousness.
 - The action plan is feasible within existing resources. The Half Moon Bay community is extremely supportive of the school and provide financial assistance to academic and extra-curricular endeavors. Discussions with district leaders confirm that their financial resources are stable, and that they will be able to maintain, if not enhance, existing programs.
 - The Visiting Committee strongly agrees that the school, district, and community are committed to carrying out the school's action plan. Stakeholders are invested in the school and take pride in its success.
- ✓ Existing factors that will support school improvement

- The Visiting Committee is in strong agreement that several factors exist within the school and district that will support school improvement:
 - A strong administrative leadership team that empowers staff and supports student learning, promotes high expectations, and cares about student well being.
 - A knowledgeable, professional teaching staff that care about their students and collaborates regularly to improve student learning.
 - A supportive Half Moon Bay community that expresses confidence in the school and provides time and financial assistance to help the school attain its goals.
 - A friendly, motivated, and involved student body that cares about their learning.
 - A school culture that promotes positive relationships, problem solving and student involvement.
 - A classified staff that goes above and beyond to ensure students and staff have what they need to be successful.

- ✓ Impediments to improvement that the school will need to overcome
 - Based on our interviews with stakeholders and observations on campus, the Visiting Committee is confident that the school has the capacity to overcome any impediments to their improvement efforts. The biggest impediment identified by the school, district, and Visiting Committee involves funding. Although improving in 2013, the state budget has, in the past, resulted in loss of staff, higher class sizes, limits to professional development, and other areas critical to student learning. While the community has helped in several ways by passing a parcel tax, a facilities bond, and specific funding for professional development, the local, state, and national economy will continue to be a concern for all stakeholders—at least in the near future.
 - In addition, the historic lack of vertical articulation between the middle school and the high school has been an impediment to improvement efforts; however, the school and district report that there is improved communication between the two schools, and discussions have begun surrounding vertical articulation that will support the success of all district students as they matriculate through high school.

- ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.
 - As a result of the 2010 revisit, the school created a long-range, multi-year, schoolwide action plan that specifically addresses each of the Critical Areas for

Followup. It includes growth targets for improving student achievement for all significant sub-groups along with a comprehensive professional development plan tied to student learning needs. Meetings with parents confirmed they were involved in the development of the plan or had the opportunity for involvement through Site Council, ELAC, and PAC meetings. Staff offered input during WASC days, staff meetings and in POD groups. Students were included as participants in each Focus Area.

- The school approached the Self Study process seriously. Stakeholders understand the improvement process, and the Visiting Committee strongly feels that they are dedicated to carrying out their action plan to improve learning for all students. The Visiting Committee feels most confident that the school has the capacity to carry out and monitor the action plan.