School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Half Moon Bay High School	41 68890 4132817		June 11,2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

2024-2025 data available at the CDE Dashboard is the evidence used to measure our students performance. Our three important student subgroups--Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students--are still performing below standard ELA and Mathematics in the state indicators. While there was a slight increase with our math indicator, our ELA indicator shows a marked decline for these subgroups of student. Our Site SPSA is aligned with CUSD's LCAP and will continue to will address ways to improve our school and student outcomes by using available data from the CDE Dashboard, Data Quest, CalSCHLS, and in-house surveys sent to staff, students, and families.

CUSD LCAP Goal #1: ACADEMIC IMPROVEMENT
The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses. These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

HMBHS SPSA Goal #1: Increase ELA and Math success for all students, especially for Hispanic, EL, SED, and SWD subgroups.

CUSD LCAP Goal #2: FOCUS ON EQUITY
#1: ACADEMIC IMPROVEMENT
College and Career: Improve College and Career readiness and attainment for all students
Early Literacy: Expand early literacy efforts for broader academic readiness
Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

#2: EQUITY FOCUS
Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction
Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways
Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

HMBHS SPSA Goal #2: Increase college and career readiness for Hispanic, EL, SED, and SWD subgroups. Reducing the barriers which can prevent all students from accessing Honors, Advanced Placement, Dual Enrollment, CTE, and AVID Courses.

CUSD LCAP Goal #3: WHOLE CHILD
The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

HMBHS SPSA Goal #3: Promote an environment where families feel welcome to communicate information and concerns so that a positive, open, and trusting relationship grows between HMBHS staff, students, and families.

CUSD LCAP Goal #3: WHOLE CHILD
The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

CUSD #4: DISTRICT SUSTAINABILITY
Build on environmental literacy efforts, optimized facilities, efficient use of resource and ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

HMBHS Goal #4: Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At CUSD and HMBHS decision-making on issues that impact our school-wide instructional programs and culture are essential for continuous improvement. It is our practice to consult with stakeholders and obtain their input on the process to implement major state, district, and site initiatives. Teachers and Parents are surveyed by the CUSD in order to update the LCAP. 9th and 11th grade students, all parents, and all staff are surveyed annually via the California Health Kids Survey (CHKS), California School Parent Survey (CSPS), and California School Staff Survey CSSS. There are also internal surveys given to students by our school counselors and to families about other matters, such as our bell schedule.

The CHKS School Climate Survey assesses student connectedness, learning engagement/motivation, and attendance; school climate, culture, and conditions; school safety, including violence perpetration and victimization/bullying; physical and mental well-being and social-emotional learning; and student supports, including resilience-promoting developmental factors (caring relationships, high expectations, and meaningful participation).

The CSPS assesses parent perceptions about the school's learning environment; school climate; student supports; and parent outreach and involvement efforts.

The CSSS assesses the problem of low teacher-recruitment, morale, and retention; guide professional development and school improvement efforts; and determine the degree to which staff perceptions align with the attitudes and experiences of students and parents as identified by the other CalSCHLS surveys. It also addresses the working environment and conditions, including staff relationships (collegiality), organizational expectations and norms, and meaningful participation in decisions; encapsulates the scope and nature of existing student supports, programs, and services (e.g., discipline, counseling, health, and prevention); and
assesses parent supports and involvement.

During the 2025-2026 school year, teachers were surveyed about our district and site-led professional development days and if the intended outcomes were met. Popular topics for professtional development relate to supporting At-Promise youth, classroom and site climate, peer led unit plan presentations, collaboration, and gallery walks, Universal Design Learning, Social Emotional learning, AVID instructional strategies, Artificial Intelligence for instructional design, Big 5 training, and trauma informed practices.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are formally evaluated per the negotiated CUTA contract. Permanent teachers are formally evaluated every other year and have one classroom observation of no less than 30 minutes. Temporary and probationary teachers are formally observed twice a year.

Administrators conduct walkthroughs and informally observation classroom activity. Teachers are encouraged to engage with peer-peer observation, not only within departments, but in other subject area classrooms to create greater breadth of instructional capacity.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use common and benchmark assessments as well as Comprehensive Interim Assessments for ELA and Math from CAASPP-TOMS which help to inform teachers of gaps and areas in need of differentiation, modification, or reteaching.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to promote that Common Core State Standards (CCSS) ELA and College and Career Readiness Standards (CCRS) in all content areas. We continue to develop better ways to adminstor pre and post assesments using the online Interm Comprehensive Assessments from the CAASPP website.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Met requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing professional development are available. Professional Development will include Common Core State Standards (CCSS) throughout all subject areas, and working to review and adopt new materials, particularly to support our English Language Learners (ELL) population and At-Promise students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Professional Development Plan is focused on the implementation to the CCSS, SBAC, and ELD as well as our continued focus and commitment to implementing AVID instructional strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Each department chairperson guides their department and leads the individual department goals. The HMBHS administration supports professional development for teachers through the use of site funds, LCAP funding, the Educator Effectiveness Grant, and with the support of the PTO.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Wednesday morning collaboration time is designated for subject area collaboration. Department Chairs make up the Academic Council. They set the agendas for their department and make decisions regarding what Professional Development is needed and requested. Some departments have acquired grants which provide release periods or days so that the entire department can meet and collaborate. We have a parent group, the Half Moon Bay High Parent Teacher Organization that provides a set amount of funds to support teachers attending more professional developments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All departments will work on developing pacing guides and common and benchmark assessments. The math department has adopted McGraw Hill Core to further address the shift to CCSS. Additionally, members of the English department worked to align the advanced pathway and will now revise pacing guides for the college preparatory/traditional pathway to align it with the CCSS. The Science department has integrated the Next Generation Science Standards. The Social Studies department is working on the new Social Studies Standards as well as offering Ethnic Studies course. The Agriculture Department has developed an entirely new CTE Floraculture pathway. Other CTE pathways include Building and Construction Trades, Arts and Media Entertainment, Welding and Materials Joining.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not Applicable.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not Applicable.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In Compliance with ESEA

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All disciplines are reviewing instructional materials to ensure they are aligned to the CCSS and CCR Standards. The Math Department completed and is implementing a full curriculum adoption beginning the 2023-2024 year. Social Studies, Science and English departments recently proposed textbook adoptions with a thematic approach to instruction that is aligned to A-G readiness.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

AVID, Enhanced (co-taught RSP courses), ELD, and Credit Recovery (Edgenuity) sections.

Evidence-based educational practices to raise student achievement

AVID Courses, AVID techniques promoted throughout the school, English Language Development classes (ELD). All teachers are Cross-cultural Language and Academic Development (CLAD) or SDAIE certified.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ELAC, DELAC, Migrant Program, Community Relations Assistant, and partnership with the Boys and Girls Club of the Coastside afterschool programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council meets monthly to review categorical spending and the implementation of the SPSA. Chamber of Commerce works with senior English students on developing soft-skills and other skills necessary for post-secondary employment and adult executive functioning.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

HMBHS has not been granted Title I funds due to not meeting the threshold for Free and Reduce Meals applications

RU Funding is used for HMBHS site budget

LCFF funds are for the following:
Family Engagement

LCAP Goal 2:
Yearly Library Book funding

LCAP Goal 3:
VAPA Master Plan

PBIS funding

Propostion 28 funding

Fiscal support (EPC)

The Cabrillo Unified School District provides fiscal support for our school site to meet the state required components in supporting academic and social emotional student achievement all aligned to the Common Core State Standards and our Local Control Accountability Plan (LCAP).

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council was determined by vote and procedures established by 2022-2023 Federal Program Monitoring. The SSC is comprised of the required rations of parents, certificated, classified, and administrative representatives. The plan was voted on and passed May 14, 2026. ELAC leaders and parent attendees were presented information about SSC and introduced to SPSA goals 2025-2026 as they were being developed. Our ELAC and Parent Teacher Organization is presented these goals for the upcoming year's SPSA at the beginning of the academic year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Performance inequities are reflected in the data analysis from the CDE Dashboard and Dataquest. This highlights the need to support structured literacy for all students performing below standard, as well as improving performance levels of our key subgroups (Hispanic, Socially Economically Disadvantaged, and Student with Disabilities). Additionally, our ELL Progress Indicator and performance levels of our RFEP student show the need for focused attention. HMBHS continues to

prioritize providing Integrated ELD instruction and continued alignment to College and Career Readiness literacy standards in the content area. Additionally, we want to increase student engagement by providing additional support in addressing the social-emotional needs of students, and to improve school climate and student engagement to address persistant chronic absenteeism. These areas are defined as areas of need within the CA Accountability Dashboard.

Toward acheiving these goals there are no resource inequities.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Half Moon Bay High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.61%	0.22%	0.36%	6	2	3
Asian	2.13%	1.98%	1.92%	21	18	16
Filipino	0.41%	0.66%	0.84%	4	6	7
Hispanic/Latino	50.25%	50.82%	49.76%	496	463	415
White	41.34%	41.60%	42.33%	408	379	353
Multiple/No Response	5.27%	4.50%	4.80%	52	41	40
			Total Enrollment	987	911	834

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	216	211	190
Grade 10	259	210	216
Grade 11	240	257	190
Grade 12	272	233	238
Total Enrollment	987	911	834

Conclusions based on this data:

1. The Hispanic/Latino subgroup has continued to maintain majority population.
2. Total enrollment has dropped below 1,000 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	90	78	52	9.0%	9.1%	6.2%
Fluent English Proficient (FEP)	309	301	291	32.2%	31.3%	34.9%
Reclassified Fluent English Proficient (RFEP)				30.8%		

Conclusions based on this data:

1. Our EL numbers have dropped significantly over the past three years, from 10.2% to 8.2% this year, and our numbers of reclassified students have increased from 11.7% to 30.3% this year.
2. Both the Cabrillo USD and Half Moon Bay HS have made a serious effort to help our EL population gain the skills they need to be reclassified.
3. We have redesigned our ELD courses/pathways for all EL students. We have added an ELD department chair, and have provided extensive professional development in aligning Common Core State Standards, ELD standards, and AVID instructional strategies for all teaching staff.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	269	236	236	254	220	214	254	220	214	94.4	93.2	90.7
All Grades	269	236	236	254	220	214	254	220	214	94.4	93.2	90.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2549.	2567.	2523.	15.35	23.64	11.21	25.98	24.09	24.30	26.38	22.27	23.83	32.28	30.00	40.65
All Grades	N/A	N/A	N/A	15.35	23.64	11.21	25.98	24.09	24.30	26.38	22.27	23.83	32.28	30.00	40.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.00	27.06	16.82	54.94	45.41	45.79	28.06	27.52	37.38
All Grades	17.00	27.06	16.82	54.94	45.41	45.79	28.06	27.52	37.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.16	22.48	11.79	48.22	41.28	47.17	31.62	36.24	41.04
All Grades	20.16	22.48	11.79	48.22	41.28	47.17	31.62	36.24	41.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.30	14.68	9.35	70.36	73.39	70.09	21.34	11.93	20.56
All Grades	8.30	14.68	9.35	70.36	73.39	70.09	21.34	11.93	20.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.42	18.35	12.62	62.45	64.68	56.07	22.13	16.97	31.31
All Grades	15.42	18.35	12.62	62.45	64.68	56.07	22.13	16.97	31.31

Conclusions based on this data:

1. Student overall performance at standard not met level increased by 10.65%.
2. Student overall performance at standard exceeded decreased by 12.43%.
3. The California State percentage of student who meet or exceed the standard for ELA 56.96% and HMBHS has 35.51%. This shows that HMBHS has 21.45% fewer student meeting these standards that the state average.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	269	236	236	250	214	220	249	212	219	92.9	90.7	93.2
All Grades	269	236	236	250	214	220	249	212	219	92.9	90.7	93.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2545.	2534.	2521.	11.65	12.74	10.05	15.66	17.92	10.96	22.89	16.04	21.00	49.80	53.30	57.99
All Grades	N/A	N/A	N/A	11.65	12.74	10.05	15.66	17.92	10.96	22.89	16.04	21.00	49.80	53.30	57.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.67	17.92	12.33	32.53	30.66	33.33	49.80	51.42	54.34
All Grades	17.67	17.92	12.33	32.53	30.66	33.33	49.80	51.42	54.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.26	12.74	11.42	56.63	54.72	43.84	28.11	32.55	44.75
All Grades	15.26	12.74	11.42	56.63	54.72	43.84	28.11	32.55	44.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.43	11.32	9.59	59.44	58.02	56.62	32.13	30.66	33.79
All Grades	8.43	11.32	9.59	59.44	58.02	56.62	32.13	30.66	33.79

Conclusions based on this data:

1. The percentage of students exceeded the standard decreased by 2.7%.
2. The percentage of students who did not meet the standard increased by 4.69%.
3. The California State percentage of student who meet or exceed the standard was 30.49% and HMBHS has 21.01%. This shows that HMBHS has 9.45% fewer student meeting these standards that the state average.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1530.9	1474.0	1504.6	1521.3	1454.9	1492.0	1539.8	1492.6	1516.6	17	17	21
10	1502.7	1532.0	1493.4	1499.1	1522.0	1468.9	1505.7	1541.3	1517.5	19	16	14
11	1505.9	1459.5	1484.5	1484.0	1436.1	1461.2	1527.2	1482.3	1507.2	20	21	13
12	1569.6	1523.0	1478.9	1578.9	1514.9	1449.1	1559.7	1530.8	1508.3	12	16	14
All Grades										68	70	62

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.76	0.00	9.52	17.65	0.00	28.57	52.94	47.06	23.81	17.65	52.94	38.10	17	17	21
10	16.67	25.00	0.00	27.78	31.25	21.43	11.11	12.50	35.71	44.44	31.25	42.86	18	16	14
11	5.00	4.76	0.00	35.00	19.05	38.46	20.00	14.29	0.00	40.00	61.90	61.54	20	21	13
12	25.00	25.00	0.00	8.33	12.50	14.29	50.00	18.75	21.43	16.67	43.75	64.29	12	16	14
All Grades	13.43	12.86	3.23	23.88	15.71	25.81	31.34	22.86	20.97	31.34	48.57	50.00	67	70	62

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	23.53	0.00	23.81	35.29	23.53	28.57	23.53	29.41	9.52	17.65	47.06	38.10	17	17	21
10	44.44	37.50	0.00	11.11	12.50	35.71	0.00	18.75	21.43	44.44	31.25	42.86	18	16	14
11	15.00	19.05	7.69	35.00	19.05	23.08	10.00	0.00	23.08	40.00	61.90	46.15	20	21	13
12	33.33	37.50	0.00	33.33	12.50	28.57	16.67	12.50	7.14	16.67	37.50	64.29	12	16	14
All Grades	28.36	22.86	9.68	28.36	17.14	29.03	11.94	14.29	14.52	31.34	45.71	46.77	67	70	62

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	4.76	23.53	0.00	4.76	47.06	17.65	42.86	29.41	82.35	47.62	17	17	21
10	0.00	6.25	0.00	11.11	25.00	14.29	27.78	31.25	21.43	61.11	37.50	64.29	18	16	14
11	0.00	4.76	0.00	20.00	0.00	15.38	30.00	23.81	23.08	50.00	71.43	61.54	20	21	13
12	0.00	0.00	7.14	33.33	31.25	7.14	41.67	12.50	0.00	25.00	56.25	85.71	12	16	14
All Grades	0.00	2.86	3.23	20.90	12.86	9.68	35.82	21.43	24.19	43.28	62.86	62.90	67	70	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.76	0.00	4.76	76.47	47.06	47.62	11.76	52.94	47.62	17	17	21
10	5.56	0.00	7.14	55.56	68.75	42.86	38.89	31.25	50.00	18	16	14
11	0.00	0.00	0.00	50.00	33.33	30.77	50.00	66.67	69.23	20	21	13
12	16.67	0.00	0.00	50.00	50.00	14.29	33.33	50.00	85.71	12	16	14
All Grades	7.46	0.00	3.23	58.21	48.57	35.48	34.33	51.43	61.29	67	70	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	52.94	35.29	52.38	29.41	11.76	14.29	17.65	52.94	33.33	17	17	21
10	55.56	62.50	21.43	0.00	6.25	35.71	44.44	31.25	42.86	18	16	14
11	45.00	38.10	50.00	25.00	0.00	16.67	30.00	61.90	33.33	20	21	12
12	75.00	56.25	35.71	8.33	12.50	0.00	16.67	31.25	64.29	12	16	14
All Grades	55.22	47.14	40.98	16.42	7.14	16.39	28.36	45.71	42.62	67	70	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	5.88	0.00	4.76	58.82	17.65	42.86	35.29	82.35	52.38	17	17	21
10	0.00	18.75	0.00	27.78	43.75	42.86	72.22	37.50	57.14	18	16	14
11	15.00	4.76	0.00	20.00	14.29	23.08	65.00	80.95	76.92	20	21	13
12	0.00	0.00	14.29	41.67	43.75	0.00	58.33	56.25	85.71	12	16	14
All Grades	5.97	5.71	4.84	35.82	28.57	29.03	58.21	65.71	66.13	67	70	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	82.35	35.29	52.38	17.65	64.71	47.62	17	17	21
10	0.00	0.00	0.00	55.56	68.75	71.43	44.44	31.25	28.57	18	16	14
11	0.00	4.76	15.38	55.00	33.33	30.77	45.00	61.90	53.85	20	21	13
12	16.67	6.25	0.00	58.33	56.25	35.71	25.00	37.50	64.29	12	16	14
All Grades	2.99	2.86	3.23	62.69	47.14	48.39	34.33	50.00	48.39	67	70	62

Conclusions based on this data:

1. The overall language performance Level 4 results 2023-2024 were 12.86% and the 2024-2025 it was 3.23%. This is a decrease of 9.63%.
2. The overall language performance Level 3 results 2023-2024 were 15.71% and the 2024-2025 it was 25.81%. This is an increase of 10.1%.
3. The total number of student assessed dropped from 70 to 62.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
911	**31.7%**	**8.6%**	**0.0%**
Total Number of Students enrolled in Half Moon Bay High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	8.6%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	289	31.7%
Students with Disabilities	140	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	18	2%
Filipino	6	0.7%
Hispanic	463	50.8%
Two or More Races	41	4.5%
Pacific Islander	0	0.0%
White	379	41.6%

Conclusions based on this data:

1. Out largest Student group by race/ethnicity is Hispanic who make up 50.8% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 41.6% of the students.

2. 8.6% of our population are English Language Learners.

3. 31.7% of our students are socio-economic disadvantaged and 15.4% are students with disabilities.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress Red		
College/Career Green		

Conclusions based on this data:

1. English Language Arts low performance indicator as red is a high concern.
2. English Learner Progress as red is a high concern.
3. Our College and Career Indicator, Graduation Rate, and Suspension rates are positive.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	No Performance Color
69.6 points below standard	149.8 points below standard	142.4 points below standard
Declined 53 points	Increased 21.5 points	11 Students
224 Students	32 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	0 Students	108.1 points below standard
		Declined 4.9 points
		66 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
204.2 points below standard	0 Students	0 Students
Declined 53.8 points		
30 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	103.5 points below standard
6 Students	2 Students	Declined 9 points
		109 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
88.8 points below standard	0 Students	43.2 points below standard
Declined 152.7 points		Declined 95.9 points
14 Students		94 Students

Conclusions based on this data:

1. ELA performance of all students is a high concern.
2. ELA performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. ELA performance of our English Language Learners has improved.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
110.5 points below standard	226.1 points below standard	247.5 points below standard
Declined 4.1 points	Increased 10.5 points	11 Students
225 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0 Students	158.3 points below standard
		Increased 27.4 points
		68 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
215 points below standard	0 Students	0 Students
Increased 39.1 points		
30 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	161.8 points below standard
6 Students	2 Students	Increased 28.4 points
		112 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
92.3 points below standard	0 Students	65.7 points below standard
Declined 80.6 points		Declined 38.3 points
14 Students		94 Students

Conclusions based on this data:

1. Math performance of all students is a high concern.
2. Math performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. Math performance of our English Language Learners is a particularly high concern.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
3	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
40.9 science points	29.9 science points	Fewer than 11 students - No Data for Privacy
Declined 6.7 points	Maintained -0.2 points	10 Students
236 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0 Students	36.6 science points
		Maintained 0.1 points
		70 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
23.3 science points	0 Students	0 Students
Declined 4.5 points		
34 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	34.1 science points
6 Students	2 Students	Declined 2.2 points
		119 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
48.2 science points	0 Students	46.2 science points
Declined 9.3 points		Declined 12.3 points
13 Students		97 Students

Conclusions based on this data:

1. Science performance of all students is a high concern.
2. Science performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. Science performance of our English Language Learners and Students with Disabilities has maintained, but is still a high concern

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
21.8 making progress.	27.6 making progress.
Number Students: 55 Students	Number Students: 29 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.7%	65.5%	0%	21.8%

Conclusions based on this data:

1. English Learner progress dropped from 27.7% in 2023-2024 to 21.8% in 2024-2025
2. The ELPI shows a decreased one level from 18.5% to 12.7% which is an improvement.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	0	1

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
Prepared 49.1%	Prepared 3.6%	Prepared 6.3%
Increased 2.6%	Maintained	Maintained 1%
222 Students	28 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 23.2%
	6 Students	Maintained -0.5%
		95 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
Prepared 10.5%	0 Students	0 Students
Increased 2.8%		
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 23.5%
4 Students		Maintained 1%
		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
Prepared 64.3%	0 Students	Prepared 73.5%
Declined 29.5%		Increased 5.6%
14 Students		102 Students

Conclusions based on this data:

1. CCI shows White, SED, and SWD students all show improved performance.
2. CCI shows Hispanic maintained performance levels very minimally.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data upon which to form conclusions.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	No Performance Color	No Performance Color
96.4% graduated	89.3% graduated	100% graduated
Increased 4.4%	Increased 7.1%	Increased 5.3%
222 Students	28 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	93.7% graduated
	6 Students	Increased 3.9%
		95 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
94.7% graduated	0 Students	0 Students
Increased 2.1%		
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	0 Students	94.1% graduated
4 Students		Increased 5.7%
		102 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
100% graduated	0 Students	98% graduated
Increased 6.3%		Increased 2.7%
14 Students		102 Students

Conclusions based on this data:

1. Graduation rate for all students, including all subgroups, has increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	4	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	Blue
2.4% suspended at least one day	3.8% suspended at least one day	0% suspended at least one day
Declined 0.9%	Declined 2.3%	Declined 9.7%
919 Students	78 Students	41 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	3.5% suspended at least one day
	8 Students	Declined 1.3%
		288 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
8.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Increased 1.8%	3 Students	
141 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.2% suspended at least one day
Maintained 0%	6 Students	Declined 1.3%
18 Students		464 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
2.6% suspended at least one day	0 Students	1.3% suspended at least one day
Increased 0.6%		Declined 0.7%
39 Students		389 Students

Conclusions based on this data:

1. Suspension rates for all students have decreased except for Students With Disabilities and those with Two or More Races which have increased.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Maximize Student Outcomes & Focus on Improving ELA/ELD & Math

LEA/LCAP Goal

CUSD LCAP Goal #1: ACADEMIC IMPROVEMENT

The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses. These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 1

Increase ELA and Math performance indicators for all students, especially for Hispanic, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Identified Need

Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) are subgroups that perform at lower levels than the white population with several indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Met or Exceeds Standard Improvement for ELA and Math for subgroups	Hispanic ELA (22.7%); SED (18.64%); SWD (0%) [2024-2025]	3% growth of meets or exceeds standard for all subgroups
CAASPP Met or Exceeds Standard Improvement for Math for subgroups	Hispanic Math (21.62%); SED (19.68%); SWD (0%) [2024-2025]	3% growth of meets or exceeds standard for all subgroups
Reclassification Rate for EL students	10.5% reclassification rate [2024-2025]	3% growth of reclassification rate
English Learner Progress Indicator	21.8% making progress toward proficiency [2024-2025]	35% making progress toward proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specificallyHispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Align professional development to support curriculum and instruction with College and Career Readiness Standards and Integrated ELD instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 5800: Professional/Consulting Services And Operating Expenditures
1396	Unrestricted 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Use performance data analysis from CAASPP, Interim Comprehensive Assessments, and common department assessments/scoring guides to inform instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Tier II intervention during the Advisory Period. Track At-Promise students during bi-monthly MTSS meetings and initiate a Student Success Team meetings as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies
4111	Unrestricted 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Site administration will explore ways to use Tier II Intervention by modifying and implementing changes to the Advisory Period to target students who have particular needs in ELA and Math. Site administration will also refocus ELA and Math curriculum to align with CCSS and continue to require that content areas align with College and Career Readiness Standards and Integrated ELD instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 5000-5999: Services And Other Operating Expenditures
3210	Unrestricted 5000-5999: Services And Other Operating Expenditures

1000	Unrestricted 1000-1999: Certificated Personnel Salaries Substitute Teacher Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Get input from students by getting their input on how they think and feel regarding their experiences in ELA and Math, so that teachers get the information they can improve student engagement and performance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Purchase supplementary curriculum to complement core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP and ELPAC data from the CDE Dashboard and Data Quest show mostly unmet goals but not in a significant way. CAASPP ELA performance data shows very little change for our Hispanic and SED populations. Hispanic student performance dropped by .27% and SED rose by .24%. The SWD population dropped by 9%. CAASPP Math performance data shows that our Hispanic population performance rose by 12.62% and our SED population rose by 6.88%. Our SWD performance remained the same. Our reclassification rate for our ELL students dropped by 19.5% and performance on our English Language Progess Indicator dropped by 5/9%.

Summary:
Metric/Indicator #1 was not met for our Hispanic and SWD students, but it was met with our SED students.
Metric/Indicator #2 was exceed for our Hispanic and SED stuents, but our SWD student performance remained the same.
Metric/Indicator #3 and #4 for our English Language Learners was not met.

The goal and strategies/activities remain aligned to LCAP goal for academic improvement, but it is oriented toward California Assessment of Student Performance and Progress (CAASPP) testing with a specific focus on our identified subgroup performance. There is also a goal of improving both Tier I and Tier II intervention for these groups as well with all students. Increased attention to getting feedback from students about whether they are, or not, effectively showing learning growth with ELA and Math. Work will be done to further improve the effectiveness of our co-taught model between English Language Arts (ELA) and Math so that we continue to support of our SWD will be sufficiently addressed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There aren't any major differences between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See above for changes in metrics/indicators and strategies from the 2024-2025 SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase At-Promise Student Readiness

LEA/LCAP Goal

CUSD LCAP Goal #1: ACADEMIC IMPROVEMENT
The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, and provide opportunities for all students to access courses. These areas will be evaluated regularly to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

CUSD LCAP Goal #2: FOCUS ON EQUITY
There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economically Disadvantaged.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Goal 2

Increase college and career readiness for Hispanic, EL, SED, and SWD sub groups. Reducing the barriers which can prevent all students from accessing Honors, Advanced Placement, Dual Enrollment, and AVID Courses.

Identified Need

Hispanic, EL, SED, and SWD are subgroups that need improvement with college and career readiness and developing more post-secondary educational opportunity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Eligibility for all students.	53% UC/CSU site-wide eligibility [2024-2025].	5% growth of UC/CSU eligibility site-wide included subgroups listed above.
Increase Hispanic students being scheduled in Honors and AP courses.	13.9% Hispanic students scheduled in Honors and AP courses.	5% increase for Hispanic student scheduled in Honors and AP courses.
Increase all students, particularly subgroups enrolled in dual enrollment courses.	44 students enrolled in CSM Dual Enrollment courses.	3% growth students in CSM dual enrollment courses.
Increase CTE completers.	33 student completed a CTE pathway [2024-2024].	5% growth of students completing a CTE pathway.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students taking AVID courses.	83 students enrolled in AVID courses.	5% growth of students enrolled in AVID courses.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Administration will form a team from different departments designed to create more diverse representation in AP and Honors courses which is reflective of HMBHS student body.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3824	Unrestricted 5000-5999: Services And Other Operating Expenditures
1000	Unrestricted 5000-5999: Services And Other Operating Expenditures substitute teacher costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Support students by getting their input about what barriers or concerns they have regarding Honors and AP courses as well as why they make the course requests that they do, so that students representation matches the site demographics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Unrestricted 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Continue the policy to not have required prerequisites for Honors and AP courses, and to discourage other barriers such as requiring summer assignments. Consider ways that the course sign up process may act as a barrier for taking Honors and Advanced Placement (AP) courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Promote and implement AVID courses with fidelity and to support teachers attending professional development for AVID, Integrated ELD instruction, Universal Design Learning, Differentiation, and equity-minded Honors/AP course design.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Unrestricted 5000-5999: Services And Other Operating Expenditures AVID Training Costs
500	Unrestricted 1000-1999: Certificated Personnel Salaries

	Substitute Teacher Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Continue to encourage our students to take Career Technical Education courses and complete pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specifically Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Purchase supplementary instructional supplies to complement support At-Promise students to become College and Career Ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16000	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data obtained from PowerSchool and CALPADS for this goal show mixed expected outcomes for this goal. The variance of years the data is based upon is due to what is available during an academic year. Year-end data from CALPADS will be from the prior year.

Summary:
A-G Readiness: 28% increase [2024-2025] *Note: CALPADS data inconsistency was identified. HMBHS Lead School Counselor and Lead Registar performed a manual analysis with PowerSchool data. This data is is refected on the baseline in the Annual Measurable Outcomes section.
Honors and AP courses: 10.9% decrease [2025-2026]
Dual Enrollment: 41.9 increase [2025-2026]
CTE completers: 2.69% decrease [2024-2025] *Note: CALPADS data inconsistency was identified and the number of completers is likely higher.
AVID students rostered: 12.2% increase [2025-2026]

Goal #2 is aligned with LCAP Goals #1 and #2 regarding college and career readiness, academic achievement and equity minded curriculum and instruction necessary for all students, but particularly for our identified subgroups. HMBHS will continue to schedule our students to be A-G ready during there course of study. The master schedule provides access for all students to fulill A-G requirements. For a small school, we offer a large number of honors and AP courses. However, subgroup representation in those courses does not reflect our site demographic despite some progress over the last couple of years. While we have reduced some barriers, such as required prerequisites, we have yet to see parity in these courses. We will continue to support our CTE offerings and maintain support for our AVID courses.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no any major differences between the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See above for changes in metrics/indicators and strategies from the 2024-2025 SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve Student and Family Engagement

LEA/LCAP Goal

CUSD LCAP Goal #3: WHOLE CHILD
The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Goal 3

Promote an environment where student and families feel welcome to communicate information and concerns, so that a positive, open, and trusting relationship grows between HMBHS staff, students, and families.

Identified Need

Increased engagement from students and families who are part of our Hispanic, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/guardian participation California School Parent Survey.	92 parents completed California School Parent Survey (CSPS).	20% growth of parents completing the survey.
Student participation with Needs Assessment and Naviance surveys provided by the counseling staff.	428 9th,10th, and 11th grade students completed School Counselor Needs Assessment Survey.	90% students responding to the survey.
Improve attendance at school informational or other committees open to the public such as ELAC, School Site Council, PTO, and Cougar Boosters.	71 parents attended events given in the metric/indicator section.	20% increase of parents attending school organization events.
Student participation with California Healthy Kids survey (CHKS).	359 of 9th and 11th grade student completed CHKS.	5% growth of 9th and 11th grade students complete the CHKS.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, as well as families, will be served by this these strategies/activities.

Strategy/Activity

Provide more deliverate and welcoming attention to promotion of surveys, site events, and outreach toward parents/guardians. Message agenda, topics, and data points with community engagement meetings and committees with greater organization and frequency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1686	LCFF - Supplemental 4000-4999: Books And Supplies District Funded
9395	Unrestricted 4000-4999: Books And Supplies
3000	Unrestricted 5000-5999: Services And Other Operating Expenditures Training costs

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The number of parents completing the CalSCHLS has dropped from 107 to 92 respondents which is a 13% decrease. The number of students who completed needs assessments has increased from 71% to 94% of 9th, 10th, and 11th grade students. Parent attendance to ELAC, School Site Council, PTO, and Cougar Boosters meetings has grown 37% which exceeds the expected outcome of 2024-2025 of a 20% increase. The percentage of students taking the CalSCHLS has decreased by 23.9%. On the whole this data shows a mix increases and decreases of the expected

outcome. Further outreach is needed to parents/caregivers to complete the CalSCHLS survey. Although parent involvment at public meetings is improving, there is room to increase participation from our families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See above for changes in metrics/indicators and strategies from the 2025-2026 SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve Social and Emotional Wellbeing

LEA/LCAP Goal

CUSD LCAP Goal #3: WHOLE CHILD
The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years. We will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

CUSD LCAP Goal #4: DISTRICT SUSTAINABILITY
Build on environmental literacy efforts, optimized facilities, efficient use of resource and ensure adequate and efficient staffing as a way to control operational costs and "right size" services to match school enrollments Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement while decreasing chronic absenteeism, discipline referrals, suspensions, and expulsions.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Goal 4

Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

Identified Need

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. Provide a more supportive environment where students academic performance and sense of well-being is improved. This will result is better outcomes for student social-emotional learning, graduation rate increase, a reduction of chronic absenteeism, and a reduction of exclusionary discipline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continuing mental health counseling with our Wellness Program Coordinator.	Maintain current amount of counseling services.	Students will continue to have access to mental health counseling through our Wellness Program.
Alternative to Suspension, Restorative Justice/Practices, post suspension counseling, and Tier II and III interventions	Continue counseling referrals due to controlled substance use and other suspension offenses.	Move each subgroup (SWD and Hispanic) to the next positive indicator at the CDE Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for suspensions given to students with disabilities.	Students with disabilities show orange in the CDE Dashboard for suspensions. Hispanic, English Learners, Socioeconomically Disadvantaged students show green in the CDE Dashboard for suspensions.	
Positive Behavior Interventions and Supports and Trauma Informed Practices Professional Development for staff.	Staff has been moderately trained in PBIS and Trauma Informed Practices.	Continue to provide training with PBIS and Trauma Informed Practices.
Wellness Program and Safe Space.	330 total sessions. 140 drop-in sessions. 6 non-IEP short-term counseling session. 7 IEP counseling sessions.	Maintain Wellness Program. Continue Safe Space program.
Continue Social Emotional Learning across grade levels from our School Counselors by integrating CORA (Community Overcoming Relationship Abuse) and NAMI (National Alliance on Mental Health)	Four times a year	Four times a year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to provide mental health counseling services through our Wellness Program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

	None Specified Work with all the groups to make sure students are supported. This will be supported and paid from other funding sources.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Continue to develop PBIS and Trauma Informed Practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3890	Unrestricted 0001-0999: Unrestricted: Locally Defined
14000	Unrestricted 4000-4999: Books And Supplies
3000	Unrestricted 5000-5999: Services And Other Operating Expenditures Conference Expenses

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All programs will continue to remain in place aside from not contracting with School Linked Services which ended the Fall of 2025. Our Wellness Program continues to serve our students with a larger volume of them using services, in addition to continuing with our Safe Space program. Our School Counselors will continue to provide sytematic Social Emotional Learning during our Advisory Period.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is little change to the metric/indicator[s] and expected outcomes. Baseline/actual outcomes have been revised to reflect current data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$82,012.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$0.00

Subtotal of additional federal funds included for this school: $0.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$1,686.00
Unrestricted	$80,326.00

Subtotal of state or local funds included for this school: $82,012.00

Total of federal, state, and/or local funds for this school: $82,012.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Unrestricted	80326	0.00
LCFF - Supplemental	1686	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	1,686.00
Title I	0.00
Unrestricted	80,326.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,890.00
1000-1999: Certificated Personnel Salaries	1,500.00
4000-4999: Books And Supplies	57,192.00
5000-5999: Services And Other Operating Expenditures	19,430.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	1,686.00
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00

0001-0999: Unrestricted: Locally Defined	Unrestricted	3,890.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,500.00
4000-4999: Books And Supplies	Unrestricted	55,506.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	19,430.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,717.00
Goal 2	25,324.00
Goal 3	14,081.00
Goal 4	20,890.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Andrew Boysen	Principal
Hope Hirst	Classroom Teacher
Hector Moreno	Classroom Teacher
Yadira Acosta	Other School Staff
Catrine Brown	Parent or Community Member
Sue Legiewicz	Parent or Community Member
Catarina Williams	Parent or Community Member
Douglas Forster	Parent or Community Member
Jackson Long	Secondary Student
Rebecca Mulligan	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA 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.

This SPSA was adopted by the SSC at a public meeting on May, 14, 2024.

Attested:

	Principal, Andrew Boysen on 5/28/2025
	SSC Chairperson, Susan Lugiewicz on 5/28/2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019