

Half Moon Bay High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Half Moon Bay High School
Street	498 Kelly Ave., Half Moon Bay, CA 94019
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 638-8674
Principal	Andrew Boysen
Email Address	boysena@cabrillo.k12.ca.us
School Website	https://hmbhs.cabrillo.k12.ca.us/
Grade Span	9-12
County-District-School (CDS) Code	41 68890 4132817

2025-26 District Contact Information

District Name	Cabrillo Unified School District
Phone Number	(650) 712-7100
Superintendent	Dr. Ramon Miramontes
Email Address	miramontesr@cabrillo.k12.ca.us
District Website	www.cabrillo.k12.ca.us

2025-26 School Description and Mission Statement

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9–12 with a total enrollment of 895 students. Founded in 1909, the school is located on the San Mateo County Coast and serves students from Pescadero to Montara (30 miles) and the surrounding rural area (135 square miles). HMBHS is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2019, after an extensive self-study was completed, WASC granted a six-year accreditation effective through June 30, 2025.

Our vision at HMBHS is to provide a strong, comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education.

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

Advanced Placement courses:

Art Studio Drawing
Art Studio 2-D Design
Art Studio 3-D Design
Biology
Calculus AB & BC
Computer Science Principles
English Language and Composition
English Literature and Composition
Environmental Science
French Language
Psychology
AP Statistics
US Government

2025-26 School Description and Mission Statement

US History
World History

Honors or Advanced courses:
Advanced Agriscience Honors
Advanced Algebra II
Honors Pre-Calculus
Honors Marine Ecology
Honors Physics

Other CDE and CUSD graduation requirements:
4 years of English and/or ELD (1,2,&3)
4 years of Social Studies
3 years of math
1 year of fine art or a world language
2 years of physical education
14 semesters of electives
35 hours of community service

Elective courses:
Agricuture Communication and Leadership
Art II/III
Art Spectrum
AVID I/II/III/IV
Broadcasting
Digital Illustration
Floraculture
Computer Science Principals
Jazz Ensemble
Leadership
Marching Band
Metal Sculpture (Beg./Adv.)
Positive Psychology
Power & Strength
Yearbook
Four-year Spanish language program
Spanish for Spanish Speakers I & II
Four-year French language program
Two-year CDE required Physical Education courses

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	211
Grade 10	210
Grade 11	257
Grade 12	233
Total Enrollment	911

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.9
Male	49
Non-Binary	0.1
Asian	2
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	50.8
Two or More Races	4.5
White	41.6
English Learners	8.6
Homeless	0.1
Migrant	2.2
Socioeconomically Disadvantaged	31.7
Students with Disabilities	15.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.4	85.15	103.1	81.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.9	4.12	8.4	6.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.8	3.1	2.47	11953.1	4.28
Unknown/Incomplete/NA	4.7	9.89	11.6	9.2	15831.9	5.67
Total Teaching Positions	47.5	100	126.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.3	87.02	108.2	82.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	5.4	11.3	8.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.21	2.7	2.14	11746.9	4.23
Unknown/Incomplete/NA	3	6.32	7	5.43	14303.8	5.15
Total Teaching Positions	48.7	100	130.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.7	91.64	109.6	87.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.7	7.27	12.3	9.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.4	1.19	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.06	1.9	1.54	13705.8	4.91
Total Teaching Positions	51	100	125.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.90	2.6	3.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.90	2.6	3.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	0.30	0	0
Total Out-of-Field Teachers	0.30	0.5	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	4.6	9.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	3.4	1.8

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound, Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) AP Language and Composition Grade 11: Advanced Placement English Language and Composition, Writing for the AP Exam: English Language and Composition AP Literature and Composition Grade 12: Houghton Mifflin - Perrine's Sound & Sense, AP English Language and Composition Premium Prep English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	0
Mathematics	Strategic Algebra Support, Strategic Algebra I, Algebra1, Strategic Geometry, Geometry, Algebra II, and Advanced Algebra 2 Grade(s) 9-12 Reveal Mathematics- McGraw Hill. Ed. 2023 Finite Math & Statistics, Honors Pre-Calculus and Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards - Precalculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics	0

	Grade(s) 11-12: Bedford, Freeman, & Worth - The Practice of Statistics, 6th, 2022 AP Calculus AB Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017	
Science	AP Biology Grade(s) 11-12: Pearson. Campbell Biology - 12th edition, Urry et al, 2021 Marine Ecology Grade(s) 9-12: McGraw-Hill - Marine Science. Castro and Huber, 2019 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Biozone - Earth and Space Science for NGSS, 2nd edition, 2022 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 7th edition, Withgott and Brennan, 2021 Agriculture Earth Science Grade(s) 9-12: Savvas Learning Company - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Biology Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agri-Chemistry Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Agriculture Communication and Leadership Grade (s) 10-12: Cengage - Ag Communications: A Hands-On Approach Animal Science Grade(s) 11-12: Goodheart Wilcox - Animal Science: Principles of Production, Management, and Selection. 2025	0

History-Social Science	Ethnic Studies Grade 9: A Different Mirror For Young People (A History of Multicultural America). Author: Ronald Takaki World History Grade 10: Cengage - World History: Voyages of Exploration, 2023 AP World History Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 AP United States History Grade 11: Cengage - The American Pageant: A History of the American People (AP Edition), 2020 Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12: EMC Publishing: Roger Arnold: Economics:New Ways of Thinking 2007 AP Government Grade 12: BFW Publishers: Abernathy and Waples - American Government: Stories of a Nation 2021 Included with a reader: Foundational Documents and Court Cases Reader for Stories of a Nation AP Psychology Psychology - Myers, David G. - 8th edition - 2018	0
Foreign Language	Spanish I, II, III, & Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Immersion) 2003 Spanish for Spanish Speakers I and II Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 Grade(s) 9-12: Vista Higher Learning: Galeria 1 Grade(s) 9-12: Vista Higher Learning: Galeria 2 AP Spanish Language Grade(s) 11-12: Vista Higher Learning TEMAS: AP Spanish Language and Culture 2014 French I, II, AP French Language	0

	Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 3 - Discovering French 3 - 2001, Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning	
Visual and Performing Arts	Metal Sculpture and Advanced Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	
Science Laboratory Equipment (grades 9-12)	Supplies	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements				
HVAC mechanical systems need attention and repairs.				
Year and month of the most recent FIT report			11/16/2025	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			A-11 K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			A-11 F-4 MUSIC ROOM: STAINED CELING TILES K-15: storage room very messy K-7: Room is very messy and used as a storage room need a clear walking path in room.celing tites stained due to old roof leak
Electrical	X			A-1
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			D-4: Wall paper needs to be removed falling off the walls D-5: Wall paper needs to be removed its falling off the walls K-4: Blocked breaker panel in storage closet

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			H-MAT ROOM H-WEIGHT ROOM: Gutters in replacing full of rot and holes K-8 K-9 K-10 K-11 K-12 K-13 K-14 K-15: storage room very messy P-1: roof leaks stained tiles gutters have rot and holes P-2: Gutters in replacing full of rot and holes
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			K-7: Room is very messy and used as a storage room need a clear walking path in room. ceiling tiles stained due to old roof leak

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	35	42	41	47	48
Mathematics (grades 3-8 and 11)	31	21	32	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	217	90.79	9.21	35.02
Female	126	111	88.10	11.90	46.85
Male	113	106	93.81	6.19	22.64
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	118	112	94.92	5.08	22.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	11	78.57	21.43	45.45

White	99	86	86.87	13.13	45.35
English Learners	14	12	85.71	14.29	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	67	61	91.04	8.96	18.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	222	92.89	7.11	20.81
Female	126	116	92.06	7.94	21.55
Male	113	106	93.81	6.19	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	118	113	95.76	4.24	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	12	85.71	14.29	41.67
White	99	90	90.91	9.09	33.33
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	67	62	92.54	7.46	12.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	27.44	20.05	27.83	24.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	467	447	95.72	4.28	19.96
Female	244	233	95.49	4.51	22.41
Male	222	213	95.95	4.05	16.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	226	216	95.58	4.42	6.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	27	96.43	3.57	37.04
White	202	193	95.54	4.46	32.12
English Learners	29	27	93.10	6.90	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	129	96.99	3.01	9.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	60	88.24	11.76	0.00

2024-25 Career Technical Education Programs

CTE, Career and Technical Education: a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses and industries include:

- * Agriculture: Agriculture Earth Science, Agri-Biology, Agri-Chemistry, Advanced Agriscience Honors, and Floraculture
- * Building and Construction Trades: Essentials of Building I and Advanced Building and Construction
- * Digital Illustration and Design: Digital Illustration and Digital Design & Marketing
- * Media Arts: Broadcasting and Advanced Broadcasting
- * Welding and Materials Joining: Metal Sculpture I & II

All CTE programs are either approved UC/CSU and meet the A-G eligibility. Agriculture Earth Science, Agri-Biology, Agri-Chemistry, and Advanced Agriscience Honors are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and A-G readiness. The Assistant Principal for Curriculum and Instruction, Lisa Longaker, and CUSD CTE Coordinator, Margaret Llamas, serve on the district CTE advisory committees for both Agriculture and Building and Construction Trades.

Community Partnerships include: advisory committees attended by professionals; HMB Chamber and Rotary sponsor annual senior seminars in career preparation; and AG boosters arrange use of farms and ranches in the community for student

2024-25 Career Technical Education Programs

projects.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	308
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
Graduates Who Completed All Courses Required for UC/CSU Admission	34.84

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.87	95.87	95.87	95.87	95.87

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Parents are encouraged to communicate with teachers, counselors, administration, and other staff to ensure that open lines of communication exist. Ongoing communication is also provided by a weekly newsletter, Messenger, YouTube videos, and at our website at: <https://hmbhs.cabrillo.k12.ca.us/home>

Some of our parent organizations include:

School Site Council - Elected positions and to all parents, guardians, community members, and students

Half Moon Bay High School PTO - Open to all parents and guardians

Boosters Athletic Corporation (BAC) - Open to all parents and guardians

Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members

Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians

English Language Advisory Committee (ELAC) - Elected positions and open to all parents, guardians, community members and students

District English Learner Advisory Committee (DELAC) - Elected position and open to all parents, guardians, community members and students

Cougar Community on Campus - Open to all parents and guardians

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.9	7.3	3.2	10	7.8	5.4	8.2	8.9	8
Graduation Rate	90.6	91.9	96.4	86.6	89.1	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	222	214	96.4
Female	115	112	97.4
Male	106	101	95.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	102	96	94.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	14	100.0
White	102	100	98.0
English Learners	28	25	89.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	95	89	93.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	38	36	94.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	919	901	178	19.8
Female	471	466	94	20.2
Male	447	434	84	19.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	6	33.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	464	450	98	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	39	39	11	28.2
White	389	385	61	15.8
English Learners	78	75	20	26.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	288	280	69	24.6
Students Receiving Migrant Education Services	20	19	6	31.6
Students with Disabilities	141	139	46	33.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.06	3.29	2.39	2.74	2.59	2.4	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.2	0	0	0.11	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.39	0.00
Female	0.85	0.00
Male	4.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.56	0.00
White	1.29	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.51	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Mandated Reporter protocols
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Say Something Anonymous Reporting System

Staff has received training from ICS for incident command procedures. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold Two Evacuation Drills, one Drop Cover and Hold On drill, and one Secure Campus drill.

Our site specific safety plan can be found by visiting our main website.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	25	20	4
Mathematics	22	17	23	4
Science	24	8	18	5
Social Science	26	8	23	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	17	8
Mathematics	21	19	18	5
Science	25	11	9	5
Social Science	24	9	17	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	26	15	3
Mathematics	22	18	16	4
Science	24	5	14	1
Social Science	22	16	12	7

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	329

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,558	\$2,415	\$7,143	\$80,262
District	N/A	N/A	\$7,419	\$86,288
Percent Difference - School Site and District	N/A	N/A	-3.8	-3.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-40.5	-8.8

Fiscal Year 2024-25 Types of Services Funded

The goal at Half Moon Bay is to use data to drive our instruction and through the data analysis, we will provide the necessary services to support the needs of our students. The types of services funded at Half Moon Bay High School are the following:

1-to-1 Chromebook program
 Bilingual Community Relations Assistant
 TUPE Tobacco Education
 Advanced Placement Testing
 SAT/PSAT Testing
 Staff Development
 After school tutoring
 AVID program
 Safe Space
 PBIS
 Wellness program

Fiscal Year 2024-25 Types of Services Funded

Social-Emotional Personal Learning Plans
 Academic Personal Learning Plans
 Restorative practices
 Alternate to Suspension Program for controlled substance use
 Post suspension counseling
 CTE program: Agriculture and Natural Resources, Building and Construction Trades, Digital Illustration pathways
 Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,045	\$57,978
Mid-Range Teacher Salary	\$81,868	\$89,612
Highest Teacher Salary	\$111,090	\$117,194
Average Principal Salary (Elementary)	\$141,268	\$143,632
Average Principal Salary (Middle)	\$155,808	\$149,447
Average Principal Salary (High)	\$164,457	\$162,334
Superintendent Salary	\$241,036	\$234,076
Percent of Budget for Teacher Salaries	26.72%	27.81%
Percent of Budget for Administrative Salaries	6.8%	5.47%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	35.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	3
Science	2
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	45

Professional Development

Half Moon Bay has had the opportunity to participate in many professional developments aligned to the needs of our students. We use student data and survey responses to better meet the needs of our students and develop a cohesive professional development plan. Here are some examples of the professional development that the Half moon Bay has engaged in. Record of PD (District and Site Based)

- 2025-2026
- 8/12/2025 - Mandated Training
 - 8/20/2025 - Departments plan 1st Quarter Benchmark Assessments
 - 9/12/2025 - PowerSchool and Work Place Violence Training
 - 9/18/2025 - Departments continue to plan and schedule 1st Quarter Benchmark Assessments
 - 10/8/2025 - Departments compare results from 1st Quarter Benchmark Assessments and identify areas of concern
 - 10/17/2025 - AVID WICOR Training: Philosophical Chairs
 - 1/30/2026 - Trama Informed Practices Training
 - 2/17/2026 - AI Training
 - 3/27/2026 - AI Training
 - 4/24/2026 - HMBHS and Cunha Intermediate Articulation

- 2024-2025
- 8/12/2024 - District Staff Development: Mandated training, PowerSchool & Schoology PD
 - 8/22/2024 - Discuss bi-annual benchmarks that align content area and CCR standards
 - 9/13/2024 - Site Led Super Friday (WASC Preparation)
 - 9/19/2024 - WASC Home Group Work
 - 10/3/2024 - WASC Home Group Work
 - 10/9/2024 - WASC Home Group Work
 - 10/18/2024 - Site Led Super Friday (WASC Focus Group Work)
 - 1/31/2025 - District Led Super Friday (Student Engagement: (i.e. Chronic Absenteeism/Attendance)
 - 2/5/2025 - Prepare Q4 benchmarks aligned to CCR Standards
 - 2/28/2025 - District Led Super Friday (Student Engagement: (Academic Improvement)
 - 3/13/2024 - Staff meeting: Preparation for WASC Visiting Committee
 - 3/28/2025 - Site Led Super Friday (Secondary Level Articulation: vertical and horizontal alignment)
 - 4/25/2025 - District Led Super Friday (Student Engagement: TBD)

Professional Development

2023-2024

8/14/2023 - Training with the use of PowerSchool and Schoology
 8/24/2023 - Departmental meetings about 8/14/2023 Schoology training
 9/6/2024 - CUSD Compliance training & Presentation HMBHS Educator Norms I
 9/15/2023 - Site Let Super Friday (Powerschool & Schoology Training)
 9/21/2023 - IEP/504 refresher & Schoology Training
 10/5/2023 - Departmental meetings to establish bi-annual benchmarks aligned to CCR Standards
 10/12/2023 - Training about Schoology gradebook settings
 10/20/2023 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
 10/25/2023 - Departmental debrief of results from 1st benchmarks
 11/8/2023 - Wellness Program presentation & Presentation HMBHS Educator Norms II
 11/30/2023 - Department meeting to discuss 1st quarter benchmark results aligned to CCR Standards
 1/26/2024 - Site led Super Friday (PBIS & Reunification Drill)
 2/9/2024 - District Led Super Friday (Literacy: Designated and Integrated ELD & MTSS)
 2/9/2024 - Ed Specialist PD: Managing IEP support and services
 3/22/2024 - Site Led Super Friday (Secondary Level Articulation: curriculum and instruction in the content area)
 3/27/2024 - Departments compile data from Q3 benchmark aligned to CCR Standards and discuss areas of focus
 4/26/2024 - Workplace Violence Prevention Training required under SB 553

2022-2023

8/8/2022 - District led PD: "Equity; MTSS; Restorative Practices - Staff Meeting: Welcome Back; Introductions; school climate; grading policies; family communication; SLS Referrals; 504/IEP compliance.
 8/12/2022 - Design/Plan and schedule initial assessment to gauge student learning level
 9/2/2022 - Housekeeping; Compliance Packet
 9/16/2022 - Equity; MTSS; PBIS
 9/23/2022 - Debrief initial assessment to gauge student learning level
 10/7/2022 - Safety/ICS4 School (safety consultant)
 10/14/2022 - TUPE; whole site literacy; integrated ELD; differentiation; project based learning
 11/4/2022 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
 12/9/2022 - Share out and debrief about Integrated ELD and differentiation instructional strategies
 1/6/2023 - Review Student Planning Guide; Complete teaching schedule requests; plan course informational meetings
 1/13/2023 - Equity; MTSS; PBIS
 1/27/2023 - PBIS; School Climate; housekeeping
 2/10/2023 - School Climate (PBIS strategies; SLS referral process; restorative practices in the classroom)
 3/3/2023 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
 3/17/2023 - Equity; MTSS; PBIS
 3/31/2023 - Prepare for Cunha and HMBHS Articulation: Vertical articulation & share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
 4/21/2023 - Cunha IS and HMBHS Articulation: Share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
 4/28/2023 - Debrief Super Friday; housekeeping

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	13	