

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Half Moon Bay High School

Lewis Foster Drive

Half Moon Bay, CA 94019

Cabrillo Unified School District

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Preface

Half Moon Bay High School Schoolwide Learner Outcomes (SLOs) are known as ACEs:

- 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

HMBHS work on the Self-Study report began Spring semester 2018 by review of the 2013 Self-Study report and the 2016 Mid-Term Review. From that review staff discussed where the school was as a whole and began to formulate ideas about goals for moving forward. Staff reviewed current data points as well as brainstorm what additional data was needed.

Upon return from summer break, Focus Groups were formed to incorporate a cross section of the Department Home Groups. The Self-Study Coordinator attended parent/community group meeting to solicit volunteers for Focus Group work while the Leadership teacher and other teachers solicited student volunteers. Classified Staff were assigned to roles however that participation was limited due to school staffing needs during meeting times as well as CUSD meeting requirements. Home Groups worked to gather information for Chapters I and IV before moving to Chapter III response areas. Chapter V data was updated based upon Chapter II and the CDE Dashboard; this chapter draft was submitted for staff review in mid-January 2019. The final report was submitted in February; availability of the report to the public is pending completion of WASC VC visit.

There is evidence that all staff are involved and collaborate in supporting student achievement through department and schoolwide collaboration days. Stakeholders are apprised of student achievement benchmarks through parent meetings and board presentations, with the opportunity to question and give input. The staff would like to see greater opportunities to review data.

HMBHS's Self Study review found the following Critical Student Learning Needs:

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

From previous Self-Study recommendations, HMBHS needs to develop a regular systematized protocol for review of student performance data as well as documentation of targeted interventions and their impacts. The dissemination of district-generated data has made it challenging to regularly inform instruction through data review.

Overall HMBHS has worked diligently to bring data into regular conversations around curriculum and interventions. The Visiting Committee believes that, contrary to past years, the presence of a stable Administrative Team has helped bring greater focus on the student data conversation and we encourage the continuation of this trend.

HMBHS created a detailed Action Plan addressing their revised Critical Student Learning Needs. The accountability system for monitoring appears to be very reliant on administrative action and timelines are considered vague. The Visiting Committee would like to see more refinement in timelines to reflect the Self-Study purpose of continual assessment of program.

Chapter I: Progress Report

Since the last Self-Study, HMBHS staff turnover has stabilized especially with the Administrative Team; the current Principal has been there longer than the previous three principals combined. Long-term retention of teaching staff continues to be a challenge, with salary and benefits funding challenges being in the forefront.

Additional staff including CCSS TOSA/Common Core Specialist assist departments in aligning curricular maps and benchmarks/common assessments with College/Career Readiness (CCR) Anchor standards. Professional development during “non-WASC years” was focused on EL support strategies. There is growing interest in Project-Based Learning (PBL) unit development as an avenue to increase SDAIE strategy collaboration across multiple subject areas. English Department has seen implementation of several assessments since the last Self-Study, including EADMS (now IO assessment) which transitioned into CAASPP IBAs. The department offered four CCSS benchmark assessments but not a common rubric to address the writing prompt; a common rubric would help give more credence to use of this additional data point. In addition, there is a need for more instructional-level data access, especially with regards to locally generated benchmark data.

Mathematics has oriented its curriculum and instruction to provide greater support for student A-G completion and CAASPP success. Teachers attended College Preparatory Mathematics (CPM) trainings as part of the department implementation. There is evidence of mathematics skills embedded in other content areas.

There have been multiple student interventions implemented since the last Self-Study. AVID, in its third year of implementation, is seen as another avenue of support for ELs and RFEPs, especially in disseminating the AVID instructional strategies across all core content areas. While most teachers are “AVID trained”, there is a greater goal of encouraging training in content

strands through the annual AVID summer training so content teachers get a larger picture of instructional strategies specific to their content areas. Cougar Talks, supported by the COounseling Department, are for students identified as struggling; these meeting help instructional and support staff brainstorm what strategies might support that struggling student to succeed. Freshman Family Nights given those families information on how to support their student to be successful at HMBHS.

In response to staff, parent and student input, the bell schedule was modified last year, incorporating a seven period day running on Mondays then odd and even block periods the remainder of the school week; this resulted in a later starting day for most students. UC Doorways A-G course approvals are rising however not all ELD courses have been submitted, thus impacting EL A-G eligibility; the school is rectifying this with submission of ELD 2 and 4 Spring 2019. Those students going on to higher education have seen increased financial support through CSM covering tuition for the first year of attendance and the Local Scholarship Program increasing its monetary offerings. Credit recovery is available for students who need that support; one section is available for students during the first block period as part of the seventh period day.

Chapter II: Student/Community Profile

HMBHS is the only comprehensive high school in CUSD and on the coastside of San Mateo County. This community is seen as a hub for recreation and major events such as Mavericks Surfing Competition as well as local events. There are a wide variety of parent and community partnerships associated with the school, with the vast majority of the local businesses involved in one capacity or another. There is evidence of a strong parent involvement. There are 78 staff whose demographic self-identification closely mirror the student body demographics; all are fully credentialed.

Student demographics have been somewhat stable since the last Self-Study, with changes seen in ELs (decline from 16% to 9.5%), and Socioeconomic (increase from 39% to 43.3%, increase attributed to new rules that include students who has a household member on Medicare/Medical). Students identified as Migrant have seen a slight dip, almost paralleling the dip in overall enrollment numbers.

The school's variety of program offerings reflects the school profile data. A significant portion of the school's course offerings have A-G approval through UC Doorways. The AVID program was implemented and has expanded since the previous Self-Study, which the staff feel confident makes a strong contribution to the graduation rate of their representative subgroups. Information regarding AVID enrollment needs greater communication to the families of RFEPs as an avenue of continued support of English Language acquisition in preparation for college. AP course

offerings have seen stable numbers of students from underrepresented subgroups in recent years however it is uncertain how those subgroups are performing on AP tests. AP scores have experienced a decline in recent years; the school has attributed this to new AP teachers coming on board after the departure of long-time AP teachers. In addition, AP enrollment numbers are impacted when the Early College offerings increase, as students see Early College offerings as a less stressful way to take college-rigorous curriculum.

Graduation and dropout rates have remained stable since the last report, with a slight increase in graduation rates for Hispanic/Latino population during the time period. Attendance numbers fluctuated over the reporting period but almost all subgroups have greater than 92% attendance; SPED rate reflects several student having long-term physical illnesses or chronically truant due to their disabilities.

Attendance numbers for the first semester of the current school year reflect a significant increase in Chronic Tardy rates - 10.8%. Staff have stated in interviews that, while the block period has been effective in addressing student health concerns (adequate sleep), the morning tardy situation is very challenging. The Visiting Committee suggests a more detailed review of student attendance data, especially morning tardies, now that the block schedule has been adopted; close monitoring of this data on a regular basis would go far in informing decisions regarding intervention strategies for on-time arrivals.

Suspension and expulsion rates have declined overall since the last self-study however suspension rates have risen slightly in the past two years, attributed to the rise in vaping on campus. With the advent of PBIS, other means of correction have increased, resulting in an overall drop in suspension rates.

CHKS results have seen drops in major reporting areas regarding bullying, alcohol/drug use, sadness/hopelessness and suicide considerations however there has been an increase in the use of e-cigarettes for 11th grade girls. There are 35 clubs on campus, with an average of 10 members per club with membership overlap. Athletic participation is heavily Caucasian, which does not represent the school's overall demographic numbers.

As stated earlier, HMBHS Foundation has made a significant contribution to the budgetary needs of the school as general and categorical funding allocations have steadily decreased.

SUMMARY:

ELLs and RFEPs continue to struggle in the academic setting. While the Visiting Committee celebrates the increase in reclassification, there is still much work to be done to support the English language acquisition of RFEPs in the content areas. AVID support strategies and classes can help in this area but the Committee also sees where more targeted PD design and strategic approach to master schedule design would better allow access to language supports.

There also is evidence to support greater communication to parent groups, especially parents of ELLs, of the variety of programs and supports available at HMBHS as well as available opportunities to participate in parent organizations. The language barrier that exists for many parents of ELLs needs to be addressed in order for greater participation of these parents in

advising the school.

Chapter III: Quality of the School's Program

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

A1. Vision and Purpose

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP further defined by schoolwide learner outcomes and the academic standards?

HBMHS SLOs (known as ACEs) is strongly tied to its mission statement:

HMBHS is committed to providing a physically, emotionally and socially safe environment, and to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world.

The school's variety of program offerings reflects the school profile data. A significant portion of the school's course offerings have A-G approval through UC Doorways. The AVID program was implemented and has expanded since the previous Self-Study, which the staff feel confident makes a strong contribution to the graduation rate of their representative subgroups. Information regarding AVID enrollment needs greater communication to the families of RFEPs as an avenue of continued support of English Language acquisition in preparation for college. Early College, an instructional collaborative with College of San Mateo, allows students to get college-level course experience while on the HMBHS campus, with the potential of a full-grade increase on their transcript in that course. Middle College, where HMBHS students enroll at CSM and get dual enrollment credit, is limited to six slots. The school has three identified CTE pathways: Agriscience; Arts, Media and Entertainment; Building and Construction.

HMBHS ACEs and its mission statement closely connect to district LCAP goals and the school's SPSA. Periodic review of Mission statement occurs annually through Leadership Team, Academic Council and SSC, with review by district governing board.

The school uses a variety of tools to gain community input. California Healthy Kids Survey gains information on ninth and eleventh grade students' perspectives of healthy behavior while CUSD uses Panorama to survey staff and parents. HMBHS Foundation, SSC, ELAC,

Agriculture Advisory Board, Athletic Boosters, Health and Wellness Committee are just a few of the community organizations whose mission is to support the school's efforts in student academic support, whether it be providing classroom materials or ensuring that extracurricular activities continue despite budgetary cuts.

A2. Governance

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Multiple means of stakeholder involvement exists: SSC, ELAC, Academic Council, community groups such as Cougar Booster, HMBHS Foundation. Governing Board gives input on school plans as outlined in local board policy. Site based Leadership Team, Academic Council and SSC review mission and vision annually; changes are accomplished collaboratively with these groups and the resulting changes are incorporated into the SARC, SPSA, School Profile and Student/Parent Handbook. District Administration and Governing Board review school performance data, discuss the results with site leadership and make recommendations; this includes curriculum re-alignment initiatives. The district is investigating a more integrated approach for site to communicate emergency information to the community.

HMBHS uses a variety of communication avenues to advertise participation opportunities including but not limited to: social media, website, robocalls/robotexts and email. In addition there is outreach to community groups such as Rotary International. There are a variety of arenas for parent involvement, including Health & Wellness Committee, HMBHS Foundation, Cougar Booster, Music Boosters and Agriculture Boosters, just to name a few.

Uniform Complaint Procedures are communicated from the Governing Board to site leadership per Board Policy. In turn this information is disseminated to the school community via the Student/Parent Handbook annually and staff meetings. Williams Act Notifications are posted in all classrooms and buildings and available upon request. There is an open door policy in the main office to ensure all stakeholders feel safe and respected to express concerns.

A3. Leadership: Empowerment and Continuous Planning and Monitoring

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Departments continuously address and analyze data generated through common assessments however the Visiting Committee is unclear how standardized assessment data is disseminated for staff discussion as department chairs have limited access to data and there is need for a more deliberative process for reviewing data across and within departments. The Visiting Committee learned that the district disseminates data to site administration annually however this needs to occur more frequently, especially with the multiple assessments available to staff. Students have opportunities to give input on course planning through ASB, Student Leadership, SSC representation and other student leadership committees. Parents use the various parent groups mentioned earlier in this report.

School leadership and staff annually review and revise SPSA to relate and correlate goals to district LCAP goals. SSC reviews previous year's SPSA to update and in alignment with district LCAP. CUSD oversees site SPSA development, training the site administrators in the process; upon completion, district Categorical Program Director reviews, makes recommendations and presents final plan to the Governing Board. SPSA is published on the school's website.

School leadership is committed to shared decision making based upon student data analysis through a variety of input teams including department leaders, representatives to the Academic Council, Leadership Team as well as collaboration time both structured and unstructured to review, modify and refine curriculum.

HMBHS utilizes cross-curricular groupings (PODs) to discuss a variety of issues concerning organizational policy and structure. In meeting with this Focus Group, the Visiting Committee learned the concern with establishing a more concerted schoolwide communication with regards to school programs such as AVID, Early College and Middle College; staff communicated that, by having a greater understanding of the variety of programs available at the school as well as their impact on student academic choice, they would be better equipped to provide greater supports in their own curricular programs.

A4. Staff: Qualified and Professional Development

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

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

All staff meet CDE, SMCOE and CUSD employment requirements. There is BTSA supports for new teachers. Staff evaluations follow district and union-negotiated contract protocols. Staff can create their own PD attendance opportunities with the criteria that the PD will support student learning. New staff are evaluated using district protocols. HMBHS utilizes in-house PD as much as possible as staff see more value in those homegrown. Hiring is a challenge due to local housing costs and competitive wages offered by districts "over the Hill" from CUSD. The district recognizes these challenges and is working to address

Student Planning guide (SPG) provides students, staff and community with course offerings and descriptions as well as graduation and college requirements. Staff review annual compliance policies and sign off; these include mandated reporting and sexual harassment. School safety protocols and procedures are reviewed annually. The district recently distributed the Comprehensive School Safety Plan and is currently working with site administration on dissemination of that plan.

HMBHS PD model is predominately in-house, teacher-driven and teacher-facilitated. There is support from the Foundation for teachers to attend outside conferences, workshops and institutes.

A5. Resources

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) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

HMBHS SPSA is structured to allow for allocation of resources for low income, foster, and ELL students; the SSC gives input for Title 1 and Title III allocations and assists the site Administrative Team in writing the annual SPSA but to what degree is unclear for the Visiting Committee based upon evidence supplied; the Visiting Committee would recommend greater care in the documentation of such activity. The HMBHS Foundation has recognized the district budgetary shortfall that exists for HMBHS and works with the community to procure funds for such allocations as classroom supplies, staff PD opportunities, and community building events such as Teacher Appreciation Week.

CUSD uses CASBO accounting and budgetary protocols to develop annual budgets based upon student enrollment and annual per pupil allocation. CUSD oversees expenditures through an auditing process and strong accounting protocols. ASB fund expenditures occur through an established protocols.

HMBHS implements the Big Five Initiative through San Mateo COE, where staff are regularly safety certified and regular site drills occur. Facilities are dated however there is a bond measure up for renewal that would assist in addressing recent Williams Act ratings regarding facility conditions, including climate systems, flooring, roofs and breezeway structures. There is physical supervision of campus, with the Administrative Team and three campus supervisors responsible for the safety and security of the campus. The Visiting Committee recognizes the challenges of ensuring campus security given the expanse of campus boundaries and limited visual contact, including the presence of four security cameras. one of which is functional, for the entire physical plant. There was little evidence of teacher presence outside class during passing period, of which could lend itself to additional “eyes” on campus.

HMBHS with support from CUSD implemented 1:1 Chromebook policy beginning this current school year. Students are checked out a Chromebook as freshman and keep them for their time

at HMBHS, keeping them when they graduate. Students without Internet access can access via Mobile Hotspots provided through a T-Mobile grant; devices are checked out through the Library.

HMBHS has a variety of PD opportunities for teachers. Staff would like to see more frequent access to relevant student data beyond formative class assessments; more frequent data access at the classroom level would help them close the instructional inquiry loop faster. The Visiting Committee wonders if the current student information database system Infinite Campus may need updating to allow for greater teacher access to their students' state and local benchmark assessments.

Hiring is a challenge due to local housing costs and competitive wages offered by districts "over the Hill" from CUSD. The district recognizes these challenges and is working to address this issue within the budgetary confines that currently exist. New staff feel welcomed and supported by the school community and general community and wish to remain at HMBHS.

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

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

- Committed and dedicated school staff
- Wide variety of PD opportunities, both district-facilitated as well as site-designed
- Greater technology access
- Strong parent and community involvement in general

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

- Timely access to state and district generated data at the classroom/instructional level
- Retention of staff over time
- Facilities in need of repair/replacement, including security cameras and structures such as breezeways and specified classrooms

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

- Interviews
- PD listings, both from district and from HMBHS staff
- Inventory of technology devices
- Meeting minutes from parent groups such as HMBHS Foundation, Boosters, SSC, ELAC.
- Infinite Campus access reports
- Williams Act facilities report

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

HMBHS has a significant number of programs in place that address the need to increase the academic success of students in all the subject areas. HMBHS teachers and staff promote and support New Generation Science Standards (NGSS) and Common Core State Standards (CCSS) implementation. Each department meets monthly with a representative Common Core Specialist. Students participate in a rigorous and coherent standards-based curriculum that supports the achievement of the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes. HMBHS continues to have subject area and undesigned collaboration time to analyze and modify curriculum using formative and summative assessments. Individual teachers reach out to develop cross-curricular connections during undesigned collaboration time. Vertical articulation occurs within the Science and Math Departments with the feeder middle school, Cunha. Articulation with the middle school enables the high school to understand the knowledge and social base of incoming ninth graders.

HMBHS Common Core Specialists discuss and assist Department leads, AVID instructors, and curriculum and instruction experts to place students in the appropriate classes based on their academic performance, test scores and interests. HMBHS administrators and counselors collectively analyze student data to determine areas of student need and to assist teachers and students in the best way. The school counselors participate in the analysis of data and meet with parents to discuss student achievement and progress towards graduation as well as after-graduation opportunities. Through meeting with counselors, all students are able to choose and pursue appropriate courses and related pathways.

HMBHS is increasing the number of students who are college UC/CSU A-G eligible and career ready. Peer Helpers mentor new students and recommend relevant coursework in order to excel in high school academics. There is a broad range of AP courses in science, mathematics, social sciences and English that allow students to explore post secondary learning and career options. The self-study indicates that HMBHS uses Naviance for online career exploration curriculum, however the Visiting Committee was unable to identify how students access this resource.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided

assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

The HMBHS teachers offer all students equal access to the school's entire program and counselors provide assistance with a Personal Learning Plan to meet the requirements of graduation. Teachers, counselors and school administration prepare students for the pursuit of their academic, personal, and career goals. All students are able to meet with counselors, teachers, and advisors to discuss subject-specific requirements for graduation and make appropriate choices to pursue a full range of realistic college and career options. The counselors meet with students, parents, teachers, and school administrators to ensure effective opportunities for career exploration, preparation for postsecondary education, and technical training for students.

The HMBHS teachers use current educational research to maintain a viable, meaningful instructional program that prepares students for college and career. All teachers use CCSS aligned curriculum. The English teachers incorporate inquiry-driven research-based assessments aligned with CCSS. Students work on research-based projects, use CCSS curriculum aligned resources, and complete a senior exit project which prepares them for career research. In addition to Advanced Placement course offerings, the majority of seniors take Expository, Reading, and Writing Course (ERWC). Students also use Newsela, an online resource, to conduct research and learn about current events. In College & Career Readiness Units, students research potential careers, hold interview preparation with community members, learn to create resumes and cover letters, write college application essays, and write professional emails to learn to communicate in the workplace. Students also give oral presentations to increase public speaking skills.

The Social Studies teachers utilize inquiry-driven research-based practices aligned with CCSS for their students to work on research-based projects and use debate to allow for students to synthesize their findings into oral arguments. They use curriculum pacing maps aligned with CCSS. The Special Education teachers co-teach and paraeducators are assigned to support students in science and other classes. Special Education teachers deliver life skills curriculum within the Special Day Class (SDC) and foundational Study Skills classes. The case managers collaborate with general education teachers to support IEP alignment and to ensure goals for Special Education students are observed and met. Special Education teachers create CCSS-aligned individualized post-secondary education, employment, and independent living goals (transition plan) for use in student IEP's.

Math teachers have integrated College Preparatory Mathematics (CPM) articulated with Cunha Middle School to maintain rigor throughout secondary math courses. All CPM courses have spanish translations available and therefore is very helpful for English Learners to understand and advance in math. Students use technology, including chromebooks and graphing calculators, in all math classes.

All CPM courses provide online textbooks, online homework and vocabulary support, and Desmos capabilities. The AP Calculus adoption provides the online textbook and *Calc Chat* for immediate help with problems, as well as WebAssign capabilities to familiarize students with college-level class expectations. Social Studies teachers use DBQ Online. HMBHS teachers provide all students equal access to the school's entire program and assist them with a learning plan to meet the graduation requirements and prepare them for the pursuit of their academic, personal, and career goals.

The Science teachers have vertically and horizontally aligned their curriculum with Next Generation Science Standards (NGSS) and research-based cross cutting practices. They regularly collaborate within the department, with colleagues in other departments and with the middle school to share strategies and ideas stemming from teaching conferences and other organizational meetings. Regular communication within the department helps them to plan their assignments and labs and generate new ideas and methods to implement across all courses. All Science teachers emphasize and use 21st technology tools and cross cutting practices in laboratory activities to incorporate rigor into course curricula. Teachers use a variety of reading material to present students with text-marking instruction, inquiry-based experiments and lab reports in interactive notebooks. Math concepts are integrated into lab assignments.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Standards based focus
- Professional Development
- A-G articulation

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Continue to integrate and use 21st century technology tools
- Curriculum accessibility for all students including English Learners to narrow achievement gap
- Continue to develop and grow CTE pathways

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

- Self-study
- Student interviews

- Classroom observations
- Teacher interviews
- Focus group interviews
- Teacher lesson and unit plans

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

Half Moon Bay High School has made involving their students in challenging and relevant work a focus of their efforts since their last self-study. Core departments have made alignment with the CCSS (and NGSS for the science department) a priority in their work. To support these efforts, in the past few years, HMBHS has revised some of their curricular areas to better support student learning needs. The English department “is working toward more formal design of project based learning with the goal of preparing student for interdisciplinary studies and career readiness.” Adopted three years ago, the math department adopted CPM for all courses from 6th grade through Algebra 2. The initial adoption started at the middle school level and then the high school followed the year afterward. “The science department expanded 9th grade science enrollment by offering UC/CSU A-G approved Earth Science and Ag Environmental Science courses for incoming 9th graders.” Social studies has adopted DBQ Online. Through the program, students are interacting with primary sources and responding through writing activities. This program, “allows students to analyze topics, and synthesize a work using empirical evidence to support their claim.” “The foundation of the AVID program is to ensure that students are being challenged academically in a way that is appropriate for their personalized learning.” Through a Super Tuesday during the 2017-2018 school year, the staff looked at AVID strategies in departments and decided on an area of focus (reading, writing, listening or speaking) to research and present to the rest of staff. The value of this training was reinforced by several staff members during the visit. Since there are not CCSS standards for World Language, the French teacher tries to align her work to the ELA standards as well as to the World Language Standards. Music also does not have specific CCSS standards, but the music teacher looks for connections to math and physics for classes with instruments and ELA for choir work.

Within courses in departments, pacing guides are being created and used. In some departments, this allows teachers to stay aligned (or near aligned) with their instructional schedule. Other departments have similar units and/or targeted standards, but what is taught and when is left up to the individual teachers.

HMBHS students understand the expected performance levels for their classes through various forms of information they receive. “All departments provide a comprehensive syllabus to students and parents...The syllabi documents standards, expectations, and assignments that will be covered throughout the school year.” Additionally, individual departments provide students with opportunities to understand and demonstrate success in meeting the expectations. In the music department, students prepare for public performances, sometimes including performances that will be judged based on specific expectations. In the math department, “the learning objective for lessons is presented clearly so students are aware of what they are expected to know and understand.” PE provides students with the performance levels expected on the 9th grade FITNESSGRAM tests. The science department provides students with detailed information to

help them understand their learning. According to the self-study report, science “students are able to describe what they’ve learned and the content material they are currently working on in science classes. Students can describe the level of rigor and completeness required for their lab activities. Students can describe, immediately prior to cumulative assessments, the learning objectives they will be tested on.” At times, science teachers withhold sharing the learning objective so that students can do a discovery lesson to figure out what is happening with their work. After the lab, before any assessments, the teachers will then review the learning objectives with the students and ensure that they can connect it to the lab they completed. Prior to students writing essays in social studies classes, they are provided with rubrics which detail what is expected in their writing. Additionally, in most lessons, teachers share the big idea or essential question (depending on the terminology the teach is using) before the warm-up activity. Art teachers also share the essential questions with their students. World Language teachers review the goals for each lesson at the beginning of the lesson.

All departments have been looking for opportunities to differentiate instruction for their students. In many departments, differentiation involves individualized support for students. For some departments, the use of technology is a tool that allows them to differentiate as well. In the VAPA department, “small group recap is done to check for comprehension of each student. This lets the teacher see which students may need extra help.” The English department has participated in a range of professional development opportunities to support the learning needs “of all literacy abilities.” The new CPM materials in math have online materials that are available in both English and Spanish. Students can use these materials to get support for their work at home, in whichever language is best for them. Beyond the traditional activities in PE classes, HMBHS PE staff have students using Google Classroom for “reading and writing assignments throughout the course.” The science department has students completing labs in class and this is supplemented by opportunities to bring the students outside of the classroom. Biology students have the opportunity to visit the local wastewater treatment plant to make real-world connections to what they studied about nutrient cycling in ecosystems. The special education department has differentiation for student needs as one of its primary components. Based on students IEPs, special education staff work with students and staff members to create the most appropriate and least restrictive environment possible. Through the work of special education staff, the IEPs that are created provide “teachers across all areas the opportunity to develop methods to help our students access learning.” In ELD, the Chromebooks have allowed for differentiation of the instructional activities. Students can self-pace to move ahead or take more time on certain activities, depending on their learning needs. In conversations with most staff, the Visiting Committee found that differentiation and support for ELD and RFEP students in core classes, beyond English, was still a challenge that needs continued attention and effort.

C2. Student Engagement 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?

With HMBHS moving to a 1-1 Chromebook program for its students, all departments now have greater ability to make use of technology in their work with students. Art teachers are using Google Apps and they continue to look for new apps that will help their instruction. Music teachers are using tools such as Fast Fourier Transform and spectrum applications “to allow students to analyze their performance in other ways besides simply hearing or reading.” The English department has students using some of the main components of the Google suite (Docs, Slides, Forms) as well as encouraging students to use other technology (audio or video) when creating presentations. English teachers also use a variety of collaborative learning strategies to address SLOs and CCSS.

The math department is able to use the online components of the CPM program both in class and to have students work at home. Additionally, they have been making use of other math tools such as Desmos and Geogebra to help student understanding of the content. With CPM, there are connections to Desmos that align the content from the text to the tools in the program. PE uses Google classroom to “show videos on rules, strategies, and examples of gameplay and activities for various sports and games to further student knowledge.” PE teachers also use the technology to have students create videos and presentations for their classes.

“The Science Department combines the use of textbooks with updated methods of lab instruction, online multimedia, web-based resources, current scientific articles, and teacher created activities.” Starting in the 2018-2019 school year, a Newsela subscription being used by the English, Social Studies, Special Education and ELD departments to supplement student learning. Teachers described the benefit of this tool as allowing them to better target reading material to students’ lexile levels as Newsela is able to present the same passages using complex text or it can make the text more accessible for readers who need more support. With the Chromebooks, social studies teachers are also able to give online assessments that are scored quickly and which provide data about student learning needs (which concepts have they mastered and which need reteaching). Staff stressed the importance of the school provided hotspots for families who need them. There is a belief that this alone has helped to better level the playing field for accessing the content and being able to do work at home for some of the neediest students.

Teachers in the various departments use a range of strategies to facilitate student learning. VAPA teachers use online research work, JigSaw problems and they have students teach other students. In the English department, “as part of a forward-looking goal of implementing more PBL...teachers are starting to design units where students get information off campus and present these projects to off campus audiences.” Additionally, English “teachers coach groups in a variety of methods: fish bowl, four square, think-pair-share, and Socratic Seminar.” Math teachers are utilizing the CPM materials to coach students through the mathematical processes they are learning. CPM helps by providing guiding questions for teachers to use instead of consistent direct instruction. Teachers in several departments are utilizing AVID strategies to help support students in their work. The Science department does this along with a range of other learning activities (random questioning, independent practice problems, guided reading, experimentation, research projects, etc.). Additionally, “Science courses incorporate a variety of

debates such as Socratic seminars, bioethics debates and environmental issue debates.” World work, student dialogues, direct instruction, and independent practice.” Language teachers “offer personal and after-school tutoring. Classroom practices include group work, student dialogues, direct instruction, and independent practice.” Conversations with student groups and observations by the Visiting Committee indicate that HMBHS staff needs to continue to develop strategies for teaching within the block schedule. Students shared and classroom visits found that lecture format is still prevalent in many classes.

HMBHS students are demonstrating their learning beyond the classroom through experiences and activities. Art students exhibit their work at an annual art show that is open to the public. Music students perform concerts, with the drama musical and at outside festivals. The Art department invites speakers from nearby art institutes - e.g. 3D Sculpture. Many English students help to produce the school “yearbook, literary magazine or student newspaper. Students also have opportunities to perform in debates, mock trials and plays.” “The English department has a requirement that students are required to do fieldwork for their Senior Exit Project that involves performing two interviews, an observation, and participation off site.” HMBHS staff added that creating opportunities for students to make greater connections with the larger community could be a worthy addition to the work.

The VAPA department uses technology to have students create and maintain online portfolios of their work. YouTube is used by music students to see various musical styles and different versions of the same musical piece so that students can see “differences in stylistic interpretation.” Students taking World Languages are able to use their Chromebooks outside of school to “complete research, look up unknown vocabulary terms, collaborate with their peers through Google Drive and email, as well as complete homework assignments and readings.” AVID has begun using a program called Roadtrip Nation to help students “research and find leaders in industries they are interested in to create a pathway for their life after high school.” The Spanish teachers use placement tests to place students into their Spanish classes. They have introduced Spanish emergent classes for correct placement of standards - Spanish 1, Spanish 2 and Spanish 3 for advanced students.

HMBHS teachers address students’ future goals by helping them explore possible career fields. VAPA staff bring in volunteers to talk about their own careers and how art can relate to the work that they are doing. PE has students “research the physical requirements to various jobs” so that students know what to expect should they choose those fields. “Science teachers frequently post and discuss community service, internships, and summer programs with classes as they become available.” Across the Science Department courses, teachers integrate and focus on 5E lessons and for writing lab reports. Students read, analyze background information for the labs and then they design and/or analyze an experiment to collect data around a natural phenomenon. They are learning to analyze data using graphs and mathematical modeling to create a claim-evidence-reasoning-based argumentative conclusions at the conclusion of labs. The goal is to provide students these skills to be college and career ready. These opportunities will allow students to experience the science beyond the school and the classroom. Students involved in the Agriculture pathway, experience real world applications of their learning. The social studies

department “works with community organizers to register all eligible students to vote.” Both World Language and AVID classes take field trips to experience opportunities outside of the school community.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Alignment to CCSS in most classes appears to be an ongoing commitment.
- There are many examples of technology being used as a key component of classroom instruction (Chromebooks, Newsela, CPM resources, etc.)
- There is evidence of many teachers implementing components of the AVID program in their classes.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Continue staff development around instructional strategies for teaching within the block system.
- Continue staff development to support the use of the various technology tools for student engagement with instruction.
- Increase the use of SDAIE strategies in all content area classes to help EL and RFEP students better access the curriculum.

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

- Self-Study
- Staff and Student Interviews
- Focus Group discussions
- Admin Team interviews
- Parent Group interviews
- District Office staff interviews
- Classroom observations

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

D1. Using Assessment to Analyze and Report Student Progress

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Since the school's previous WASC visit six years ago, the staff of Half Moon Bay High School has focused much of their efforts on professional development on the transition to Common Core State Standards. Additionally, the school has identified specific areas needing improvement and they have responded by providing professional development in English Language Development Standards (ELD) and Advancement Via Individual Determination (AVID) best practices. There is evidence to support that the school site reviews and uses assessment data to drive decisions with the intention to increase student achievement. At this time it is not clear that the school has articulated a succinct plan to address their specific student learning needs, but there is strong evidence that they have identified the student groups in need of support and that they have identified potential areas of growth and professional development. During discussions with administration, parents, and focus groups, it is evident that stakeholders are familiar with the school's achievement data. Several stakeholders identified specifically English Learners as a group in need of specific support and the school's overall A-G completion rate as a specific area to focus on improving.

Due to HMBHS's efforts in effectively transitioning to the CCSS, the staff demonstrates a strong understanding of the rigors and skills needed for students to meet or exceed standards as measured by national, state, and local standards. In regards to CAASPP testing, there is evidence to support that stakeholders are aware of the the state-wide testing and accountability system. During the discussions with stakeholders, it was evident that they are aware of the school's performance as measured by the SBAC and that all stakeholders could identify particular areas of need, specifically EL students in the area of English-Language Arts. There is very strong evidence to support that staff have received adequate professional development in the Common Core State Standards. During discussions with administration and teachers, it was evident that the school site as allocated resources since the last WASC review to ensure that teachers received ongoing professional development in the CCSS. Furthermore, the assignment of Teachers on Special Assignments (Standards Specialists) has had a positive impact on the school transitioning from the previous standards to the CCSS. It was evident during observations that many teachers in departments besides English and Mathematics align their instruction to the CCSS. During the discussion with the Assessment Focus group, teachers from all departments shared how the TOSA assigned to their department assisted them and their colleagues in aligning the curriculum to the CCSS.

While the staff of HMBHS can demonstrate a strong understanding of the CCSS and how students are assessed, there is a need for the staff to spend more time together and as department disaggregating and analyzing student achievement data in an effort to develop and implement effective instructional strategies. In regards to the disaggregation and analysis of student achievement data, there is evidence to support that the school site does discuss student achievement data. District and site administration described their process for analyzing SBAC, EAP, ELPAC, and other sources of student data as part of the district's LCAP process. The school site representatives in the Assessment Focus Group confirmed that the principal shares this information with the school site at least once annually in an effort to establish goals for the upcoming year. During the assessment focus group discussion, it was evident that teachers do not regularly disaggregate and analyze student achievement data throughout the year as a whole staff. For example, the teachers in the focus group identified EL students as a group in need of specific support but it was not evident that the staff had received specific training on that group's demographic information, achievement levels, or the new ELPAC assessment yet.

There are effective systems in place to ensure that students are able to demonstrate their learning on other assessments besides CAASPP-related assessments. In regards to other assessments, there is evidence that the Physical Education department administers the Physical Fitness Test during the spring to all freshman students. There is no evidence that the assessment data from the PFT is used to impact instruction or affect placement. There is evidence that students have access to exams related to college entrance (PSAT, SAT, ACT), and that the counseling department provides opportunities for students to review their results. There is no evidence that the results from these exams are shared with the staff and that the results impact instruction.

Since the last WASC visit six years ago, HMBHS has spent considerable time in departments developing common assessments and instructional activities aligned to the CCSS. In regards to school level data, there is evidence to support that most departments develop common assessments and discuss results within departments. During the Assessment Focus Group discussion, it was evident that most teachers use their benchmark-style assessments to assist in placing students in the next course. It was not evident that departments, besides English and mathematics, are discussing student achievement on common assessments during their collaboration time. There is evidence to support that the English and mathematics departments are using common assessments, but it is not clear how often the teachers are discussing student achievement and it is not clear how those discussions are impacting instruction. The English department has transitioned to the CAASPP Interim assessments after determining that their existing benchmark assessments did not align accurately to the SBAC. It is not clear at this time how department discussion about student achievement data on the interim assessments has impacted instruction. In discussions with the leadership team, English teachers expressed concerns about the results of the Interim assessment not being readily available for analysis by the teachers. Teachers are hopeful that they will receive results faster so that they can more effectively impact instruction. There is evidence to support, via Focus Group discussions and the self-study report, that the math department uses Interim assessments, but it was unclear how that data is used to inform instruction or guide placement of students.

Half Moon Bay High School has leveraged their resources effectively to transition to the CCSS. In regards to aligning the curriculum to standards in order to assess student achievement levels, there is strong evidence that the departments have aligned curriculum across the school to Common Core State Standards. Based on classroom observations and discussions with teachers, it is evident that the English department has developed common curricular maps. During classroom observations, it was evident that several English teachers developed their lessons to specifically address CCSS and ELD standards. Based on classroom observations and discussions with teachers, it is evident that some Mathematics teachers identify specific standards in developing their lessons. Based on classroom observations and discussions, it is evident that the Science department has aligned the curriculum to Next Generation Science Standards. During classroom observations, it is evident that Science teachers have identified NGSS standards for their specific lessons. Based on classroom observations and discussions, it is evident that the Social Science department has aligned their curriculum to CCSS standards; furthermore there is evidence that the department has developed common Document-Based Questions assignments and assessments and that they regularly discuss their results. Based on classroom observations and discussions, Art teachers align their curriculum to Art standards, CCSS, and ELD standards. Many of the lessons addressed specific standards. Based on classroom observations and discussions, the World languages department has aligned their instruction to World language standards, CCSS, and ELD standards. There is evidence to support that the Industrial Arts courses are aligned to CTE standards.

While the teachers of HMBHS have developed and implemented standards-based classroom assessments, there is still a need for teachers to collaboratively disaggregate and analyze student achievement data with the specific goal of developing and implementing common best practices. In regards to using a system to monitor and communicate student progress within the classroom, there is evidence that teachers regularly assess students formatively and summatively in class and that those assessments are aligned to standards. There is not strong evidence that all departments discuss classroom assessment results to determine the effectiveness of instruction or to adjust instruction. There is evidence that the school uses School Loop to communicate student progress. There is evidence to support that students with disabilities are being monitored and supported via the IEP process.

Half Moon Bay High School works diligently to inform students of their current progress and progress towards meeting graduation and A-G requirements. In regards to a schoolwide system used to monitor students' progress in attaining schoolwide learner outcomes, standards, and college and career readiness standards, there is evidence to support that the counseling department and district have procedures in place; however, the school's self-study report did not provide narrative or evidence in this section. During discussions with counselors, it was evident that the counselors regularly review students' progress toward meeting graduation requirements, A-G completion, and course prerequisites. Counselors meet with students twice a year in small groups to provide information about all of the above-mentioned topics. They identify, along with administration, students who are becoming credit deficient, and there meetings held with

administration to discuss concerns regarding struggling students and potential supports. Although counselors are actively monitoring student progress, there is not evidence that the school site regularly monitors as a whole all students completion of course work as it relates to graduation, A-G completion, CTE pathway completion, or fulfilling of pre-requisites. There is not evidence that the school site disaggregates data regarding the above-mentioned indicators. There was evidence, via discussions, that the district provides information to the site leadership about students' graduation and A-G completion.

While HMBHS students have access to rigorous courses, there is a need for the staff to disaggregate and analyze student completion of course work. In regards to schoolwide assessment of programs, graduation requirements, and policies in determining whether or not student needs are being met, there is evidence to support that the school's departments are regularly reviewing their practices, especially as they relate to assessment and alignment to standards. There is not evidence to support that the school's leadership teams are evaluating these factors. Although the administration's efforts to align more courses to the UC/CSU A-G requirements were not documented in this part of the self-study report, there is evidence to support, via the UC Doorways, the course catalog, and discussions with administration, that the school is working to identify more courses as college preparatory.

Since the last WASC visit six years ago, the staff of HMBHS has spent considerable time educating themselves about the CCSS and related assessments. In regards to using assessment results to guide school wide change, especially as it pertains to professional development and resource allocation, there is evidence to support that the administration and school leadership have identified growth areas. There is evidence to support that the school has developed professional development to address these areas; for example, the school has held training during "Super Tuesdays" regarding AVID best practices and EL achievement data. There is evidence to support that the district and school have allocated resources to support curriculum and instruction alignment to the CCSS, as evidenced by the assigning of Curricular TOSA's to each department. There is not evidence to regular discussions of disaggregated assessment data schoolwide, and there is not evidence that student achievement data is being used to drive change in instruction.

D2. Using Assessment to Monitor and Modify Learning in the Classroom

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

The departments of HMBHS work closely together to align their curriculum to standards and to develop assessments and best practices. There is strong evidence that the Art teachers consistently establish standards-based learning objectives, communicate short-term and long-term learning goals for students, and use rubrics and require students to participate in self-reflection. During observation of Art II, the lesson objectives and directions were projected. Students were observed writing critiques of their work in Art Spectrum; these typed critiques are posted with exemplars on the classroom walls. There is evidence that teachers use technology to

formatively assessed students throughout the class period. All three Art teachers provided lessons with clear learning objectives that were aligned to Art standards; additionally one teacher presented a lesson that addressed CCSS and ELD standards. There is evidence that Music instruction is aligned to music standards and that students are assessed informally during the class period and summatively via performances. The teacher used formative assessment strategies to monitor student learning and modify instruction. There is evidence that the World Language teachers assess students formatively and summatively, mostly in the form of quizzes, vocabulary assignments, homework, checking for understanding using white boards and similar methods, and tests. There is evidence that some teachers establish a learning objective for the class period and that teachers communicate short-term and long-term learning goals. There is strong evidence that the English department has developed curricular maps and has incorporated the SBAC Interim assessments into their overall approach to determining students' progress towards meeting standards. During discussions and classroom observations, it was evident that the English department has common writing assessments and regularly spends time evaluating student work. However, there is not evidence that the department has yet been able to analyze and disaggregate the interim assessment data to modify instruction. There is strong evidence that the Mathematics department has incorporated a pre and post Interim assessment across the department, but there is not evidence that the department analyzes student achievement data to modify instruction. There is evidence that the Physical Education department administers the PFT, but there is not evidence to support that they use the results to modify instruction. There is evidence that the Science department has aligned their instruction to the NGSS standards, as observed during classroom instruction. While the department has shared in the self-study report that they used collaboration time to develop NGSS-aligned assessments and departmental expectations for student work, it was not evident how exactly assessment results are used to plan future instruction. There is evidence that the Social Studies department has aligned their curriculum to the CCSS and has developed common DBQ assessments. It is not evident how the department analyzes student achievement results to modify instruction.

During Focus Group meetings and discussions with students and parents, it was evident that the staff of HMBHS communicates regularly and clearly about student progress. In regards to student feedback, there is evidence to support that teachers consistently use School Loop to communicate student progress. Additionally, students and parents reported that they feel they receive adequate information about their students' progress. During discussions with counselors, parents, students, and teachers, it is evident that students meet at least twice a year to discuss their progress towards graduation and college and career preparation. There is evidence that the school has structures in place to support students who are not earning adequate credits towards graduation; for example, the counselors hold "Cougar Talks", SST's, and placement team meetings to discuss how to provide adequate support for struggling students.

Areas of Strength:

- HMBHS has utilized their Teachers on Special Assignments (TOSA's) effectively in the transition from the California State Standards to the Common Core Standards. As a result, the school's curriculum and assessments are aligned to the CCSS and teachers have a strong understanding of the CCSS.

- Departments have collaborated effectively to develop common assessments, rubrics, and culminating activities that are aligned to the CCSS.
- The English and Mathematics Departments have transitioned to the SBAC Interim assessments in an effort to more effectively assess their students' progress towards meeting the CCSS.

Area of Growth:

- Develop systems for site-wide disaggregation and analysis of student achievement data (CAASPP and site level) with the specific goal of improving instruction.
- Continue to develop common assessments and provide time for subject area groups to disaggregate and analyze student results with the specific goal of improving instruction.
- Engage in professional development regarding ELPAC, ELD standards, with a focus on developing assessments that measure student progress towards meeting ELD and CCS standards.

Evidence:

- Self-Study
- Staff and Student Interviews
- Focus Group discussions
- Admin Team interviews
- Parent Group interviews
- District Office staff interviews
- Classroom observations
- Examples of curricular maps, common assessments, rubrics, and lesson plans aligned to the CCSS, ELD, and specific content-area standards.

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

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

HMBHS uses a variety of strategies to encourage parent and community involvement. These strategies include six different parent groups. Three of the parent groups primarily serve school fundraising purposes: Music Boosters, Athletic Boosters and the HMBHS Foundation. Local businesses are actively involved in fundraising as well. These organizations provide much needed financial support that enriches the curriculum and learning opportunities for students in the classroom. The other three parent groups include school staff and work to provide input on the teaching and learning process: ELAC, SSC and the Health and Wellness Committee. The Health and Wellness committee made significant contributions to the teaching and learning process through the creation and implementation of a modified bell schedule and later start time. Various community members and groups are involved through participation in support of student clubs. These avenues for participation allow for parents and community members to contribute to the school community in meaningful ways. There is a high level of community involvement in the school, especially through parent fundraising groups. This high level of community and parent involvement provides a supportive structure to allow for academic and co-curricular opportunities at HMBHS that would not be otherwise available. The Visiting Committee would like to see an increase in non-english speaking parent involvement in parent groups in addition to ELAC.

Many methods of communication are used to push information out to parents and the community including: Website, daily student announcements posted on YouTube, student newspaper supplement in the community newspaper, Robocalls and annual parent nights. These multiple methods of parent communication promote transparency and parent engagement. Many of the school communications are translated into Spanish. The Visiting Committee recommends that all school-wide communication be translated into Spanish and that the school work on improving communication with non-english speaking parents and families.

A wide array of community groups provide professional support services to students. The Sheriff's department provides support to at-risk males through a young men's group. StarVista, Rape Trauma Services and the San Mateo PRIDE Center provide counseling and support services to homeless, at-risk, LGBTQ and sexual assault survivors. The availability of these services creates a safe and supportive environment for student groups that need additional support to feel connected and successful at school.

There is a high level of community support and involvement in the school. Local Arts organizations arrange space for students to display their work and that the band competes in a variety of competitions and performs for many community and school events. Industry experts

assist in the Computer Science class and community support through Cabrillo Education Foundation has funded Computer Science and Peer Helpers course sections. Rotary provides support to students through providing new teacher welcome dinners, sponsorship of the Interact club, travel and study abroad opportunities, as well as providing guest speakers on topics such as digital citizenship and vaping. Local businesses provided \$180,000 in scholarships for 41 students last year. The Coastal Rep Theatre lends the Drama department props and set design materials for school plays and they provide technicians to run sound and lighting for the production. The San Mateo PRIDE Center supports the school's GSA and includes students in a prom event for LGBTQ youth.

E2. School Environment 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, with a focus on continuous school improvement?

HMBHS is a Safe, Clean and Orderly Environment. Emergency Preparedness and Safety plans are in place, emergency drills are done regularly and necessary emergency supplies are in each classroom. The VC was able to confirm that administrators and campus security assistants actively patrol campus during non-class times and provide supervision at after school events. This helps to maintain a safe school campus at all times and in the event of an emergency. Anti-Bullying policy, an anonymous tip line and visitor passes promote a safe campus environment. Dress code, tardy policy and student pass policy promote an orderly and predictable school environment. Procedures in the Student Handbook outline expectations and consequences for student behavior, including the appropriate use of Technology. This allows for transparency and communication between staff, students and parents around student expectations and helps to maintain a safe and orderly school environment. Industrial Arts, Science and PE teach and review safety procedures prior to students using equipment. This ensures safe student participation in classroom activities. The addition of lighting along the main school entrance road, the parking lots and pedestrian walkway will enhance student safety at nighttime events. Facilities upgrades are needed school-wide, as was noted in the Williams Act Facilities report. There is concern about adequate campus security due to the openness of campus with multiple avenues to enter and exit campus, one functioning security camera and three campus supervisors.

HMBHS displays High Expectations and Concern for Students through the use of PBIS "cash," cougar PRIDE cards, Mathletes, and Outstanding Cougar Luncheons to reward students for meeting behavioral expectations on campus. The Peer Helpers and the Kindness Campaign work to spread a positive message and create a caring learning environment. Students appreciate the positive school climate that these systems create the atmosphere of caring and high expectations that exists at the school. Staff and students repeatedly went out of their way to mention how much they appreciated the positive and kind culture on the HMBHS campus. Tier I PBIS was implemented two years ago with district support. This year, PBIS work was moved onto the Leadership Committee this year and the district will be providing financial support to form a PBIS committee next year to work on Tier II interventions.

AVID, GSA, and Puente clubs serve as supports for historically underrepresented subgroups of students. Over 35 diverse student clubs and programs, as well as an Advisory period that reaches all students, provide an environment that honors individual differences and supports all students in learning. The 2018 CA Dashboard shows a green status for all student groups under suspension data. This demonstrates that the school suspends student groups at an equal rate and that it is dedicated to equity in disciplinary actions. Yearly discipline data shows a spike in Attempting or Causing Physical Injury incidents in the 2017-2018 school year. 38 of these incidents were classified as aided or abetted physical injury offenses due to one fight that occurred that school year. This fight was the inspiration for the creation of the Kindness campaign on campus.

Challenge Day and Wellness Week celebrate diversity through presentations to classes on topics such as racism, gender/sexuality, diversity, mental health, healthy relationships, anti-bullying, inclusion and grief/loss. This year Wellness Week included 12-13 classes of students who participated in presentations and Challenge Day reaches about 100 freshman and sophmores annually.

There is an atmosphere of trust, respect, and professionalism on the HMBHS campus. Staff members participate in site Leadership Team (also PBIS committee), Academic Council, AVID team, SSC, H&W committee, boosters and the foundation. These school-based committees give staff and community members opportunities to provide input in school decision-making around academics, climate and culture. “Mutual respect” allows for “positive and progressive collaboration” during staff meetings and during department collaboration. Staff spoke openly about the mutual respect and open communication between staff and administration and report that they feel supported and listened to by school administration and colleagues.

E3. Personal and Academic Student Support Criterion

To what extent do all students receive appropriate academic support and multi-tiered intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community?

HMBHS uses a multi-tiered approach used to provide interventions for students that includes Cougar Talk meetings, Advisory, Peer Helpers, Homework club, Student/Parent Handbook, Student Planning Guide, Freshman Family Night and the development of a Personalized Learning Plan (PLP) for each student for Tier 1 and 2 students. The PLP is revisited twice a year with the counselor and student. The Student Placement Team, Student Study Teams, 504 and Special Education Services, credit recovery and independent study options serve as Tier 3 interventions for struggling students. Students are referred to outside agencies for additional social-emotional support as needed. Credit deficient students have multiple ways to recoup credits, including a referral to an alternative high school, Edgenuity courses during the school day, or independent study. The effectiveness of each intervention is actively monitored by staff

“every step of the way” by counselors and teaching staff. HMBHS’s graduation rate of 96.8% in 2018, suggests that these multi-tiered strategies are effective in ensuring student success.

1st period offerings are a growth area for the school. The principal indicates that the intention is to offer a 7 period schedule to all students and to expand course offerings to make this possible in future years, however few courses are currently offered during 1st period. About 25% of students currently take 7 periods. Students appreciate the flexibility that a 7 period offers to them, with the option of starting their school day late or having an early release. In the future, the school will look to expand 1st period offerings to allow for more electives, college prep and/or support classes in student schedules. Seven period schedule is helpful to schedule teachers 1-6 or 2-7 periods and schedule part time teachers for 3 days a week.

The block schedule is widely approved of on campus by students, staff, parents and administration. Students shared that they appreciate how teachers can extend activities during the longer block periods. Staff concurred, saying that now they have time for in depth activities. For activities classes like PE or band, there is time for set-up and clean up that does not take away from the academic work. Even some members of departments that were initially worried about the loss of daily contact mentioned that the ability to do more with students each day seems to have a positive impact on learning that has mitigated some concerns about not seeing the students each day.

HMBHS offers a wide variety of co-curricular activities for students. Over 60% of students participate in athletics. The Leadership class organizes campus-wide events. Broadcasting class, Yearbook class, Drama class and Journalism club involve students in producing communications and productions that align with ELA CCSS in reading, writing, speaking and listening. There are over 35 student clubs and over 80 students are involved in the most recent drama production of *Mama Mia!*. The number of students who participate in non-athletic clubs is about 350, or roughly 35% of the student body. Student indicated that they would like the level of student involvement in student-led activities to be higher, however, they have seen a greater participation in dances this school year.

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

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Systems for rewarding positive behavior through PBIS Tier I supports and culture of kindness
- Diverse athletic and non-athletic co-curricular student activities
- Strong multi-tiered interventions to support struggling students, including referrals to school-linked services

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Increase translation services by providing Spanish translation for daily announcements over the intercom, daily student news broadcast, all email communications, all parent nights/evening workshops and all parent group meetings.
- Increase outreach to, communication with and involvement of ELAC families in influential parent & stakeholder groups on campus
- Facilities upgrade are needed schoolwide per Williams Act report findings, including security camera expansion
- Expand 1st period offerings to meet student needs and interests

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

- Self-Study
- Staff and Student Interviews
- Focus Group discussions
- Admin Team interviews
- Parent Group interviews
- District Office staff interviews
- Classroom observations
- CA Dashboard
- Meeting minutes from parent groups
- School Website

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. Professional, committed, and caring staff who are clearly dedicated to overall school success. Staff are cooperative and exhibit a team spirit in working with student success in mind.
2. HMBHS staff have shown a commitment of time and resources to implement and reinforce content connections to CCSS.
3. HMBHS has found ways to leverage the support of the parent and larger community to help supplement areas of school need.
4. Systems to identify and provide effective interventions to students who are struggling academically.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Increase the overall academic success of all students, with a focus on English Language Arts, and place special emphasis upon students within the statistically under performing subgroup of English Language Learners and Reclassified students. This includes the use of AVID and SDAIE instructional strategies across all content areas, continued use of Common Core Specialists and targeted interventions in English Department collaborations.
2. Increase math achievement levels and place special emphasis upon students within the statistically underperforming subgroup of English Language Learners and Reclassified students. This includes the targeted interventions through Mathematics Department collaborations and support of mathematics skills in other content areas where appropriate.
3. Increase college and career readiness, emphasizing the number of students who are UC/CSU A-G eligible, particularly in the EL/RFEP subgroups. This will be supported through continued UC Doorways A-G submission for courses, especially ELD 4 and SDAIE 1, 2 and 4, credit recovery, increased department incorporation of AVID and SDAIE instructional strategies, grade-level PLP, and ELA/Math literacy support.
4. Continue to promote student success by building a kinder, safer, and more inclusive space in order to reduce student stress, and increase engagement and social-emotional wellness. Continued support of PBIS, Peer Helpers, Peer-To-Peer Counseling, Challenge Day, and guidance from the Health & Wellness Committee will be integral to this goal

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

1. Develop systems for site-wide disaggregation and analysis of student achievement data (CAASPP and site level) with the specific goal of improving instruction. This specifically relates to the site's Goal Areas #1 and #2.
2. Continue to develop common assessments and provide time for subject area groups to disaggregate and analyze student results with the specific goal of improving instruction. This specifically relates to the site's Goal Areas #1 and #2.
3. Increase involvement of non-English speaking parents and students in the school community through ensuring translation of all school communications, increased opportunities for leadership and engagement in decision-making that leads to school-wide change.

Chapter V: Ongoing School Improvement

HMBHS Schoolwide Action Plan reflects the findings that the Critical Student Learning Needs (CSLNs) have not changed substantially since the Mid-Term Report. ELLs as well as SPED still struggle with success in ELA and Mathematics, with ELLs struggling in content area classes especially once students are reclassified but also ELD students who are learning English in the context of content area courses; data such as A-G completion and CAASPP support these findings. In addition, the growing concern about the social/emotional wellness of the student body was an impetus for an additional SEL goal.

There is evidence that the Schoolwide Action Plan reflects the discernment of data for this visit. The Visiting Committee (VC), upon reviewing the document, advised the site Administrative Team and WASC Coordinator to revise the timelines to be more specific in regards to the relationship to the next WASC check-in period; this could include specific time periods, calendar points of annual/bi-annual reviews and frequency of monitoring progress.

The Schoolwide Action Plan adequately addresses the identified Critical Areas for Follow-Up however, as noted above, timelines need to be more specific and calendar-driven. Each action item specifically addresses how it will support and enhance student learning, with measurable data points. Staff should be able to discern their roles and responsibilities detailed within the document. There are adequate resources to support the Schoolwide Action Plan as most PD for the school is teacher-generated. The plan uses the site's technology plan and involves staff development planning at the district level.

The VC was able to confirm, through staff interviews and focus groups, that the staff is sufficiently committed to the goals in the Schoolwide Action Plan. The school administration, teachers and counseling staff spoke clearly about their dedication to the goals of improving overall academic success of students, with specific attention to EL/RFEP, as well as promoting a positive school climate.

The Schoolwide Action Plan aligns with the Local Control and Accountability Plan (LCAP). The Schoolwide Action Plan goal #1, #2 and #3 align with the LCAP goal #1 to ensure that all students shall have the necessary academic skills so they are college and career ready, with a particular focus on literacy and reclassification of the district English learner students as well as LCAP goal #2 to increase the percentage of students who are engaged in curriculum that prepares them to be college and career ready. Schoolwide Action Plan goal #4 aligns with LCAP goal of creating a positive school climate where students feel safe and supported.

The VC is impressed with the level of commitment HMBHS staff and administration have exhibited in the Self-Study process, which will be a significant factor in the subsequent follow-through in supporting school improvement. Staff and administration are eager to see improvements in student performance across all subgroups; the VC encourages district

administration to work with the school site to provide more timely access to standardized data so the data can be more readily utilized to inform program and classroom instructional adjustments. This could include greater teacher and site access to the student database warehouse (Infinite Campus) and commiserate training so teachers and administration can generate their own data reports.

The VC sees some challenges in the implementation of the schoolwide action plan, mainly around specific timelines, including frequency and more grounded check-in points; the VC feels this will help guide the improvement and follow-up process more productively over time. Furthermore, as mentioned previously, the ability for site staff and administration to access their own data reports will give site autonomy in generating relevant, pertinent and timely information.