

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

Ka'ū High & Pāhala Elementary School Ka'ū-Kea'au-Pāhoā Complex Area Link to CNA Link to CNA Addendum	12/19/25	<i>Sharon Beck</i>	Sharon Beck
	12/28/2025	<i>Stacey Bello</i>	Stacey Bello
		<i>Cindy Henry</i> Cindy Henry (Apr 13, 2026 13:28:08 HST)	Rampal Singh/Cindy Henry

☒ Title I ☐ Non-Title 1	☐ Comprehensive Support & Improvement School	☒ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained ☐ Shared Site
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Rationale:
 School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. ***No separate Academic Plan is required.***

School Planning Team Members:
 Sharon Beck (Principal). Aina Akamu (Assistant Principal). Tiana Tehero (Vice-Principal), Haunani Akina (EL Coordinator). Sonja Caldwell (Data Specialist).

	School	HIDOE
Mission	All students of Ka'ū High and Pāhala Elementary School purposefully pursue their passions and demonstrate pride in their culture, history, and community with academic and technical skills that ensure success in their careers, lives, and futures.	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	In partnership with the community, Ka'ū High and Pāhala Elementary School empowers all students by providing authentic innovative learning opportunities throughout all academic experiences.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Core Values	All students can learn. Each student is a valued individual with unique physical, social, and intellectual needs. Student learn in a variety of ways, and a variety of instructional approaches should be provided to support their diverse learning needs.	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina
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Viable Quality Instructional Materials

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-4	23 Wonders	ORIGO Stepping Stones 2.0	STEMScopes	
5-6	23 Wonders	Kendall Hunt's Illustrative Math	STEMScopes	
7-8	20 Into Literature	Kendall Hunt's Illustrative Math	STEMScopes	Hawaiian Kingdom/US History
9-10	20 Into Literature	HIDOE Alg 1, Geom, Alg 2	STEMScopes	PID/MHH, World History
11-12	20 Into Literature	HIDOE Alg 1, Geom, Alg 2	STEMScopes	US History, SS Electives

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-12 Core Subject Areas	iXL	iXL	iXL	iXL
Grades 7-10 Workshop	Read 180	Math 180		
Grades 7-12 Workshop	System 44			
Grades 7-12 ELA	NewsELA			
Grades 3-12 ELA	Flocabulary			
Grades K-12 Math		Struggly		
7-12 ELD	English 3D, Nat Geo Lift			
K-6 ELD	Imagine Learning			

Hawaii Multi-Tiered System of Support (HTMSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama

☒ School-created template

☐ Other:

Universal Screening and Progress Monitoring Assessments

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-12	STAR Progress Monitoring	STAR Enterprise
K-8	DIBELS	STAR Enterprise
K-12 EL	WIDA Screener	Select One

School Bell Schedule

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Ka'ū High & Pāhala Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1089
Did your school submit a SCC Waiver Request Form? 3 days requested for QTEL training. 1 day requested for socio-cultural professional development workshops for teachers. 1 day requested for KHPES Instructional Planning. 1 day requested for Standards Based Instruction and Grading training. 1 day requested for KKP Summit.	Yes

Bell Schedule: [Pāhala Elementary Schedule](#) & [Ka'ū High & Middle Schedule](#)

Summary of Comprehensive Needs Assessment (CNA)

An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

1. Strong relationships (peer, staff, community)
2. Cultural and linguistic assets
3. Skilled educators and dedicated EL staff
4. Consistent, high-quality instructional practices
5. Supportive environments that value student voice and collaboration

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.

1. Lack of enough buses to accomodate all students who need bus transportation, in particular from the Ocean View community.
2. Lack of safe routes to school for student bus rider, some of whom live 5+ miles from the bus stop. (Lack of sidewalks, no street lights, weather, no bus shelters, no shoes, no umbrellas, no rain coats.)
3. No support staff are a part of the EL instructional team. For 120 EL students, KHPES has 3 teachers. For 58 SpEd students, KHPES has 7 teachers and 8 EAs.
4. OV Tutoring Center Support lost funding for 3 afterschool teachers/tutors. The afterschool program is currentlty only supported by 1 part-time tutor.
5. Many students lack access to wifi to access learning at home. Some students do not have electricity or running water at home and require other social support services.
6. Potential candidates for staff support with language skills have challenges with the distance to the school from where they live, often 1-2 hours away. (SW2)

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

C - Culture & Connectedness - KHPES is built upon a foundation of support, respect, kindness and collaborative partnerships with all stakeholders resulting in an increased sense of belonging, connectedness, and pride, guided by our school-wide core beliefs, in which we embrace cultural diversity and demonstrate caring for students, families, our community and our school.

Student Learning Need:

1. Regular Access To Learning (Attendance): Students need to learn how to apply self-management strategies and communicate their barriers to learning with trusted adults in order to maintain regular, daily attendance and consistently access core instruction.
2. Family Engagement: Students need to learn how to articulate their academic goals, progress, and learning needs to their families to actively participate in building supportive, two-way partnerships at home.
3. Social-Emotional Learning Integration: Students need explicit practice opportunities to develop, experience and reflect upon social/emotional competencies, including positive social skills, self-respect, relationships, resiliency, and responsibility for the consequences of decisions and actions.

Measurable Outcome:

- Increase Schoolwide Regular Attendance by 10% (From 52.1%% to 62.1%)
- Increase EL Regular Attendance by 10% (From 37.9% to 48%) [****ATS GOAL****]
- Establish an EL 'Ohana Advisory Council and meet quarterly.

Root/Contributing cause(s): We believe that addressing these root causes will improve culture and connectedness at KHPES.

1. Inconsistent SEL Routines: SEL instruction is not systematically embedded into daily classroom practices, and teachers lack professional development (PD) on SEL routines that support academic persistence.
2. Event-Based Family Outreach: Family engagement structures are primarily event-based rather than focused on continuous, two-way learning partnerships.
3. Undeveloped Attendance Systems: Schoolwide Tier 1 attendance monitoring and early-warning family engagement practices are not consistently implemented with fidelity.

A - Academics & Achievement - KHPES endeavors for all students to be highly-engaged in rigorous, creative, and innovative academic curriculum and powerful applied learning experiences aligned to post-secondary success. Academic proficiency will improve through comprehensive literacy instruction, multi-tiered systems of support (MTSS), and improved Tier 1 instruction.

Student Learning Need:

1. Textual Evidence & Scaffolding: Students need to learn how to cite explicit textual evidence and apply writing scaffolds to construct well-supported academic responses.
2. Conceptual Math Application: Students need to deepen conceptual understanding of core standards to solve and explain multi-step word problems.
3. Metacognition & Goal Setting: Students need to learn to set academic growth goals and monitor their own progress toward mastering standards using descriptive feedback.

Measurable Outcome:

- Increase Schoolwide ELA, Math, and Science proficiency by 10% (From SY25-26% to SY26-27%)

Root/Contributing cause(s): We believe that addressing these root causes will improve academic achievement at KHPES.

1. Inconsistent Tier 1 Instructional Practices: Teachers inconsistently implement evidence-based literacy and math strategies (e.g., explicit modeling, discourse routines) across content areas.
2. Fragmented Data-Analysis Protocols: PLC teams lack a structured, schoolwide process to diagnose learning needs and adjust instruction in real-time based on formative data.
3. Lack of Aligned Feedback Systems: Instructional coaching and leadership monitoring cycles do not consistently provide timely, actionable feedback aligned to schoolwide priorities.

R - Relevance, Relationships, Rigor, and Readiness - KHPES provides students with career-connected learning through exposure, exploration, and

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

Prioritized Root Causes

Root/Contributing cause(s): We believe that addressing these root causes will improve **culture and connectedness** at KHPES.

1. Inconsistent SEL Routines: SEL instruction is not systematically embedded into daily classroom practices, and teachers lack professional development (PD) on SEL routines that support academic persistence.
2. Event-Based Family Outreach: Family engagement structures are primarily event-based rather than focused on continuous, two-way learning partnerships.
3. Undeveloped Attendance Systems: Schoolwide Tier 1 attendance monitoring and early-warning family engagement practices are not consistently implemented with fidelity.

Root/Contributing cause(s): We believe that addressing these root causes will improve **academic achievement** at KHPES.

1. Inconsistent Tier 1 Instructional Practices: Teachers inconsistently implement evidence-based literacy and math strategies (e.g., explicit modeling, discourse routines) across content areas.
2. Fragmented Data-Analysis Protocols: PLC teams lack a structured, schoolwide process to diagnose learning needs and adjust instruction in real-time based on formative data.
3. Lack of Aligned Feedback Systems: Instructional coaching and leadership monitoring cycles do not consistently provide timely, actionable feedback aligned to schoolwide priorities.

Root/Contributing cause(s): We believe that addressing these root causes will improve **relevance, relationships, rigor, and readiness** at KHPES.

1. Underutilized Student Voice: Systems for student involvement in educational design (PBL and showcases) are inconsistently implemented schoolwide.
2. Gaps in Career/Community-Connected Pedagogy: Professional learning is not systematically planned to build teacher capacity in culturally responsive, career-connected, and community-connected instruction.
3. Inconsistent Rigor in Work Samples: Teacher teams lack a common process for analyzing student work to ensure conceptual understanding before moving to application.

Root/Contributing cause(s): We believe that addressing these root causes will improve **equity and excellence** at KHPES.

1. Incomplete MTSS Infrastructure: Effective implementation of MTSS systems is inconsistent, lacking clear definitions of roles and accountability for Tier 2/3 identification.
2. Inequitable Resource Distribution: Allocation processes do not consistently ensure EL and high-needs students have guaranteed access to required language supports and technology.
3. Cultural & Linguistic Asset Gaps: Instructional and evaluation systems do not yet fully reflect the socio-cultural assets and linguistic needs of all student subgroups

(SW2)

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

1. Strong Leadership & Strategic Planning

Build a foundation for Instructional Vision & Leadership Alignment

- Define schoolwide instructional priorities for ALL students
- Maintain and strengthen the existing Instruction & EL Leadership Team.
- Begin calibration walks to align leaders and coaches on instructional expectations for EL students.

Build foundation for coherent, data-driven coaching model that targets EL instructional practices

- Review the current coaching model and identify alignment gaps with EL instructional needs.
- Improve the coaching model, including clearer roles, feedback timelines, and EL focus.
- Use quantitative (WIDA, formative) and qualitative (walkthrough) data to refine instruction.

Build foundation for a shared understanding of high-quality EL instruction among all instructional leaders

- Define and communicate schoolwide instructional priorities for all students, with explicit emphasis on EL Tier 1 supports.

Build foundation for a master schedule that equitably provides for EL students

- Conduct a full audit of the master schedule focused on EL service minutes, class composition, newcomer needs, and compliance.
- Gather evidence (EL enrollment, WIDA results, service minutes, caseload size, program needs) to justify staffing requests.

Build foundation for a strategic, data-driven staffing model that ensures EL students receive equitable services

- Refine the lesson-planning template to embed EL language development expectations.

Build foundation for Instructional and evaluation systems that fully reflect socio-cultural and linguistic needs

- Conduct socio-cultural needs analysis (norms, newcomer experiences, transportation challenges, mobility).
- Conduct an audit of current instructional or evaluation rubrics to identify where socio-cultural needs are absent or underrepresented.

Build foundation for a consistent, transparent, and equitable EL exit and progress-monitoring system

- Develop an EL exit plan to monitor progress toward proficiency.
- Review district/state exit criteria and identify current inconsistencies in school-level processes.

2. Effective Instructional & Classroom Practices

Build foundation for a consistent, schoolwide lesson-planning system

- Launch a standardized lesson-planning template for use by teachers that includes language objectives, scaffolds, discourse routines, and QTEL-aligned planning components.
- Launch pilot instructional coaching cycles for targeted teachers.

Build foundation for a knowledgeable and skilled staff that consistently applies culturally responsive, linguistically inclusive, and QTEL-aligned instructional practices

- Clearly communicate Tier 1 instructional expectations across the school.
- Deliver foundational professional learning on EL needs, QTEL practices, academic language routines, and scaffolding.

Build foundation for PLC teams to use discourse analysis and EL-focused planning routines to drive instructional decisions

- Strengthen PLC teaming structures to ensure data-based instructional adjustments.
- Establish PLC norms, roles, and structures aligned to data-driven planning for ELs.
- Use Solution Tree and Learning by Doing resources to guide PLC work.

3. Positive & Inclusive Learning Environments

Build foundation for a comprehensive and consistently used EL Student Learning Profile

- Design a standardized EL Student Learning Profile that includes linguistic data (WIDA ACCESS domains, WIDA level, accommodations), academic

Goal (developed from CNA student learning needs):
 KHPES will achieve a **high-school EL subgroup performance unit score** above the highest CSI-All school's score OR maintain an average subgroup score (years 2 & 3) that exceeds the highest CSI-All score.
 (SW1)

Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
EL ELA Proficiency	Lei Kulia - SBA	13%	18%	28%	38%
EL Math Proficiency	Lei Kulia - SBA	11%	16%	26%	36%
EL On-Track	Lei Kulia	16%	21%	31%	41%
EL Attendance	Lei Kulia, I.C.	38%	43%	53%	63%
EL Graduation Rate	Lei Kulia	71%	76%	86%	96%

Strategies Timeline
Year 1 - Build foundation
Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

Focus	Strategies (SW6) (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Section 1003 School Improvement Funds Budgeted? Evidence-Based Practices ONLY
Strong Leadership and Strategic Planning	Build foundation for Instructional Vision & Leadership Alignment	Principal Asst. Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for a coherent, data-driven coaching model that targets EL instructional practices	Principal Asst. Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for a shared understanding of high-quality EL instruction among all instructional leaders	Principal Asst. Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for a master schedule that equitably provides for EL students	Registrar EL Coordinator Principal	☐ \$
	Build foundation for a strategic, data-driven staffing model that ensures EL students receive equitable services	Registrar EL Coordinator Principal	☐ \$
	Build foundation for Instructional and evaluation systems that fully reflect socio-cultural and linguistic needs	Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for a consistent, transparent, and equitable EL exit and progress-monitoring system	EL Coordinator	☐ \$
			☐ \$

			☐ \$
Effective Instruction and Classroom Practices	Build foundation for a consistent, schoolwide lesson-planning system	Principal Asst Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for a knowledgeable and skilled staff that consistently applies culturally responsive, linguistically inclusive, and QTEL-aligned instructional practices	Principal Asst Principal EL Coordinator	☒ \$ Steele Dynamics
	Build foundation for PLC teams to use discourse analysis and EL-focused planning routines to drive instructional decisions	Principal Asst Principal EL Coordinator	☒ \$ Steele Dynamics
			☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Positive and Inclusive Learning Environment	Build foundation for a comprehensive and consistently used EL Student Learning Profile	EL Coordinator	☒ \$ EL PTT
	Build foundation for all students to enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	MS Lead MS Counselor Academy Director	☐ \$
	Build foundation for a coherent, equitable MTSS system	Counselors SSC Registrar	☒ \$ EL Attendance PPT
	Build foundation for a safe, inclusive school environment	Counselors	☒ \$ Steele Dynamics
	Build foundation for a staff skilled in delivering culturally responsive, linguistically inclusive instruction	Principal Asst. Principal PLC Leads	☒ \$ EL Coord Summer Stipend
			☐ \$
			☐ \$
			☐ \$
			☐ \$
Community Engagement	Build foundation for a comprehensive, multilingual family needs assessment system	EL Coordinator	☒ \$ EL Attendance PPT
	Build foundation for a consistent, accessible, and culturally responsive communication with multilingual families across all grade levels	EL Coordinator	☒ \$ EL PPT
	Build foundation for a welcoming, supportive transition experience for incoming EL families	EL Coordinator Student Success Counselor Community Schools Coordinator	☒ \$ EL Coord Summer Stipend
	Build foundation for a sustainable, data-driven tutoring hub that expands academic access for multilingual learners	Student Success Counselor Community Schools Coordinator Tutoring Coordinator	☒ \$ Steele Dynamics
	Build foundation for a strong, representative EL Advisory Council that elevates family voice	EL Coordinator Student Success Counselor Community Schools Coordinator	☒ \$ Steele Dynamics

Family &			☐	\$
			☐	\$
			☐	\$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ka'ū High and Pahala Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 21, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list):
 - ☒ School Leadership Team
 - ☒ School Faculty Meetings
 - ☒ School Academic Review Team
 - ☒ School Advisory Board
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Feb 25, 2026**

Attested:

Ka'ū High and Pahala Elementary School Principal	Signature	Date
Sharon Beck		Mar 13, 2026
SCC Chairperson	Signature	Date
Carma Hanshew	 Carma Hanshew (Mar 13, 2026 18:22:27 HST)	Mar 13, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Interview students and families about attendance challenges, including students who have a lot of absences.	We need to build relationships with students and families to support them with attendance.	Our counseling team has been conducting student and family interviews this year, and we will continue next year.
Bring back May Day Celebration for students and families.	May Day is a great event for students and parents and families enjoy coming to watch their children.	We will put together a team of students, staff and community members to help us bring back May Day.
Create a family festival as an 'ohana engagement activity for Ocean View families.	We want to connect with Ocean View families who do not come to the school campus often because of the distance.	We will work with our Community Schools Coordinator and Counselors to create this event.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

- The Academic Plan is organized well and addresses many needs of the school.
- The school has made great progress in improving academic performance in ELA, Math and Science, but last school year there was a slight decrease in overall scores in ELA and Math.
- The schools focus on college & career readiness is appreciated and supported by parents and the community.
- Attendance is a challenge due to the lack of bus service, but the school has implemented many solutions to help students and families, including a tutoring program in Ocean View 4x per week.
- The principal does a good job allocating funds to address student needs at a tri-level school.
- The school has had challenges hiring a PCNC and B-SHA and is still advertising and recruiting in the community, but the low pay makes it hard to fill the position.

Attested:

SCC Chairperson	Signature	Date
Carma Hanshew	 Carma Hanshew (Mar 13, 2026 18:22:27 HST)	Mar 13, 2026