

Appendix

HALF MOON BAY HIGH SCHOOL CERTIFICATED STAFF 2009-10

			Assignment	FTE	L / A	Days	% of day	Status
Aguilar	Paul	HS	SDC	1.00		185	100%	prov
Baldock	Shari	HS	Social Studies	1.00		185	100%	perm
Ballard	Mathew	HS	P.E.	1.00		185	100%	perm
Barnes	James	HS	World History / Geog / SR	1.00		185	100%	perm
Billingsley	Georgia	HS	English	1.00		185	100%	perm
Boysen	Andrew	HS	English / ELD IV / Sh Eng	1.00		185	100%	perm
Burke	Janice	HS	Math	0.80	0.20	185	100%	perm
Carey	John	HS	English	1.00		185	100%	perm *
Caterina	Deborah	HS	English	1.00		185	100%	prob 1
Church	Kenneth	HS	Counselor	0.50	0.50	92.5	100%	perm
DeMartini	Kerra	HS	Leave of Absence					perm
Dinucci	Dwayne	HS	Industrial Arts	1.00		185	100%	perm
Dubon	Rafael	HS	Spanish	1.00		185	100%	perm
Evans	John	HS	Band	0.80	0.20	185	100%	perm
Evans	Larkin	HS	Art	1.00		185	100%	perm
Fitzpatrick	Kristine	HS	Agriculture / Plant Science	1.00		185	100%	prob 1
Galdona	Luis	HS	Math	1.00		185	100%	temp
Games	Patrick	HS	Spanish / Spanish ELD	1.00		185	100%	perm
Gangsei	Kira	HS	Counselor	1.00		185	100%	prob 2
Gerber	Bryan	HS	Librarian	1.00		185	100%	perm *
Geronimo	Gema	HS	RSP	1.00		185	100%	prov
Harp	Liana	HS	Counselor / Bilingual Resource	1.00		185	100%	temp
Hedrick	Barbara	HS	Chemistry / Physics	1.00		185	100%	perm
Holden	Keith	HS	Resource Specialist	1.00		185	100%	perm
Hopkins	Shari	HS	SDC-Mild / Moderate	1.00		185	100%	prov
Hoskins	Andrew	HS	World History	1.00		185	100%	perm
Jones	David	HS	Math	1.00		185	100%	prob 1
Kowalczyk	Patricia	HS	French / Art	1.00		185	100%	perm
Lawrence	Robert	HS	Math	1.00		185	100%	perm
Lohman	Barbara	HS	Biology	1.00		185	100%	perm
Lunstroth	Claudia	HS	English	1.00		185	100%	perm
Lusear (Skinner)	Jill	HS	Spanish	1.00		185	100%	prob 2
Lynes	Rosabelle	HS	English	1.00		185	100%	perm
Macker	Peter	HS	Resource Specialist	1.00		185	100%	perm
Magagnini	Anthony	HS	P. E.	1.00		185	100%	perm
Mason	Gary	HS	Physical Science	1.00		185	100%	prob 2

			Assignment	FTE	L / A	Days	% of day	Status
McCartney	Shauna	HS	English	1.00		185	100%	perm
Moore	Nancy	HS	Resource Specialist	1.00		185	100%	perm
Olson	Patrick	HS	Geography / Sh. Geography / SR	1.00		185	100%	perm
Prestosz	Donald	HS	Gov't	1.00		185	100%	perm
Putnam	Michael	HS	US History / Leadership / CISCO	1.00		185	100%	perm
Riordan	Sean	HS	Art	1.00		185	100%	perm
Robertson	Amanda	HS	Counselor	1.00		185	100%	perm
Rocha	Deanna	HS	Geography/Algebra	1.00		185	100%	perm
Ryckebusch	Anne	HS	French	1.00		185	100%	perm
Steach	Susan	HS	P.E.	1.00		185	100%	perm
Treanor	Amy	HS	Algebra / PreCalc.	1.00		185	100%	perm
Walton	Jennifer	HS	Algebra / Yearbook / AP Stat	1.00		185	100%	perm
Work	Leigh	HS	Biology/Sheltered Life Science/Life Science	1.00		185	100%	perm
Yeakley	Christine	HS	Sheltered World History/PE	1.00		185	100%	perm

HALF MOON BAY HIGH SCHOOL CLASSIFIED STAFF 2009-10

			Job Classification	Hours	Mos / Day
Acosta-Mata	Jose	Half Moon Bay High School	Maintenance Custodian	8.00	12 mos
Beacock	William	Maint / Operations (HS)	Custodian II	8.00	12 mos
Bridges	Margot	Half Moon Bay High School	Paraprofessional II	6.00	180
Buck	Marie	Half Moon Bay High School	Paraprofessional II	6.00	180
Bunes	Scott	Maint / Operations (HS)	Custodian II	8.00	12 mos
Donovan	Travis	Maint / Operations (HS)	Custodian II	8.00	12 mos
Farnow	Dorothea	Half Moon Bay High School	Clerical Assistant II	8.00	187
Grady	Dulcie	Half Moon Bay High School	Paraprofessional II	6.00	180
Kutuzova	Tatiana	Half Moon Bay High School	Paraprofessional II	6.00	180
Lorenz	Chantelle	Half Moon Bay High School	Paraprofessional II	6.50	180
Lovette	Jennifer	Half Moon Bay High School	Paraprofessional II	6.00	180
Lynne	Holly	Half Moon Bay High School	Duplications Center Operator	8.00	12 mos
Maidt	Shirley	Half Moon Bay High School	Clerical Assistant III	8.00	10 mos
Menezes	Alexa	Half Moon Bay High School	Registrar, High School	8.00	12 mos
Morford	Lisa	Half Moon Bay High School	Paraprofessional II	6.50	180
Nelson	Karen	Half Moon Bay High School	Campus Security Assistant	6.00	180
Paoli	Diane	Half Moon Bay High School	ASB Accounting Technician	8.00	194
Perez	Lupe	Half Moon Bay High School	Paraprofessional II	6.00	180
Preciado	Jose	Maint / Operations (HS)	Custodian II	8.00	12 mos
Saxsenmeier	William	Half Moon Bay High School	Campus Security Assistant	5.00	180
Tracy-Perrault	Heidi	Half Moon Bay High School	Campus Security Assistant	5.00	180
Valle	Silvia	Half Moon Bay High School	School Community / Relations Assistant	6.00	180
Vrba	Janet	Half Moon Bay High School	School Secretary -- High School	8.00	11 mos
Woodbridge	Christine	Half Moon Bay High School	Paraprofessional II	6.00	180
Juarez	Adriana	Half Moon Bay High School	Food Service Assistant II	6.50	180
Pardini	Carol	Half Moon Bay High School	Food Service Assistant I	3.75	180
Rygiel	Kathy	Half Moon Bay High School	Food Service Assistant I	3.75	180
Rygiel	Kathy	Half Moon Bay High School	Custodian I	1.00	180
Vaz	Elvira	Half Moon Bay High School	Food Service Assistant II	6.50	180

**2009-2010 Master Schedule by Dept.
Half Moon Bay High School**

	0 6:40-7:40	1 7:45-8:44	2 8:49-9:47	3 10:07-11:05	4 11:10-12:08	5 12:53-1:52	6 1:57-2:56
AGRICULTURE							
<i>Dept. Chair</i>		K-6	K-6	K-6	K-6	K-6	K-6
K. Fitzpatrick		Ag Govt/E	Ag Envir	Ag. Chem	Prep	Ag Envir	Ag Bio
ELECTIVES							
INDUSTRIAL ARTS							
<i>Dept. Chair</i>		J-1	J-1	J-1	J-1	J-1	J-1
Dinucci		Gen Shop	Gen Shop	Sm Gas	Wood	Adv Gas	Prep
MUSIC							
<i>Dept. Chair</i>	F-4	F-4	F-4	F-4	F-4		
Evans, J.	Jazz	Prep	Band	Chorus/ Chorale	Marching	OFF	OFF
	Library	Library	Library	Library	Library	Library	Library
Gerber	Work Exp	On Campus Study	On Campus Study	On Campus Study	On Campus Study	Prep/Lunch	On Campus Study
ART							
<i>Dept. Chair</i>		K-8	K-8	K-8	K-12	K-12	K-8
Evans, L - Art		Art 2	Art 2	Prep	Sculpt I	Sculpt 1	Art 3/ AP
		K-14	K-14	K-14	K-14	K-14	J-1
Riordan		Sculpt 1	Sculpt 1	Sculpt 2	Prep	Sculpt 2	Metal Shop
		K-13	K-13	K-13	K-13	K-13	K-13
Kowalczyk		ELD 2	Prep	Art 1	Art 1	Art 1	Art 1
ENGLISH							
<i>ELD Dept. Chair</i>		D-4	D-4	D-4	D-4	D-4	D-4
Billingsley		ELD 1	ELD 1/2	Prep	Adv. Eng. III	Adv. Eng. III	ELD 1/2
<i>English Dept. Chair</i>		A-8	A-8	A-8	A-8	A-8	A-8
Boysen		ELD 3	Eng. 4	Eng. 4	Eng. 4	Prep	ELD 3
		D-7	D-7	D-7	D-7	D-7	D-7
Carey		Eng. 3	Prep	Eng. 3	Eng. 3	Eng. 4	Eng. 3
		A-3	A-3	A-3	A-3	A-3	A-3
Lunstroth		AP Eng. 4	Prep	Eng. 2	AP Eng. 4	English II	English II
		D-8	D-8	D-8	D-8	D-8	D-8
Lynes		English I	Prep	Adv Eng 1	Adv Eng 1	Eng. 3	Eng. 3
		A-11	A-11	A-11	A-11	A-11	A-11
McCartney		Prep	Eng 1	Eng 1	Eng 1	Eng 1	Eng 1-SD
		A-6	A-6	A-6	A-6	A-6	A-6
Caterina		Eng 2	Eng 2	Adv Eng 2	Adv Eng 2	Prep	Eng 1

	0 6:40-7:40	1 7:45-8:44	2 8:49-9:47	3 10:07-11:05	4 11:10-12:08	5 12:53-1:52	6 1:57-2:56
MATH							
		G-5	G-5	G-5	G-5	G-5	G-5
Burke		Pre-Calc	Pre-Calc.	Alg 2	Alg 2	Prep	OFF
		C-8	C-8	C-8	C-8	C-8	K-1
Galdona		Alg 1	Alg 1	Alg 1	Alg 1- SD	Prep	Earth Sci
		G-7	G-7	G-7	G-7	G-7	G-7
Lawrence		Algebra II	Algebra II	Algebra II	Leadership	Prep	Algebra II
		G-4	G-4	G-4	G-4	G-4	G-4
Rocha		Adv. Geo	Geometry	Geometry	Geometry	Geometry	Prep
		G-9	G-9	G-9	G-9	G-9	G-9
Jones		Geometry	Geometry	Prep	Alg. Read	Alg. Read	Geometry
		G-11	G-11	G-11	G-11	G-11	G-11
Treanor		Algebra I	AP Calc	Pre-Calc	Prep	AP Calc	Pre-Calc
<i>Dept. Chair</i>		G-10	G-10	G-10	G-10	G-10	G-10
Walton		Prep	Year book	Alg 1	Alg 1	AP Stats	Alg 1
PHYSICAL EDUCATION							
	GYM	GYM	GYM	GYM	GYM	GYM	
Ballard	Core PE	Elec PE	ISPE	Core PE	Prep	Elec PE	OFF
	GYM	GYM	GYM	GYM	GYM	GYM	
Magagnini	Core PE	Core P.E.	Core P.E.	Prep	Core PE	Core PE	OFF
<i>Dept. Chair</i>	GYM	GYM	GYM	GYM	GYM	GYM	
Steach - PE	Core PE	Prep	Core PE	Core PE	Core PE	Core PE	OFF
SCIENCE							
		K-1	K-1				
Centoni		Marine Eco	Biology				
		K-2	K-2	K-2	K-2	K-2	K-2
Hedrick		Chemistry	Chem	Prep	Chem	Physics	Physics
		K-4	K-4	K-4	K-4	K-4	K-4
Lohman		Bio	AP Bio	Alg 2	Prep	Biology	Biology
		K-3	K-3	K-3	K-3	K-3	K-3
Mason		Earth Sci	Prep	Chemistry	Earth Sci	Chem	Earth Sci
<i>Dept. Chair</i>		K-5	K-5	K-5	K-5	K-5	K-5
Work		Prep	Earth Sci	Earth Sci	Bio	Earth Sci	Earth Sci

0 6:40-7:40	1 7:45-8:44	2 8:49-9:47	3 10:07-11:05	4 11:10-12:08	5 12:53-1:52	6 1:57-2:56
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SOCIAL STUDIES							
	A-1	A-1	A-1	A-1	A-1	A-1	
Baldock	SAS	US History	Prep	US History-SD	US History	U.S. History	OFF
<i>Dept. Chair</i>		D-5	D-5	D-5	D-5	D-5	D-5
Barnes		Prep	Geo/St Req	Geo/S-SD	Geo/St Req	Geo/St Req	WASC
		A-2	A-2	A-2	A-2	A-2	A-2
Hoskins		World History	AP World History	World History	Prep	AP World History	World History
		K-11	K-11	K-11	K-11	K-11	K-11
Olson		Geo/St Req	Media	Geo/St Req	Geo/St Req	Prep	Geo/St Req
		A-9	A-9	A-9	A-9	A-9	A-9
Prestosz		Govt/Econ	Govt/Econ	AP Govt/Econ	Govt/Econ	Govt/Econ	Prep
		A-4	A-4	A-4	A-4	A-4	A-4
Putnam		AP US History	US History	US History	Prep	AP US History	US History
	P-3	P-3	P-3	P-3	P-3	P-3	
Yeakley	CAHSEE	Prep	World History	World History-SD	World History	World History	OFF
SPECIAL EDUCATION							
		P-1	P-1	P-1	P-1	P-1	P-1
Hopkins		SDC	SDC	SDC	Prep	SDC	SDC
		C-2	C-2	C-2	C-2	C-2	C-2
Geronimo		Basic English	Basic English	Prep	Basic English	Basic English	Basic English
<i>Dept. Chair</i>			C-1	C-1	C-1	C-1	C-1
Holden		Pilarcitos	Basic IS	Basic IS	Basic Math	Basic English	Prep
		G-3	G-3	G-3	G-3	G-3	G-3
Macker		Basic IS	Basic History	Govt/E-SD	Basic IS	Prep	Basic IS
		G-1	G-1	G-1	G-1	G-1	G-1
Moore		Basic IS	Basic IS	Prep	Alg R Collab	Alg R Collab	Basic IS
		P-2	P-2	P-2	P-2	P-2	P-2
Aguilar		SDC	Prep	SDC	SDC	SDC	SDC
WORLD LANGUAGES							
		C-7	C-7	C-7	C-7	C-7	C-7
Dubon		Span 1	AP Span 4	Span 1	Prep	Span 1	AP Span 4
		C-3	C-3	C-3	C-3	C-3	C-3
Games		Prep	Span 3	S4SS	Span 3	S4SS	Span 3
<i>Dept. Chair</i>		C-4	C-4	C-4	C-4	C-4	C-4
Ryckebusch		Prep	French 1	French 2	French 1	French 2	French 3/AP4
		C-5	C-5	C-5	C-5	C-5	C-5
Skinner		Span 2	Span 2	Prep	Span 2	Span 3	Span 2

HALF MOON BAY HIGH SCHOOL 2009-2010 BELL SCHEDULES

Mon., Wed., Thurs. and Friday REGULAR BELL SCHEDULE

0 Period	6:40 – 7:40
1 st Period	7:45 – 8:44
2 nd Period	8:49 – 9:47
Brunch	9:47 – 9:57
3 rd Period	10:02 – 11:05
4 th Period	11:10 – 12:08
Lunch	12:08 – 12:48
5 th Period	12:53 – 1:52
6 th Period	1:57 – 2:56

ASSEMBLY SCHEDULE

0 Period	6:40 – 7:40
1 st Period	7:45 – 8:34
2 nd Period	8:39 – 9:27
Brunch	9:27 – 9:37
3 rd Period	9:42 – 10:35
4 th Period	10:40 – 11:28
Assembly	11:28 – 12:28
Lunch	12:28 – 1:08
5 th Period	1:13 – 2:02
6 th Period	2:07 – 2:56

Collaboration Tuesday SCHEDULE

Collaboration	7:45 – 8:45
1 st Period	8:50 – 9:38
Brunch	9:38 – 9:48
2 nd Period	9:53 – 10:41
3 rd Period	10:46 – 11:38
Lunch	11:38 – 12:18
4 th Period	12:23 – 1:10
5 th Period	1:15 – 2:03
6 th Period	2:08 – 2:56

FINAL EXAM DAYS

January 12, 13, 14 & June 8, 9, 10

0 Period	6:40 – 7:40
1 st Exam	7:45 – 9:45
Break	9:45 – 10:00
2 nd Exam	10:05 – 12:05

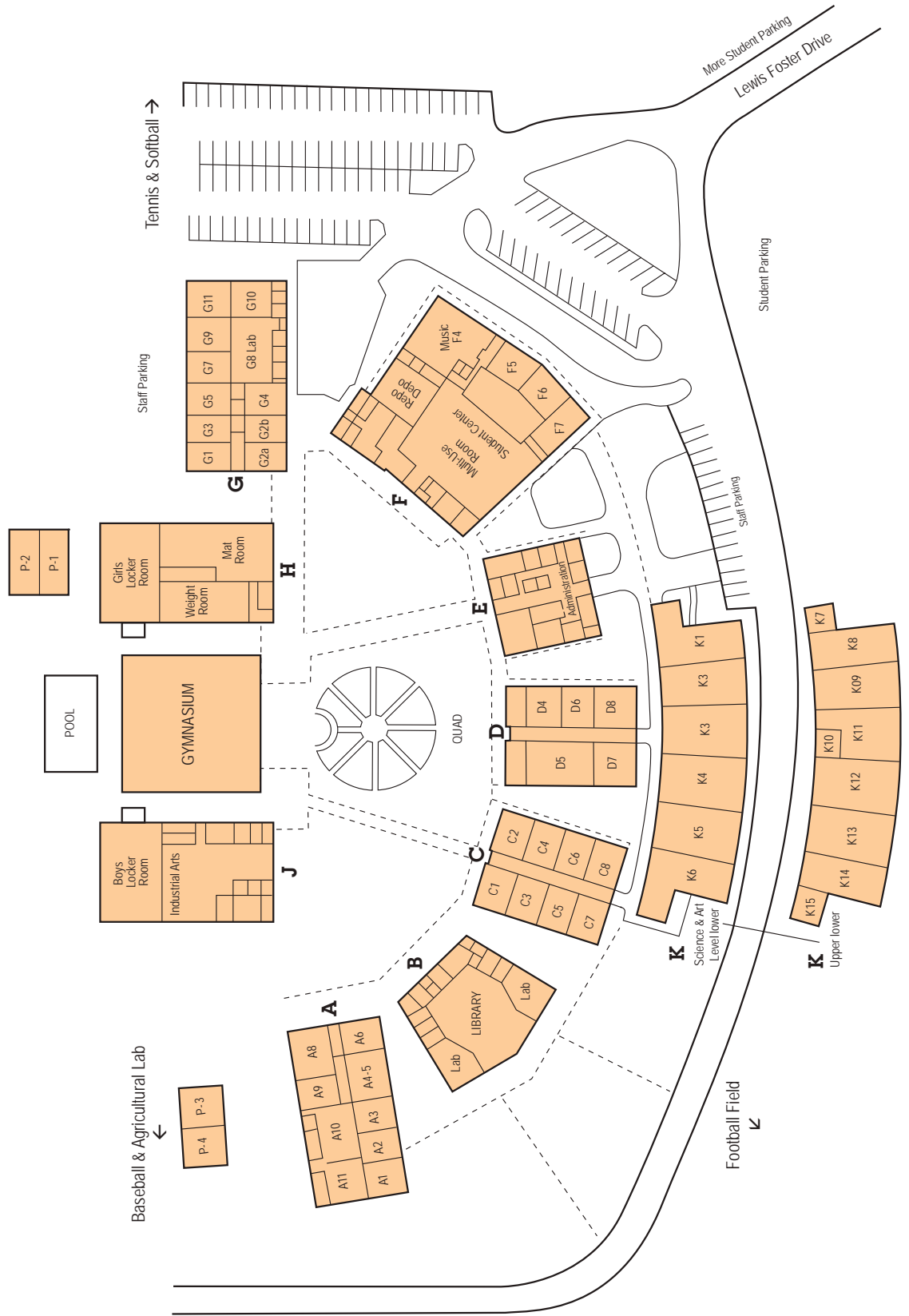
Collaboration/Early Release Tuesdays (9/15, 11/17, 1/5, 3/23, 4/20)

Collaboration	7:45 – 8:45
1 st Period	8:50 – 9:24
Brunch	9:24 – 9:34
2 nd Period	9:39 – 10:12
3 rd Period	10:17 – 10:55
Lunch	10:55 – 11:35
4 th Period	11:40 – 12:13
5 th Period	12:18 – 12:52
6 th Period	12:57 – 1:30

2/24 Early Release day

0 Period	6:40 – 7:40
1 st Period	7:45 – 8:30
2 nd Period	8:35 – 9:19
Brunch	9:19 – 9:29
3 rd Period	9:34 – 10:23
4 th Period	10:28 – 11:12
Lunch	11:12 – 11:52
5 th Period	11:57 – 12:41
6 th Period	12:46 – 1:30

Half Moon Bay High School Campus Map



HMBHS Professional Development Plan 2008-2009 - part 1

Cabrillo Unified School District Professional Development Plan 2008-2009

School Half Moon Bay High School

Date May 29, 2008

Objective:

- Addressing the achievement gap:
 - Teachers will learn ways to use data more effectively - to identify under-performing students, to monitor student progress, and to improve instructional practices and programs.
 - Teachers will be provided with opportunities to research and discuss best practices in the area of improving student achievement specific to their and their students' needs.
 - Teachers will be provided with district-wide collaboration opportunities.
- Improving school climate:
 - Teachers will continue reviewing and revising school wide expected behavior and consequences.
 - Every teacher will contribute to the improvement process by their involvement in a school improvement committee.
 - Teachers will continue to work to provide ways to improve student responsibility for tolerance and decision making which impacts a student's individual achievement; i.e. bullying, gangs, and drugs.
 - Teachers will learn about the on campus support available for students, such as counseling.
 - Continue to provide training for staff on best-practices with regards to school climate. (PCA)

Purpose:

To address the areas of focus identified by the WASC visiting team, to improve the academic achievement of our under-performing students, including LEP, RFEP, and SED students, and to improve school climate by providing a safe, productive environment for all.

Site staff development plan:

August: Morning - Achievement Gap: Why data is important and how it can be used to improve student achievement (Springboard), analyzing our school's group of under performing students. Afternoon - School Climate: Establish School Improvement Committees, presentations by Positive Coaching Alliance and Assistant Principals.

September: Articulation by department with Cunha Intermediate.

November: Achievement Gap - Follow up from Aug. (Springboard) Data analysis and program goals by department. School Climate - School Improvement Committees report on progress and get feedback.

January: Achievement Gap - Teachers that went on site-visitations report to staff and staff members explore ways this information can be integrated into our improvement process.

February: District-wide visitations

March: School Climate - School Improvement Committees report on progress, get feedback, set new goals.

April: Achievement Gap - teachers analyze data, evaluate progress, set new goals - by department - report out.

Thursday Collaboration time will be spent alternating between departmental work focusing on closing the achievement gap and school improvement committee work focusing on improving school climate.

* Short presentations from on campus student support organizations will be given throughout the year. El Centro, Pyramid Counseling, Probation, School Resource Officer, School Psychologist, County Mental Health, School-Linked Services, Migrant Program, and ELD, Special Education, and PLP procedural information.

How it supports District Strategic Plan:

The following items are addressed:

Student Achievement #7 - Make individual student achievement and progress available to teachers in an easily usable format (analyzing data).

Parent/Community Involvement #10 - Conduct staff development for teachers that aims to increase the effectiveness of parent involvement (PCA).

Curriculum and Instruction #3 - Implement articulation between all grade levels/subject areas. #12 - Mentoring program for new teachers. #14 - Implement a structured staff development program based on current best practices.

How it supports Title I School Improvement Plan:

NA

How it support District and Site Literacy Plans (K-5) or how it support literacy (6-12):

By researching best practices to increase academic achievement, teachers will learn ways to boost literacy. They also will investigate how their programs can be improved by utilizing data. If the data shows a need in the area of reading comprehension, changes could be made accordingly.

How it supports District LEAP:

The following items are addressed:

- Goal #1 and Goal #2 - attaining proficiency or better in math and reading for all students, including LEP students.
- Goal #4 - providing safe, drug-free, conducive learning environments.
- Goal #5 - increasing graduation rates.

How it supports Academic Progress Report/data analysis: (i.e., student achievement data, demographics, survey results, etc.)

This is a main area of focus for the staff development plan. Teachers will learn to better utilize the data they are provided and begin to create data of their own.

How it supports Nine Essential Program Components/NCLB requirements:

The following areas are addressed:

- #5 - Use of data to monitor student progress
- #7 - Monthly teacher collaboration by department

How it supports Academic Program audit/corrective action plan (Hatch only):

NA

How it supports Academic Program audit/corrective action plan/alternative governance plan (Cunha only):

NA

How it supports WASC report and action plan (HMBHS only):

The following areas of the WASC action plan are addressed:

- Alignment of instruction with content standards: teachers will use data to modify where there are weaknesses.
- Improvement of instructional strategies

How it supports site Single Plan for Student Achievement:

All three of the goals in the Single Plan for Student Achievement are targeted at improving the CST and CAHSEE scores of our students, specifically our "significant subgroups" which correlate, in large part, to our under-performing students.

Participants:

Teachers and administrators

Timeline: (include dates for August full day, six staff development Tuesdays and at least one Wednesday per month)

Month	Minimum Day	Wednesday
August	Achievement Gap, School Climate	Thursday collaboration time will alternate between
September	Articulation with Cunha	departmental time and school improvement
October	NA	committee time. Departmental time will be spent analyzing data and
November	Achievement Gap, School Climate	making curricular/instructional
December	NA	adjustments to address the achievement gap. School
January	Achievement Gap	improvement committee time will be spent
February	District site visits	addressing issues related to school climate.
March	School Climate	Wednesdays will be reserved for housekeeping
April	Achievement Gap	topics.
May	NA	
June	NA	

Strategies Used to Implement the Objective (check all that apply)

- workshops
- peer coaching and informal peer observation
- collaborative teacher planning
- faculty/team meetings
- study groups/reading research
- off site visitation
- analysis of student work
- other (Results Now-book study staff wide)

How will you evaluate the effectiveness of the staff development?

Surveys after each session and at the end of the year.

Funding:

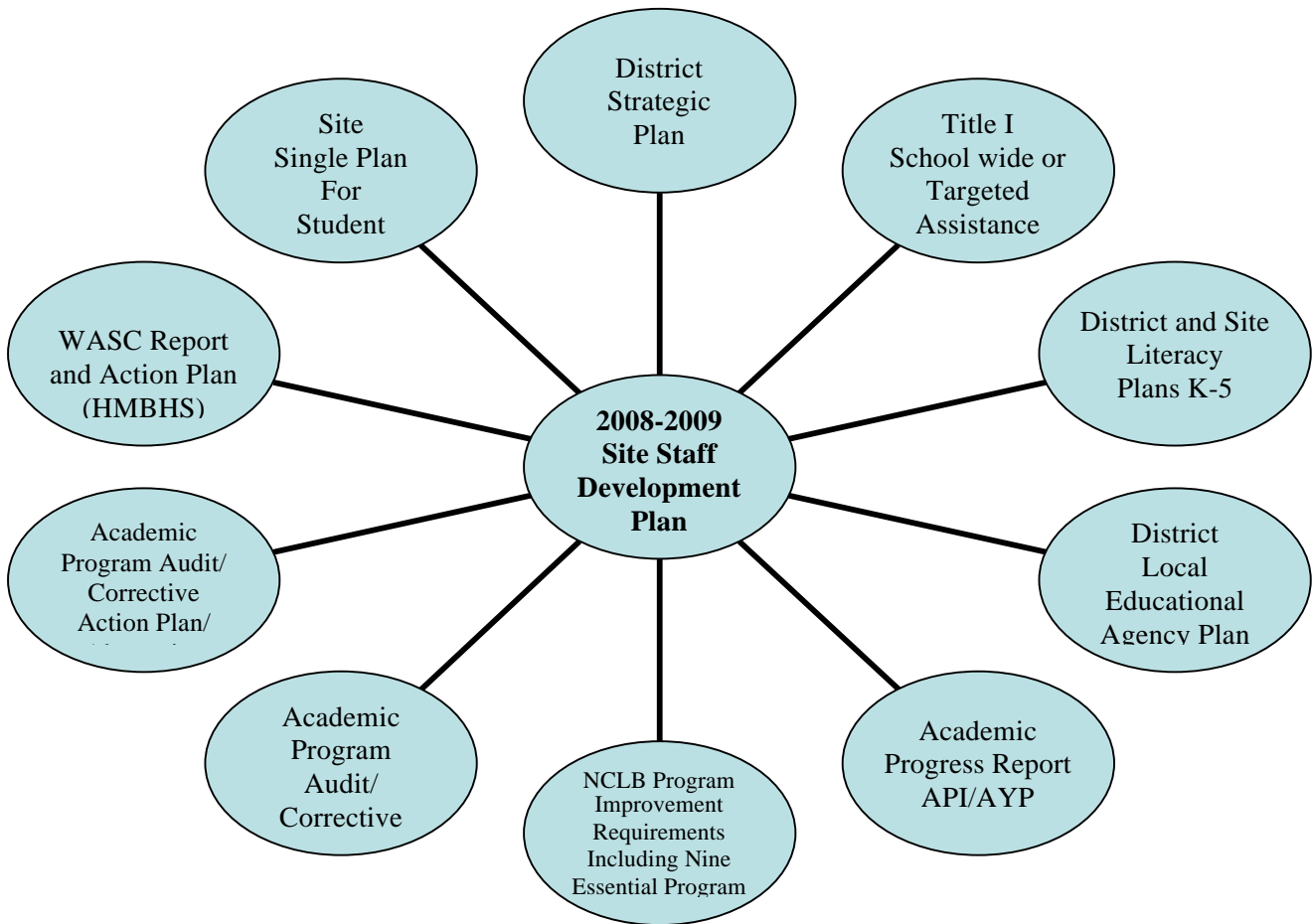
PAC

HMBHS Professional Development Plan 2008-2009 - part 2

Cabrillo Unified School District Site Staff Development Plans 2008-2009

	August 20	Sept. Min. Day* 9/16	November Min. Day* 11/18	January Min. Day* 1/6	February Min. Day* 4 Elementary 11 Cunha 25 HMBHS	March Min. Day* 3/24	April Min. Day* 4/21
El Granada	FOSS Science New Adoption	Community Writing	How To Use Mentor Texts to Push Thinking in Reading	How To Use Mentor Texts to Push Thinking in Writing	District wide Observation/ Articulation	Using Mentor Texts to Strengthen Reading Skills	Using Mentor Texts to Pout Out Author's Writing Craft
Farallone View	FOSS Science New Adoption	ELD Grouping/ CELDT	Summer Reading Institute debrief	Content Area Units of Study	District wide Observation/ Articulation	Short Text Reading Comprehension Unit of Study	EO during ELD
Hatch	FOSS Science New Adoption	Readers Workshop ELD Vocabulary (language) development	Readers Workshop ELD Vocabulary Lesson Banks	Readers Workshop Math Vocabulary (language) development	District wide Observation/ Articulation	Readers Workshop Test Prep Unit (language) presentation	Readers Workshop ELD Vocabulary (language) development
Kings Mountain	FOSS Science New Adoption	Readers Workshop Fluency- "How Good Readers Read"	Readers Workshop Character Development/ Inferential Thinking	Readers Workshop Informational Reading	District wide Observation/ Articulation	Readers Workshop Using Short Shared Texts to Build Comprehension and Fluency	Readers Workshop Open Cycle: Incorporating Science/Social Science into RW
Cunha/ Pilarcitos	Overview of Secondary Academic Language Tools (SALT) for Teaching Content Area Literacy -- Positive Youth Development and Safe Schools	Articulation with HMBHS	Grade Level Articulation Targeting At Risk Students	SALT: Reading Comprehension-Rationale & Research	District wide Observation/ Articulation	SALT: Reading Comprehension- Classroom Assessment During Reading	SALT: Reading Comprehension- Instructional Strategies After Reading
HMBHS	Achievement Gap: Why Data Is Important --\ School Climate: Positive Coaching Alliance	Articulation with Cunha	Achievement Gap: Data Analysis and Program Goals --- School Climate: School Improvement Committees	Achievement Gap: Site Visitation Reports- Integration into Improvement Process	District wide Observation/ Articulation	School Climate: School Improvement Committees report on progress, get feedback, set new goals	Achievement Gap: Analyze data, evaluate progress, set new goals

*Minimum Day Staff Development = 2 hours and 40 minutes



Plan is focused on:

- **Research based instructional strategies**
- **Curriculum standards**
- **Teaching standards**

HMBHS Professional Development Plan 2009 - 10

Month	All Day PD	Minimum Day	Tuesday-Collaboration Days	Other
August	19 th : •Ice Breaker/Activity – cultural awareness activity (9-9:30) •PLC Introduction, Part 1 Dr. Garcia (9:30 – 12:00) •Lunch (12:00-1:00) •CST Data & CUSP (1:00-2:00) •Peer Groups (teaming activity; pick focus areas) [2:00-3:00] (Note: School Loop capacity for hosting CUSP kids).		8/25 – undesignated/teacher directed time	
September		•15 th : <u>Peer Expert Workshops</u> -PLC Video Follow-Up Part 2 (Dr. Garcia) -Classroom Management -School Loop/Cruncher - Working w/ Long term ELL's	9/1 – subject area collaboration 9/8 - faculty meeting/peer teams 9/15 – WASC self study groups 9/22 – undesignated/teacher directed time 9/29 – subject area collaboration	
October			10/6 – undesignated/teacher directed time 10/13 – WASC self study groups 10/20 – Subject area collaboration 10/27 – undesignated/teacher directed time	
November		•17 th : <u>Subject Area</u> -Assessment (benchmarks) analysis - examine “cusp” kids	11/3 – WASC self study groups 11/10 – Faculty meeting/peer teams 11/17 – subject area collaboration 11/24 – undesignated/teacher directed time	
December			12/1 – WASC self study groups 12/8 – subject area collaboration	

Month	All Day PD	Minimum Day	Tuesday-Collaboration Days	Other
January	*proposed for spring	•5 th : <u>Cultural Awareness Training</u>	1/5 – undesignated/teacher directed time 1/12 – subject area collaboration 1/19 – subject area collaboration 1/26 – undesignated/teacher directed time	
February		•24 th : <u>Cunha Vertical Articulation</u> Observation and staff meeting in subject areas	2/2 – subject area collaboration 2/9 – School Improvement collaboration/committees 2/ 23 – subject area collaboration	2/10 Cunha observes HMBHS, subject area staff meeting to follow to articulate
March		•23 th : <u>Data Analysis</u> -Benchmarks or Semester Finals, analysis	3/2 – undesignated/teacher directed time 3/9 – School Improvement collaboration/committees 3/16 – subject area collaboration 3/23 – undesignated/teacher directed time 3/30 – Faculty meeting/peer teams	
April		•20 th : <u>Peer Expert Workshops</u> -PLC Part 3 -Peer Teams	4/13 – subject area collaboration 4/20 – undesignated/teacher directed time 4/27 – School Improvement collaboration/committees	
May			5/4 – subject area collaboration 5/11 – undesignated/teacher directed time 5/18 – School Improvement collaboration/committees 5/25 – subject area collaboration	
June			6/1 – Faculty meeting	
Notes:	<ul style="list-style-type: none"> •Fall: WASC Self Study •Spring: School Improvement Teams •Morning Faculty : 15 minutes – Peer Groups Feed Out 			

The Single Plan for Student Achievement

HALF MOON BAY HIGH SCHOOL

CDS Code

Date of this revision: May 2009

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mary Streshly

Position: Principal

Telephone Number: 650-712-7200

Address: Lewis Foster Drive, Half Moon Bay, CA 94019

E-mail Address: Streshlym@cabrillo.k12.ca.us

[Cabrillo Unified School District School District](#)

The District Governing Board approved this revision of the School Plan on [June 4, 2009](#).

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>1</u> : HMBHS will increase annually by 10% the number of HMBHS graduates who are college (UC/CSU) ready (meet the minimum eligibility requirements set by UC/CSU)</p> <p>WASC recommendation – "Expect all students can achieve in rigorous academic courses and remove the barriers to access college preparatory classes" (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>% of graduating seniors who meet the minimum eligibility requirements for UC/CSU in 2008: 103 of 191 graduates = 54%</p>					
<p>Student groups and grade levels to participate in this goal:</p> <p>ALL STUDENTS</p>	<p>Anticipated annual performance growth for each group:</p> <p>10% overall</p>				
<p>Means of evaluating progress toward this goal:</p> <p>Transcript analysis/tracking of graduating seniors/SAS) query</p>	<p>Group data to be collected to measure academic gains: % of students in the following subgroups enrolled in college prep and advanced coursework: White/non Hispanic, Hispanic/Latino, English Learner, Students with disabilities, Socio-Economically disadvantaged</p>				
<p>Actions to be Taken to Reach This Goal¹</p> <p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date²</p> <p>Completion Date</p>	<p>Evidence of Progress</p>	<p>Proposed Expenditures</p>	<p>Estimate of Cost</p>	<p>Funding Source</p>
<p>Implement the English Learner Pathway towards College Readiness (a 4 year course of study designed to make English Learners CSU eligible upon graduation) Pathway design also includes:</p> <p>Fund additional curriculum and teacher training for these materials for ELD support sections</p> <p>Strategic Academic Support (SAS) for EL's in the mainstream content areas – zero period</p>	<p>Aug, 2009- June 2010</p> <p>July 09-June 10</p> <p>Aug 09-May 10</p>	<p>English Learners appropriate coursework, per the pathway</p> <p>Implementation of new curriculum, curr binders</p> <p>Master schedule, grade reports, % repeating content area courses, attendance</p>	<p>none</p> <p>EL curriculum, teacher release</p> <p>,2-.4 FTE</p>	<p>none</p> <p>\$5,000-10,000</p> <p>\$15,000</p>	<p>EIA-LEP</p> <p>EIA-LEP</p>

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> • Additional English Language Development support section for ELD level 2 and 3 • Add the course Spanish for Spanish Speakers level one this year and phase in level two in 2010/2011 –gain UC A-G approval • Add UC/CSU A-G approved Earth science course for incoming 9th graders who don't meet the pre-rqs for Biology • Gain UC/CSU A-G approval for highest level of ELD pathway – ELD 3 • Add and Gain UC/CSU A-G approval for Marine Ecology (formally Marine Bio) • Add and gain UC/A-G approval for AG Chemistry and AG Economics/Gov't • Counseling & parent sponsored parent education nights, including College Night, Financial Aid Night, Scholarship Night and Spanish Speaking Parents Back to School Night 	<p>Aug 2009</p> <p>Aug 2009</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Aug 2009</p> <p>Aug 2009 Sept 09-</p> <p>Oct 2009 – May 2010</p>	<p>Master schedule, grade reports, % students advancing 1 CELT level, CST</p> <p>Master schedule, UC/A-G approval notification</p> <p>Master schedule, % of students on college prep track for science</p> <p>% of students on college prep track for English, UC/A-G approval</p> <p>Master schedule, UC approval notification, student enrollment,</p> <p>Master schedule, UC approval notification, student enrollment,</p> <p>Event attendance, parent surveys/feedback,</p>	<p>.4 FTE</p> <p>.2 FTE</p> <p>none</p> <p>none</p> <p>none</p> <p>none</p> <p>none</p> <p>Event mailings, refreshments</p>	<p>\$30,000 pending enrollment</p> <p>\$15,000</p> <p>none</p> <p>none</p> <p>none</p> <p>none</p> <p>none</p> <p>\$1,000</p>	<p>EIA-LEP</p> <p>EIA-LEP</p> <p>HMBHS academic fund</p> <p>HMBHS academic fund</p> <p>HMBHS academic fund</p> <p>Local grants, PAC</p>
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Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and it has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>2</u>: HMBHS will show an increase of 12.4% in student proficiency for the Socio-Economically Disadvantaged subgroup on the California High School Exit Exam in English Language Arts. (Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percent of students in the SED subgroup who score proficient or advanced in 2008 in the area of English Language Arts was 25.6%. By using the SMART goal formula, we need to make an annual improvement of 12.4% improvement to make the NCLB target of 100% proficiency in 2014.</p>					
<p>Student groups and grade levels to participate in this goal:</p> <p>Grades 10</p> <p>Socio-Economically Disadvantaged subgroup</p>	<p>Anticipated annual performance growth for each group:</p> <p>12.4%</p>				
<p>Means of evaluating progress toward this goal:</p> <p>The annual CA Standards test in English Language Arts</p> <p>Benchmark exams/common assessments</p>	<p>Group data to be collected to measure academic gains:</p> <p>Disaggregated data provided by the CA Department of Education</p>				
<p>Actions to be Taken to Reach This Goal³</p> <p>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p> <ul style="list-style-type: none"> Prof. Dev. for closing the achievement gap, specifically in the areas of differentiated instruction, teaching academic literacy for success in the content areas Identify focal students 	<p>Start Date⁴ Completion Date</p> <p>Aug 2009- May 2010</p> <p>Aug 2009</p>	<p>Evidence of Progress</p> <p>Workshop attendance, minimum day agendas, site professional development plan</p> <p>Published list of focal students, staff dev. agenda and department minutes</p>	<p>Proposed Expenditures</p> <p>Workshop fees, release time</p> <p>None</p>	<p>Estimate of Cost</p> <p>\$9,000</p> <p>None</p>	<p>Funding Source</p> <p>Title 3</p>

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> English teachers will analyze K-12 Literacy Committee recommendations and identify areas that can be implemented in the 2009/2010 school year (ELA/ELL textbook adoption year) Content teachers will identify ELA standards to support (new freshman course adoption) 	Fall 2009 Fall 2009	ELA curriculum guides, ELA department minutes, student work Content area curriculum guides and pacing calendars, department minutes, student work	None Teacher release	none \$1,000	Title 3
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Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>3</u> : HMBHS will show an increase of 11.6% in student proficiency for the Socio-Economically Disadvantaged subgroup on the California High School Exit Exam in Math.</p> <p>(Based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>The percent of students in the SED subgroup who score proficient or advanced in 2008 in the area of Math was 30.2%. By using the SMART goal formula, we need to make an annual improvement of 11% improvement to make the NCLB target of 100% proficiency in 2014.</p> <p>Student groups and grade levels to participate in this goal: Socio-Economically Disadvantaged subgroup</p>		<p>Anticipated annual performance growth for each group: 11.6% in the Socio-Economically Disadvantaged subgroup</p>			
<p>Means of evaluating progress toward this goal: The annual California Standards Test in Math Benchmark exams/common assessments</p>	<p>Group data to be collected to measure academic gains: Disaggregated data provided by the CA Dept. of Education</p>				
<p>Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁶ Completion Date</p>	<p>Evidence of Progress</p>	<p>Proposed Expenditures</p>	<p>Estimate of Cost</p>	<p>Funding Source</p>

⁵ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

	Aug 2009- May 2010	Committee agendas, grade level curriculum binders	Committee stipends	stipends (pending)	Dist. Curriculu m budget (pending)
<ul style="list-style-type: none"> K-12 Math Committee formed to improve vertical articulation and alignment of curriculum 	Aug 2009	Tutor center sign in sheets, D/F lists, % of students repeating math course, % of students moving on to next level	Hourly pay for math faculty None	\$4,000	Title 3
<ul style="list-style-type: none"> After school Math Department tutoring 	Aug 2009	Master schedule,	None	None	
<ul style="list-style-type: none"> Primary language Algebra 1 class (Spanish) 	Aug 2009	Master schedule, collaboration minutes	None	None	
<ul style="list-style-type: none"> Algebra Readiness sections team taught (Special Ed. Dept. "push in") 	Aug 2009	Master schedule	None	None	
<ul style="list-style-type: none"> Veteran teachers rotating through Algebra 1 sections 	Aug 2009	Focal student list, monitoring records, department minutes	None	None	
<ul style="list-style-type: none"> Identify focal students using CST math scores 	Aug 2009	Curriculum maps, department minutes, curriculum binders	None	None	
<ul style="list-style-type: none"> Math dept. will analyze the K-12 Math Committee recommendations and identify areas that can be implemented in the 2009/2010 school year. 	Aug 2009- May 2010	Curriculum maps, department minutes	none	none	
<ul style="list-style-type: none"> Science dept. will identify essential math standards they can support 	Aug 2009				

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p>SCHOOL GOAL # <u>4</u> : HMBHS will show a 12 point increase on the Annual Performance Index (API – from 570-582) in the English Learner subgroup. (Based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>The target growth was determined by taking 5% of the difference between the 2008 score of 570 and the state target of 800.</p>	
<p>Student groups and grade levels to participate in this goal: English Learner subgroup, grades 9-11</p>	<p>Anticipated annual performance growth for each group: 12 point gain in the English Learner subgroup</p>

<p>Means of evaluating progress toward this goal: The California High School Exit Exam for 10th graders All California State Standards exams Benchmark exams, CELDT scores % of students eligible for redesignation Attendance records</p>	<p>Group data to be collected to measure academic gains: Disaggregated data provided by the CA Dept. of Education</p>				
<p>Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁸ Completion Date</p>	<p>Evidence of Progress</p>	<p>Proposed Expenditures</p>	<p>Estimate of Cost</p>	<p>Funding Source</p>
<ul style="list-style-type: none"> Continue to fund site bilingual liaison to help provide and communicate valuable information to parents regarding their students' academic progress, the English Learner Pathway toward College Readiness, college entrance information, financial aide etc... Create .5 FTE Bilingual Resource/English Learner Coordinator position to support EL pathway, ELD department, monitor student progress and advise parents through the English Learner Advisory Council English Language Development specialist will be employed to work with ELD Dept. and teacher leaders to build capacity to support English Learners. Align ELD standards to ELA standards 9-12 within ELD curricular maps – create quarterly benchmark exams for each level <p>The following strategies have been described in the previous 3 goals, but are relevant to goal #4 as well:</p>	<p>Aug 2009- June 2010</p> <p>Aug 2009</p> <p>Fall 2009- spring 2010</p> <p>July 2009</p>	<p>Liaison parent communication logs, conference reports, ELAC minutes</p> <p>Data compiled by resource specialist, conference minutes, ELAC agendas/minutes, ELD curriculum binders and dept. agendas</p> <p>Department release minutes/agenda, curriculum binders/maps</p> <p>Curricular maps, common assessment</p>	<p>Classified position</p> <p>.5 FTE position</p> <p>Consultant fees</p> <p>Teacher release time/timecard</p>	<p>\$30,000</p> <p>\$28,000 (pending approval)</p> <p>\$27,000</p> <p>\$3,500</p>	<p>EIA-LEP</p> <p>EIA - Economic Impact Aid</p> <p>Economic Impact Aid</p> <p>EIA</p>

⁷ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> • <i>K-12 Math Committee formed to improve vertical articulation and alignment of curriculum</i> • <i>After school Math Department tutoring</i> • <i>Primary language Algebra 1 class (Spanish)</i> • <i>Algebra Readiness sections team taught (Special Ed. Dept. "push in")</i> • <i>Veteran teachers rotating through Algebra 1 sections</i> • <i>Additional English Language Development support section for level 2 and 3 and strategic academic support (zero period for EL's in the mainstream)</i> 	<p>Aug 2009</p> <p>Aug 2009</p> <p>Aug 2009</p> <p>Aug 2009</p> <p>Aug 2009- June 2010</p> <p>Aug 2009- May 2010</p>	<p><i>Curriculum maps, math committee agendas/minutes</i></p> <p><i>Tutor center sign in sheets, D/F lists, grade reports</i></p> <p><i>Master schedule, % of students repeating math course, % of students moving on to next level</i></p> <p><i>Master schedule, collaboration minutes</i></p> <p><i>Master schedule</i></p> <p><i>Master schedule</i></p> <p><i>Master schedule, % of ELD students advancing at least one CELDT level, CST scores</i></p>			
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Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 168,000
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose</u> : Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose</u> : Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose</u> : Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose</u> : Eliminate tobacco use among students.	\$

<input checked="" type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$ 7,400
	GATE	
<input checked="" type="checkbox"/>	CAHSEE prep	\$ 30,000
<input checked="" type="checkbox"/>	ARTS AND MUSIC BLOCK GRANT	\$ 42,000
<input checked="" type="checkbox"/>	ONE-TIME ARTS/MUSIC/PE BLOCK GRANT	\$ 12,000
<input checked="" type="checkbox"/>	SCHOOL IMPROVEMENT FUND: STATE TECHNOLOGY REIMBURSEMENT 2008	\$68,000
	Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<input type="checkbox"/>	Title I, Part D: <u>Delinquent Purpose:</u> Supplement instruction for delinquent youth	\$
<input type="checkbox"/>	Title I, Part A: <u>Schoolwide Program Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/>	Title I, Part A: <u>Targeted Assistance Program Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/>	Title I, Part A: <u>Program Improvement Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/>	Title II, Part A: <u>Teacher and Principal Training and Recruiting Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title II, Part D: <u>Enhancing Education Through Technology Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/>	Title III, Part A: <u>Language Instruction for Limited-English-Proficient (LEP) Students Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 13,000
<input type="checkbox"/>	Title IV, Part A: <u>Safe and Drug-Free Schools and Communities Purpose:</u> Support learning environments that promote academic achievement	\$3,200
<input type="checkbox"/>	Title V: <u>Innovative Programs Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
<input type="checkbox"/>	Title VI, Part B: <u>Rural Education Achievement Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
<input type="checkbox"/>	Other Federal Funds (list and describe ⁹)	\$
, Total amount of federal categorical funds allocated to this school		\$

**Form D:
School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mary Streshly	X				
Christine Mendonca, President				X	
Janet Vrba			X		
Mike Wright					X
Andrew Hoskins		X			
Marian Lacey				X	
Darcie Galle				X	
Vicki Laffen, Secretary				X	
Alex DeBaets					X
Karen Lee					X
Donna McCurdy				X	
Lisandro Garcia					X
Michael Putnam		X			
Simone Vandiroff					X
Steve Tracy		X			
Sonia Diaz			X		

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

State Programs	Allocation
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California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	\$ N/A
Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$ N/A
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 168,000 \$ 140,000 (incl carryover)
High Priority Schools Grant Program <u>Purpose</u> : Assist schools in meeting academic growth targets.	\$ N/A
Instructional Time and Staff Development Reform <u>Purpose</u> : Train classroom personnel to improve student performance in core curriculum areas.	\$ N/A
Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$ Goes towards BTSA Supp Provider
Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$ Tier III, being xfr'd to General Fund
School and Library Improvement Program Block Grant <u>Purpose</u> : Improve library and other school programs.	\$ N/A
School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety.	\$ Tier III, being xfr'd to General Fund
Tobacco-Use Prevention Education <u>Purpose</u> : Eliminate tobacco use among students.	\$ Est \$12,000 carryover
<input checked="" type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education) GATE	\$ 7,400 Tier III, being xfr'd to General Fund

<input checked="" type="checkbox"/> CAHSEE prep	\$ 30,000 Tier III, being xfr'd to General Fund
<input checked="" type="checkbox"/> ARTS AND MUSIC BLOCK GRANT	\$ 42,000 Tier III, may be xfr'd to General Fund
<input checked="" type="checkbox"/> ONE-TIME ARTS/MUSIC/PE BLOCK GRANT	\$ 12,000 Carryover only
<input checked="" type="checkbox"/> SCHOOL IMPROVEMENT FUND: STATE TECHNOLOGY REIMBURSEMENT 2008	\$68,000
Total amount of state categorical funds allocated to this school	
	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
<i>Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth</i>	\$
<i>Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas</i>	\$
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 14,900
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 1,835
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Other Federal Funds (list and describe ¹⁽¹⁾)	\$
, Total amount of federal categorical funds allocated to this school	\$

Site Plan Goals and Reports 2007-2008

Half Moon Bay High School

Report on Goals for
2007-2008
New Strategies for
2008-2009

School Info 2007-08

- Grades 9-12
- Enrollment: 954
- Student Demographics:
 - Hispanic or Latino 37.3% (356)
 - White (not Hispanic) 53.9% (514)
 - Other 8.8% (84)
 - Socioeconomically Disadvantaged 31.0% (296)
 - English Language Learners 20.5% (196)
 - Students with Disabilities 9.6% (92)

Goals for 2007-2008

Goal #1

- By June 2008, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Language Arts test will meet or exceed the targets set by NCLB. (ELA 33.4%)

Goal was met school wide but not met in the Hispanic, English Language Learner and Socio-economically Disadvantaged subgroups

	Percentage Proficient or Advanced 2008	Percentage Proficient or Advanced 2007	NCLB Target 2008
School-Wide	49.4% (362 of 733)	47.8% (340 of 711)	33.4%
White	68.4% (264 of 386)	66.6% (257 of 386)	33.4%
Hispanic	22.7% (64 of 282)	20.3% (54 of 266)	33.4%
English Learner	2.5% (4 of 157)	3.5% (5 of 144)	33.4%
Socio-economically disadvantaged	19.5% (46 of 236)	19.1% (43 of 225)	33.4%

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008

Goal #2

- By June 2008, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Mathematics test will meet or exceed the targets set by NCLB. (Math 32.2%)

Goal was met school wide but not met in the Hispanic, English Language Learner and Socio-economically Disadvantaged subgroups

	Percentage Proficient or Advanced 2008	Percentage Proficient or Advanced 2007	NCLB Target 2008
School-Wide	32.4% (220 of 680)	38.9% (252 of 648)	32.2%
White	43.0% (157 of 365)	47.3% (173 of 366)	32.2%
Hispanic	16.5% (42 of 254)	24.2% (55 of 227)	32.2 %
English Learner	8.3% (11 of 133)	14.4% (16 of 111)	32.2 %
Socio-economically disadvantaged	15.3% (33 of 215)	18.7% (36 of 193)	32.2 %

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008

Goal # 3

- By June 2008, the percent of all 10th graders and the percent of 10th graders in the significant subgroups who score at or above the proficient level on the CAHSEE English Language Arts test will meet or exceed the targets set by NCLB. (ELA 33.4%)

Goal was met school wide but not met in the Hispanic, English Language Learner and Socio-economically Disadvantaged subgroups

	Proficiency Rates 2008 (380 or higher)	Proficiency Rates 2007 (380 or higher)	NCLB Target 2008
School-Wide	53.0% (125 of 236)	53.4% (143 of 268)	33.4%
White	73.7% (87 of 118)	71.2% (109 of 153)	33.4%
Hispanic	24.7% (24 of 97)	22.9% (22 of 96)	33.4 %
English Learner	3.7% (2 of 54)	0.0% (0 of 54)	33.4 %
Socio-economically disadvantaged	25.0% (20 of 80)	15.4% (12 of 78)	33.4 %

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008

Goal # 3 Cont.

- By June 2008, the percent of all 10th graders and the percent of 10th graders in the significant subgroups who will score at or above the proficient level on the CAHSEE Mathematics test will meet or exceed the targets set by NCLB. (Math 32.2%)

Goal met school wide and in the Hispanic and Socio-economically Disadvantaged subgroups but not in the English Language Learner subgroup

	Proficiency Rates 2008 (380 or higher)	Proficiency Rates 2007 (380 or higher)	NCLB Target 2008
School-Wide	63.6% (150 of 236)	65.3% (175 of 268)	32.2%
White	78.8% (93 of 118)	80.4% (123 of 153)	32.2%
Hispanic	42.3% (41 of 97)	37.5% (36 of 96)	32.2 %
English Learner	20.4% (11 of 54)	16.7% (9 of 54)	32.2 %
Socio-economically disadvantaged	42.5% (34 of 80)	33.3% (26 of 78)	32.2 %

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008 CAHSEE Passing Rates

- The following are the CAHSEE passing rates for 10th grade students

	Passing Rates 2008 ELA (350 or higher)	Passing Rates 2007 ELA (350 or higher)	Passing Rates 2008 Mathematics (350 or higher)	Passing Rates 2007 Mathematics (350 or higher)
School-Wide	80.9% (191 of 236)	79.5% (213 of 268)	82.2% (194 of 236)	79.9% (214 of 268)
White	91.5% (108 of 118)	89.5% (137 of 153)	92.4% (109 of 118)	91.5% (140 of 153)
Hispanic	66.0% (64 of 97)	60.4% (58 of 96)	68.0% (66 of 97)	58.3% (56 of 96)
English Learner	48.1% (26 of 54)	42.6% (23 of 54)	50.0% (27 of 54)	38.9% (21 of 54)
Socio-economically disadvantaged	68.8% (55 of 80)	59.0% (46 of 78)	73.8% (59 of 80)	55.1% (43 of 78)

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008 Goal # 3 Cont.

- By June 2008, the percent of all 10th graders and the percent of 10th graders in the significant subgroups who will score at or above the proficient level on the CAHSEE Mathematics test will meet or exceed the targets set by NCLB. (Math 32.2%)

Goal met school wide and in the Hispanic and Socio-economically Disadvantaged subgroups but not in the English Language Learner subgroup

	Proficiency Rates 2008 (380 or higher)	Proficiency Rates 2007 (380 or higher)	NCLB Target 2008
School-Wide	63.6% (150 of 236)	65.3% (175 of 268)	32.2%
White	78.8% (93 of 118)	80.4% (123 of 153)	32.2%
Hispanic	42.3% (41 of 97)	37.5% (36 of 96)	32.2 %
English Learner	20.4% (11 of 54)	16.7% (9 of 54)	32.2 %
Socio-economically disadvantaged	42.5% (34 of 80)	33.3% (26 of 78)	32.2 %

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Half Moon Bay High School

CUSD 12/11/08

Goals 2007-2008 CAHSEE Passing Rates

- The following are the CAHSEE passing rates for 10th grade students

	Passing Rates 2008 ELA (350 or higher)	Passing Rates 2007 ELA (350 or higher)	Passing Rates 2008 Mathematics (350 or higher)	Passing Rates 2007 Mathematics (350 or higher)
School-Wide	80.9% (191 of 236)	79.5% (213 of 268)	82.2% (194 of 236)	79.9% (214 of 268)
White	91.5% (108 of 118)	89.5% (137 of 153)	92.4% (109 of 118)	91.5% (140 of 153)
Hispanic	66.0% (64 of 97)	60.4% (58 of 96)	68.0% (66 of 97)	58.3% (56 of 96)
English Learner	48.1% (26 of 54)	42.6% (23 of 54)	50.0% (27 of 54)	38.9% (21 of 54)
Socio-economically disadvantaged	68.8% (55 of 80)	59.0% (46 of 78)	73.8% (59 of 80)	55.1% (43 of 78)

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Half Moon Bay High School

CUSD 12/11/08

2008-2009 Focus Activities

- Newly Elected Leadership Team in process of expanding and redesigning on site professional development and collaboration with increasing student achievement and closing the achievement gap as goal (*WASC recommendation)
- Newly elected Leadership Team has implemented 5 topic specific school Improvement teams, which meet monthly to develop proposals aimed at improving student achievement. 5 target areas are as follows: (*WASC recommendation)
 - ✓ *New Teacher Support and Mentoring*
 - ✓ *Academic Intervention*
 - ✓ *School Climate and student activities*
 - ✓ *School Climate and diversity*
 - ✓ *Discipline*
- Expanded and enriched Personal Learning Plans: PLP's involve a comprehensive guidance curriculum meant to provide academic guidance and counseling support by reaching out to all students multiple times a year. New features this year include creating 4-year plans, career center visits and expanding program to freshman to reach all grade levels (+ 2 days at Cunha)

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Half Moon Bay High School

CUSD 12/11/08

2008-2009 Focus Activities Cont...

- Intensive training for targeted teachers in the area Specially Designed Academic Instruction in English (SDAIE teaching strategies for English Learners)
- Increase College Prep Course offerings through UC A-G approval process (WASC recommendation).
 - *New courses just UC approved this fall: Botany and Sculpture 1.
 - *New courses in development for UC A-G approval: Earth Science, Spanish for Spanish Speakers, Ag Econ/Gov't, Marine Science
- English Learner pathway and corresponding sheltered/SDAIE college prep courses (*WASC recommendation) in process for implementation next fall
- 9th grade English teachers and Algebra 1 teachers are creating a quarterly based, standards aligned instructional calendar and corresponding benchmark exams

Half Moon Bay High School

Single Plan For Student Achievement
2006 – 2007 Progress Report
2007 – 2008 Goals

Goal 1(2006-2007): By 2007, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Language Arts test will meet or exceed the targets set by NCLB. (ELA 22.3%)

Outcome: Continue to increase the number of students scoring proficient on the CST Language Arts exam

% of students who scored at or above proficiency

- ▶ 20% of the Hispanic students
- ▶ 66% of the white students
- ▶ 4% of the ELL students
- ▶ 5% of the Special Education students
- ▶ 20% of the Socioeconomically Disadvantaged students

Goal 2 (2006-2007): By 2007, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST mathematics test will meet or exceed the targets set by NCLB. (ELA 20.9%)

Outcome: Continue to increase the number of students scoring proficient on the CST mathematics exam

% of the students who scored proficient or above

- ▶ 24% of the Hispanic students
- ▶ 47% of the white students
- ▶ 14% of the ELL students
- ▶ 24% of the Socioeconomically Disadvantaged
- ▶ 10% of the Special Education students

Comparison Report – 2005/06 to 2006/07

- ▶ Language Arts
 - Increase in the percent of Socioeconomically Disadvantaged students who have scored proficient or above
- ▶ Mathematics
 - Increase in the percent of English Language Learner students who have scored proficient or above
 - Increase in the percent of Socioeconomically Disadvantaged students who have scored proficient or above
 - Increase in the percent of Special Education students who have scored proficient or above

Goal 1 and 2:

By June 2007, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Language Arts test and mathematics test will meet or exceed the targets set by NCLB. –

ELA 22.3%, math 20.9%

The following programs were implemented during the 2006-2007 school year:

- ▶ Schoolloop
- ▶ Teacher Evaluations
- ▶ Cruncher- Data Analysis tool
- ▶ Department Goals – ELD instruction and/or CAHSEE preparation
- ▶ CLAD/SDAIE Instructional Strategies
- ▶ Parent Involvement
- ▶ Tutoring and support classes

Goal 3 (2006-2007): By 2007, the percent of the current 11th grade students and the percent of 11th grade students in the significant subgroups, who pass the California High School Exit Exam will meet or exceed the targets set by NCLB.

Outcome: Continue to increase the number of students passing the California High School Exit Exam.

% of students who passed	CAHSEE – English	CAHSEE - math
Hispanic	62%	63%
White	93%	92%
EL	49%	51%
SED	59%	61%
Special Ed	52%	42%

Goal 3:

The percentage of 11th grade students in the significant subgroups that will pass the CAHSEE will make the targets set by NCLB.

(CAHSEE –California High School Exit Exam)

The following programs were implemented during the 2006-2007 school year:

- ▶ Schoolloop
- ▶ Teacher Evaluations
- ▶ Cruncher- Data Analysis tool
- ▶ Department Goals – ELD instruction and/or CAHSEE preparation
- ▶ CLAD/SDAIE Instructional Strategies
- ▶ Parent Involvement
- ▶ Tutoring and support classes

Goals for 2007-2008

Goal #1:

By 2008, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST Language Arts test will meet or exceed the targets set by NCLB. (ELA 33.4%)

Implementation to achieve goal:

- Basic English courses based on student ability
- Common Assessments and curricular maps by the English teachers
- ELD courses aligned to English standards

Goals for 2007-2008

Goal #2:

By June 2008, the percent of all students and the percent of students in the significant subgroups, who score at or above the proficient level on the CST mathematics test will make the targets set by NCLB. (Math 32.2%)

Implementation to achieve goal:

- Common assessment and curricular maps for math classes
- Collaboration course with the math department and special education

Goals 2007-2008

Goal #3:

By June 2008, the percentage of 10th grade students in the significant subgroups that will pass the CAHSEE will make the targets set by NCLB.

(CAHSEE –California High School Exit Exam)

Implementation to achieve goals:

- CAHSEE prep courses taught by an English/math teacher
- CAHSEE software that is accessible for all students at home and school
- Utilization of the CAHSEE software in the English and math classes

Closing the Achievement Gap

The following programs have been implemented for the 2007-2008 school year:

- ▶ All teachers will utilize Schoolloop to improve communication to the parents regarding student performance, i.e. posting of grades beginning the second semester
- ▶ The ELD teachers continue to strengthen the ELD curriculum so that it is aligned with the CAHSEE and English courses.
- ▶ Each department is developing common assessments to help develop and improve curriculum.
- ▶ The school has met to review the school's scores and each department continues to work on aligning their curriculum to the standards emphasized on the CSTs.
- ▶ The teachers have been trained on the usage of Cruncher. Several teachers use this tool to assess their student's prior knowledge and for curriculum development.
- ▶ ELD parent meetings have been planned to review and discuss graduation requirements, reclassification requirements, and class expectations.
- ▶ Currently, the high school is working on establishing a functioning Hispanic PAC organization, ELAC.
- ▶ A community liaison works at the high school and her primary goal is to provide better communication to the Hispanic community regarding school matters.
- ▶ A CAHSEE support class has been built into the master schedule to increase student success on the California High School Exit Exam.
- ▶ AAUW continues to provide a mentoring program to work individually with our Hispanic students to support college and postsecondary career planning

WASC Recommendation

- Revisit Mission and Vision for the School
- Develop Staff Development Plan:
 - ▶ SADAIE strategies, checking for understanding, scaffolding lessons
 - ▶ Data Analysis to drive curriculum
 - ▶ Collaboration time
- Full utilization of Cruncher and Schoolloop
- Benchmarks for ESLRs
- Common Assessments (development and analyzed for curriculum development)
- Creating a pathway for students to access college prep courses
- Placement of EL/Hispanic courses in college prep courses
- Sheltered/Special Ed courses using the same text and curriculum as the college prep courses.
- Development and expansion of the Personal Learning Plans/Senior Exit Project

Collaboration

Collaboration time

- 07/08 Goals:
 - ▶ Develop common assessments for semester finals
 - ▶ Develop curricular maps for each subject area that are aligned to the state standards
 - ▶ Analyze student work to guide instruction
 - ▶ Develop curricular pathways to maximize a student's educational opportunities

**CABRILLO UNIFIED SCHOOL DISTRICT
RECLASSIFICATION FORM
(Grades 3-12)**

Name: _____ School: _____ Grade: _____ Student ID #: _____

Primary Language: _____ Date Entered District: _____

An English Learner (EL) student must meet the following **four** criteria set forth in the State Board of Education's Reclassification Guidelines (Education Code Section 313d) in order to be reclassified as Fluent English Proficient (FEP/RFEP).

Criterion 1: Comparison of Performance in Basic Skills

English-Language Arts (ELA) section of the California Standards Test (CST)

Student must score at **350** in order to meet this criterion.

	<u>Date</u>	<u>Score</u>
ELA CST		

Does the student's score meet this criterion? _____ Note: _____

Criterion 2: Assessment of English Proficiency

California English Language Development Test (CELDT)

Student's Overall Proficiency Level is Early Advanced or higher (Level 4 or Level 5) and each skill area proficiency level is Intermediate or higher (Level 3, 4 or 5).

<u>Date Testing Completed</u>	<u>Scale Score</u>	<u>Level</u>
Nov 2008		
Listening	618	4
Speaking	570	4
Reading	615	5
Writing	584	4
Overall Score	596	4

Does the student's score meet this criterion? **Yes** _____ Note: _____

Criterion 3: Teacher Evaluation of Student Academic Performance

1. Does the student's academic performance indicate readiness to participate effectively in the district's grade level curriculum?
Yes or No
2. Is the student's level of academic performance sufficient to function and progress in the grade level curriculum without undue frustration?
Yes or No

I have reviewed the student's grades in all academic subjects and verify that the student's current report card grades are B or better in academic subjects (reading, language arts, math, social studies, and science).

Teacher's Signature: _____ Date: _____

Does the student's performance meet this criterion? Yes or No

Criterion 4: Parent Opinion and Consultation

I understand that my child has developed English and academic skills needed to successfully learn grade level standards and curriculum in an English language mainstream program. I further understand that my child will not be receiving English Language Development (ELD) instruction.

Parent/Guardian's Comments: _____

Parent/Guardian's Signature: _____ Date of Meeting: _____

Does the parent/guardian approve to reclassify the student? Yes or No

(over)

CABRILLO UNIFIED SCHOOL DISTRICT
RECLASSIFICATION FORM
(Continued)

Recommendation of Action:

PLEASE CHECK ONE OF THE BOXES BELOW

This student fully meets all four reclassification criteria and **is recommended** for reclassification.

This student does not meet all four criteria, but **is recommended** for reclassification for the following reasons:

This student does not meet all four criteria and **is not recommended** for reclassification.

Printed Name of Principal/Designee: _____

Principal/Designee's Signature: _____ Date: _____

Student's Signature: _____ Date: _____
(For Grades 7-12)

Submit the completed form to ELL Office

District Approval: _____ Date: _____

Elizabeth Schuck, Assistant Superintendent

Action:

This student is reclassified as RFEP.

SASI entry date _____ by _____

Please keep original in yellow bilingual folder in student CUM Folder.

HMBHS Personal Learning Plans (PLP) 2009-2010

Grade/Date(s)	Day(s)/Time(s)	Location	Facilitator(s)	Goal
FRESHMAN PLP				
August 14	Friday 10am – 2pm	MU/PLP Rooms	Counselors	Freshman Orientation Meet the Counselors
September 2	Wednesday Mini Sessions thru Day	Visits to Classrooms (Geography Classes)	Counselors	Intro To Counseling Dept/CS/Numbers Game
Mondays (February 8 – May)	Mondays All Day	Counseling Offices	Counselors	Family Appointments/Create 4-year plan/Review Resources/LAHS Books/CS
January 27	Wednesday All Day	PLP Rooms	Counselors	2009-2010 Registration Semester Check-up/Credit Review
SOPHOMORE PLP				
September 16	Wednesday Mini Session thru Day	Visits to Classrooms (World History Classes)	Counselors	Meet the Counselors/ Department/PSAT/CS
November 18 December 2, 9, 16	Wednesdays All Day	PLP Rooms Small Groups of Students - families invited	Counselors	Review Transcripts/Update 4- year plan/Credit/Grad Requirements
January 28	Thursday All Day	PLP Rooms	Counselors	2010-2011 Registration Semester Check-up/ Credit Recovery
JUNIOR PLP				
September 30	Wednesday All Day	PLP Rooms	Counselors	Review Transcript Audits/ Credit Recovery/PSAT&SAT/ Update 4-year Plan
January 29	Friday All Day	PLP Rooms	Counselors	2010-2011 Registration Semester Check-up/SAT Plan/Credit Recovery
Late March	TBD	Classrooms	Steve Morehouse (CSM)	Career Inventory
SENIOR PLP				
September 9	Wednesday All Day	PLP Rooms	Counselors	Review Transcript Audits/ Credit Recovery/LSP/ Select Focus Groups
October 6, 20, 27 November 17	Tuesday Collaboration Time 7:45-8:45am	Library	Counselors CCC/CSU/UC- Private/Alternatives	Post-Secondary Focus Groups
January 20	Wednesday All Day	PLP Rooms	Counselors	Financial Aid/Midyear Reports/Cal Grant/Plans?
Early April	TBD	PLP Rooms	Steve Morehouse (CSM)	CSM SMCCC Application Workshop
8th Grade PLP				
February 3	Wednesday All Day	Cunha	Counselors	2010-2011 Registration Intro to HS/Credits/Programs
June	TBD	PLP Room	Counselors	Summer Bridge Workshop Meet the Counselors/Common Concerns/Accessing Resources

Half Moon Bay High School
Intervention Plan for English Learners in ELD – part 1
2009-2010

Need:

There are approximately 90 English Learners assigned to ELD 1, ELD 2, and ELD 3 classes. These students have scored at the 1, 2, or 3 proficiency levels in the CELDT and scored at the Basic, Below Basic, or Far Below Basic in English Language Arts & Math in the CST 2009 test.

Goal:

With an emphasis on developing academic vocabulary, HMBHS will increase the language proficiency of the ELD students by a minimum of one CELDT level per year. Additionally, the ELD students will make at least one grade-level growth in the 2010 CST in English Language Arts & Math.

Action Steps:

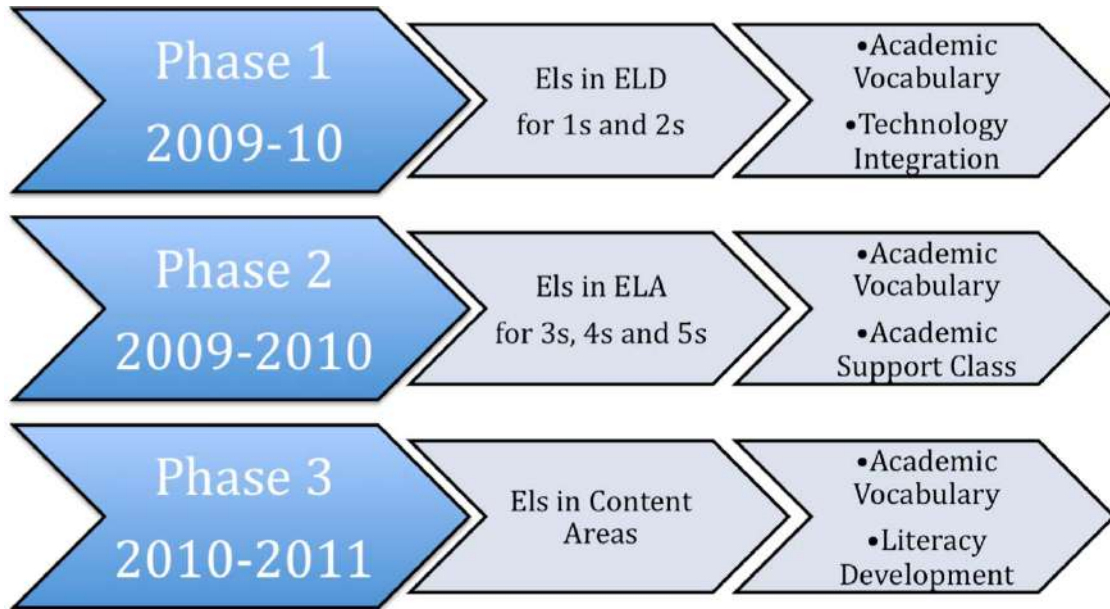
1. CELDT Levels 1 & 2 English Learners will be provided two sections of English Language Development (ELD).
2. One of the ELD sections will focus on developing academic vocabulary from content area courses. The other section will focus on using technology as a tool for developing the productive domains of ELD: speaking and writing.
3. The English Language Arts Curriculum Maps will be revised to incorporate the English Language Development Standards (West Ed document). This addition will ensure alignment of the ELA standards with the ELD standards.
4. ELD 1, 2 & 3 will develop benchmark assessments using the English Language Arts standards and test item bank from Intel Assess®.
5. Benchmark assessments will be administered to ELD 1, 2, & 3 classes on a quarterly basis leading to the identification of and adjustments to the instructional foci for the quarter.
6. Shining Star will be supplemented with structured lessons for ELD 1 & 2 as additional curricular materials are researched, assessed and incorporated.

Evaluation:

1. Curriculum Associates® Practice CELDT Tests will be used to gauge language proficiency development in the ELD 1, 2, and 3.
2. Intel Assess® Benchmark Assessment results will be a measure to determine formative, quarterly academic gains for English Learners in ELD 1, 2, and 3.
3. The 2010 CST English Language Arts & Math scores will be used to identify English Learner growth in these core areas.

ELD 3 Phase Plan - part 2

Half Moon Bay High School – EL Strategy



HMBHS English Language Learner Pathways (adopted beginning 2009-2010)

In order to meet the WASC recommendations to ensure all students are enrolled in and can achieve in rigorous academic courses and to remove barriers to access college preparatory classes, HMBHS administration, counseling, and teacher leaders researched best practices and developed this document. It is intended to provide all students with a path to college readiness regardless of English language proficiency.

Entering as CELDT 1

	Year 1	Year 2	Year 3	Year 4
1	ELD 1	ELD 2	ELD 3	English I - SDAIE
2	ELD 1 Reading	ELD 2 Reading	ELD 3 Writing	Math*
3	ELD 1 Writing	ELD 2 Writing	Math – SDAIE	Gov't/Econ – SDAIE
4	Math – SDAIE	Math – SDAIE	World Hist – SDAIE	AP Spanish V – Literature*
5	Spanish for Spanish Speakers I [†]	Geog/St Req – SDAIE or Core PE or elective	AP Spanish IV – Language*	Biology – SDAIE or Chemistry
6	elective or Core PE	Spanish for Spanish Speakers II	Earth Science – SDAIE or Biology – SDAIE	US Hist – SDAIE*
Additional period	Core PE or None	Core PE or None	Academic Support**	Academic Support**
Summer after the given school year	ELD Enrichment (Beg)	Geog/St Req – SDAIE or ELD Enrichment (Beg or Int)	US Hist – SDAIE or ELD Enrichment (Int)	English II

Entering as a CELDT 2

	Year 1	Year 2	Year 3	Year 4
1	ELD 2	ELD 3	English I - SDAIE	English II – SDAIE
2	ELD 2 Reading	ELD 3 Writing	Math – SDAIE	Math*
3	ELD 2 Writing	Math – SDAIE	US Hist – SDAIE	Gov't/Econ – SDAIE
4	Math – SDAIE	World Hist – SDAIE	AP Spanish IV – Language*	AP Spanish V – Literature*
5	Geog/St Req – SDAIE or Core PE or elective	Spanish for Spanish Speakers II	Earth Science – SDAIE or Biology – SDAIE	Biology – SDAIE or Chemistry
6	Spanish for Spanish Speakers I [†]	Core PE	elective	elective
Additional period	Core PE or None	Academic Support**	Academic Support**	Academic Support**
Summer after the given school year	Geog/St Req – SDAIE or ELD Enrichment (Beg or Int)	ELD Enrichment (Int)		English III

[†] Students entering with high literacy in Spanish will take an elective year 1 and Spanish for Spanish Speakers II in year 2.

* Recommended courses which may be replaced by an elective. (Note: Fr Social Studies and US History are required for graduation but may be taken during summer school.)

** Required for all ELD 3 students and for all low-performing EL students beyond ELD 3. HMBHS English

Language Learner Pathways Cont.

Entering as CELDT 3/4

	Year 1	Year 2	Year 3	Year 4
1	ELD 3	English I - SDAIE	English II – SDAIE	English III
2	ELD 3 Writing	Math – SDAIE	Math – SDAIE	Math*
3	Math – SDAIE	World Hist – SDAIE	US History - SDAIE	Gov't/Econ
4	Spanish for Spanish Speakers I †	Spanish for Spanish Speakers II	AP Spanish IV – Language*	AP Spanish V – Literature*
5	Geog/St Req – SDAIE *	Earth Science – SDAIE or Biology – SDAIE	Biology – SDAIE or Chemistry	Chemistry or Physics*
6	Core PE	Core PE or elective	elective	elective
Additional period	Academic Support**	Academic Support** or Core PE	Academic Support**	Academic Support**
Summer after the given school year	Geog/St Req – SDAIE or ELD Enrichment (Int)			

Entering as a CELDT 4/5

	Year 1	Year 2	Year 3	Year 4
1	English I – SDAIE	English II – SDAIE	English III	English IV
2	Math – SDAIE	Math – SDAIE	Math	Math*
3	Geog/St Req – SDAIE *	World Hist – SDAIE	US History	Gov't/Econ
4	Spanish for Spanish Speakers I †	Spanish for Spanish Speakers II	AP Spanish IV – Language*	AP Spanish V – Literature*
5	Earth Science – SDAIE or Biology – SDAIE	Biology – SDAIE or Chemistry	Chemistry or Physics*	Physics or AP Biology*
6	Core PE or elective	Core PE or elective	elective	elective
Additional period	Academic Support** or Core PE	Academic Support** or Core PE	Academic Support**	Academic Support**
Summer after the given school year	Geog/St Req – SDAIE			

† Students entering with high literacy in Spanish will take an elective year 1 and Spanish for Spanish Speakers II in year 2.

* Recommended courses which may be replaced by an elective. (Note: Fr Social Studies and US History are required for graduation but may be taken during summer school.)

** Required for all ELD 3 students and for all low-performing EL students beyond ELD 3.

“EVERY CHILD...EVERY DAY!”

Cabrillo Unified School District 2009-2010 District Goals

- To increase by seven percent the number of CUSD students who achieve at the proficient level or higher on the California Standards Test in English-Language Arts;
- To increase by seven percent the number of CUSD students who achieve at the proficient level or higher on the California Standards Test in Mathematics;
- To convene an English-Language Arts Cycle Task Force that will be charged with completing a comprehensive review of the District ELA program and presenting a comprehensive report that includes recommendations relating to programs and instructional materials no later than February, 2010;
- To develop and implement an academic progress monitoring system for individual CUSD English Language Learner students in order to inform future decision-making relating to the achievement gap that exists between EL students and their English-speaking peers;
- To re-convene the District Technology Committee that will be charged with completing a review and revision of the CUSD Technology Plan;
- To develop and implement a modified duty, early return-to-work program for injured employees;
- To complete a comprehensive review and updating of CUSD job descriptions and related position testing requirements; and
- To develop and implement a plan for achieving 100% compliance with the No Child Left Behind (NCLB) Highly Qualified Teacher requirement.

HMBHS 2010-2011 Courses Quick Reference

Agriculture

Agriculture/Environmental Science – 0613
Agriculture Gov & Economics – 0615
Agricultural Biology – 0616
Agricultural Chemistry – 0617
Agriculture Independent Studies – 0619
Agriculture Projects – 0612

Art

Art I – 0550
Art II – 0552
Art III – 0556
Art IV – 0558
AP Art History – 0573
AP Studio Art:
 Drawing (0569)
 2D (0560)
 3D (0561)
Sculpture I – 0564
Sculpture II – 0567

English

English I - 0107
English I – SDAIE – 0108
English I – Advanced – 0106
English II – 0122
English II - Advanced – 0121
English III – 0132
Advanced English III (Honors) – 0131
English IV – 0142
AP English Lit and Composition – 0147

ELD

ELD I – 0869/0857/0858
ELD II – 0853/0855/0854
ELD III – 0861/0864
ELD Strategic Academic Support – 0845
English I – SDAIE – 0108
English II – SDAIE – 0126
Algebra Readiness – SDAIE – 0301
Algebra I – SDAIE – 0324
Geometry – SDAIE – 0334
Earth Science – SDAIE – 0426
Biology – SDAIE – 0431
Geography, Tech and State – SDAIE – 0205
World History – SDAIE – 0211
United States History – SDAIE – 0222
American Gov/Economics – SDAIE – 0231

Industrial Arts

General Shop – 0652
Small Gas Engines – 0656
Advanced Small Gas Engines – 0657
Beginning Woodworking – 0660
Advanced Woodworking – 0663
Beginning Metalworking – 0658
Advanced Metalworking – 0664
Independent Study Industrial Arts – 0666

Mathematics

Algebra Readiness – 0310
Algebra I – 0320
Geometry – 0330
Advanced Geometry – 0335
Algebra II – 0340
Pre-Calculus – 0359
AP Statistics – 0362
AP Calculus – 0360

Music

Instrumental Music: Concert Band – 0583
Instrumental Music: Marching Band – 0579
Chorale – 0582
Jazz Ensemble – 0577

Physical Education

Core P.E. Program:
 Grade 9 (0813)
 Grade 10 (0814)
 Grades 11/12 (0800)
Core P. E. - Zero Period:
 Grade 9 (0811)
 Grade 10 (0812)
 Grades 11/12 (0809)

Elective P.E. – 0803
Independent Study P. E. - 0815

Publications

Yearbook – 0182

Science

Earth Science – 0425
Biology – 0430
Chemistry – 0440
Physics – 0450
Marine Ecology – 0412
AP Biology – 0432

Social Science

Geography, Tech and State Reqs – 0204
World History – 0212
AP World History – 0215
United States History – 0220
AP United States History – 0221
American Government/Economics – 0230
AP Government/Economics – 0234

Technology

Introduction to Mass Media – 0641
Advanced Mass Media – 2034

World Languages

Spanish I – 0500
Spanish II – 0510
Spanish III - 0515
AP Spanish IV – 0528
AP Spanish V – 0529
Spanish for Spanish Speakers I – 0490
Spanish for Spanish Speakers II – 0492
French I – 0530
French II – 0535
French III – 0540
French IV – 0544
AP French IV – 0545

Resource/Special Education

Basic Independent Study - 0754
Basic English – 0752
Basic Math – 0757
Basic World History – 0772
Basic United States History – 0704
Basic American Gov/Economics – 0753

Special Programs

English Prep – CAHSEE – 0154
Math Prep – CAHSEE – 0315
Strategic Academic Support – 0883
Leadership – 0820
Repo Depo Print Services Assistant – 0905
Student Aides :
 Teachers Aide – 1999
 Office Aide – 0910
 Counseling Aide - 1998
 Library Aide – 0002
General Work Experience – 0645