



Health Sciences High and Middle College

May 12, 2022 Board Meeting

Amended on May 10, 2022 at 9:24 AM PDT

Date and Time

Thursday May 12, 2022 at 8:30 AM PDT

Location

Virtual through Zoom

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:30 AM
A. Record Attendance			1 m
B. Call the Meeting to Order		Frederick Johnson	1 m
C. Approve Minutes	Approve Minutes	Frederick Johnson	2 m
Approve minutes for Board Meeting on February 25, 2022			
II. Information Items			8:34 AM
A. LCAP - Overview and Public Presentation of LCAP for HSHMC	FYI	Javier Vaca	15 m
III. Action Items - Consent Agenda			8:49 AM
A. Cuyamaca-HSHMC Partnership Agreement 2022-2023	Discuss	Sheri Johnson	5 m
B. Consent Agenda Vote	Vote	Frederick Johnson	5 m
Consent Agenda Vote on Item A			
IV. Closing Items			8:59 AM

A. Adjourn Meeting

Purpose	Presenter	Time
	Frederick Johnson	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by: Frederick Johnson
Related Material: Minutes for Board Meeting on February 25, 2022
2-25-2022 Minutes.pdf

BACKGROUND:

Board Minutes from 2/25/2022

RECOMMENDATION:

Accept and Approve

APPROVED



Health Sciences High and Middle College

Minutes

Board Meeting

Date and Time

Friday February 25, 2022 at 8:30 AM

Location

Via Zoom:

<https://hshmc.zoom.us/j/89773182250>

Passcode: Board

Directors Present

D. Gross (remote), F. Johnson (remote), F. McFarlane (remote), M. Hayden-Cook (remote), S. Evans (remote)

Directors Absent

J. Kramer, T. Khaleghi

Ex Officio Members Present

I. Pumpian, S. Johnson

Non Voting Members Present

I. Pumpian, S. Johnson

Guests Present

Andy Silveyra, J. Vaca, K. Olson

I. Opening Items**A. Record Attendance****B. Call the Meeting to Order**

F. Johnson called a meeting of the board of directors of Health Sciences High and Middle College to order on Friday Feb 25, 2022 at 8:35 AM.

C. Approve Minutes

D. Gross made a motion to approve the minutes from the January 13, 2022 meeting.

S. Evans seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

F. Johnson	Aye
D. Gross	Aye
S. Evans	Aye
J. Kramer	Absent
M. Hayden-Cook	Aye
T. Khaleghi	Absent
F. McFarlane	Aye

II. Information Items

A. HOSA Participant Video

Sheri Johnson shared a video with the Board of a current HSHMC student who is part of the school's HOSA (Health Occupation Students of America) team who will be competing for a spot at the State level next month. Several board members shared positive comments about the video.

B. A-G Grant

Javier Vaca shared the plans to be submitted for an A-G Grant application that would provide a higher level of supplemental services designed to address the unique needs and barriers facing foster youth, low income students and English learners.

C. Supplement to the Annual Update to the 2021-2022 LCAP

Javier Vaca shared and discussed a required one-time mid-year report to the Board related to engagement on, and implementation of, funding to support students, teachers, staff, and our community in recovering from the Covid-19 pandemic and to address the impact of distance learning on students.

D. LCAP Midyear Outcome Data

Javier Vaca reviewed and discussed the mid-year outcome data related to metrics in HSHMC's 2021-2022 LCAP.

III. Action Items - Consent Agenda

A. 2021-2022 HSHMC 2nd Interims

Staff recommends approval of HSHMC's 2021-2022 2nd Interims. Ian Pumpian shared that the 2nd Interims show no major variances from the approved budget. Liabilities include lower ADA due to Covid-19 and increased technology purchases. Waiting to see if state holds harmless Covid-19 related absences. If not, Board will need to consider redistribution of multi-year grant allocations .

B.

ESSER III Expenditure Plan - Update

The original expenditure plan approved by the board was in the amount of \$1,164,921. Actual amount awarded was increased to 1,167,021. Staff recommends that the board approve allocation of the \$2100 difference be added to Strategies for Continuous and Safe In-person Learning.

C. Independent Auditor Selection

Ian Pumpian asked for approval to extend a one-year contract with HSHMC's independent auditor. Our current Independent Auditor, Eide Bailey, has presented a significant rate increase. If Pumpian seeks to change firms, members of the financial advisory will be pulled for discussion prior to signing of one-year contract.

D. LCAP SPSA

Staff recommending board approval of the School Plan for Student Achievement (SPSA). Javier Vaca shared that HSHMC is a single school LEA (charter) who generally uses our LCAP as the SPSA. Due to the lack of an LCAP in 2020-21 (due to COVID-19 based requirement changes) HSHMC created this SPSA using the same goals as the LCAP, and the same LCAP community engagement activities to inform the development of the SPSA. The LCAP goals support the entire school program and provide the focus and priorities for the allocation of resources of the school.

E. CalSHAPE Program Application

Staff recommending approval for submission of the CalSHAPE Grant Application. Ian Pumpian shared that this grant is seeking \$155,000 from a State energy company to provide additional upgrades to our HVAC equipment.

F. Consent Agenda Vote

D. Gross made a motion to Approve the consent agenda (items A-E).

F. McFarlane seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

T. Khaleghi	Absent
J. Kramer	Absent
F. McFarlane	Aye
F. Johnson	Aye
D. Gross	Aye
M. Hayden-Cook	Aye
S. Evans	Aye

IV. Closing Items

A. Adjourn Meeting

Sheri Johnson informed the board that a meeting will be scheduled prior to our next meeting in May for any action items that are needed.

Hold the Date: Graduation will be held on Monday, June 13 at 5:00 pm at SDSU's Open Air Theatre.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:12 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- 1-13-2022 Board Minutes.docx
- A-G Improvement Grant HSHMC draft.docx
- HSHMC.Icapsupplement.2.8.22.docx
- MidYear Outcome Data HSHMC - INFO.docx
- 2nd Interim - Health Sciences.xlsx
- SPSA draft HSHMC.2.17.22.docx
- CalSHAPE_Resolution_HSHMC.pdf
- CEC146-21R1VA0992.pdf
- Payee_Data_Record_STD-204 - HSHMC.pdf

DRAFT



Health Sciences High and Middle College

Minutes

Board Meeting

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C. Approve Minutes

D. Gross made a motion to approve the minutes from the January 13, 2022 meeting.

S. Evans seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gross	Aye
F. McFarlane	Aye
F. Johnson	Aye
T. Khaleghi	Absent
S. Evans	Aye
J. Kramer	Absent
M. Hayden-Cook	Aye

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F. Consent Agenda Vote

D. Gross made a motion to Approve the consent agenda (items A-E).

F. McFarlane seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Kramer	Absent
S. Evans	Aye
M. Hayden-Cook	Aye
D. Gross	Aye
T. Khaleghi	Absent
F. McFarlane	Aye
F. Johnson	Aye

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Coversheet

LCAP - Overview and Public Presentation of LCAP for HSHMC

Section: II. Information Items
Item: A. LCAP - Overview and Public Presentation of LCAP for HSHMC
Purpose: FYI
Submitted by: Javier Vaca
Related Material: LCAP HSHMC 5.3 draft.pdf

BACKGROUND:

Overview and public presentation of LCAP for HSHMC

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Sheri Johnson Principal	sjohnson@hshmc.org 619-528-9070

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Students who attend Health Sciences High and Middle College in San Diego experience high school in a very different way than their peers in other schools. The learning environment and educational programs are tightly focused and methodically designed to ensure students will graduate prepared to be successful in college or career. The curriculum is rigorous, relevant, and contextually grounded in real world experiences.

Students are provided with a rigorous A-G curriculum including honors coursework as well as college classes, internship experiences and athletic and extracurricular opportunities. It is a tribute to the students, community and staff of HSHMC that they have been so successful in an urban school with 73.7% of the students are socioeconomically disadvantaged, 17.1% are English Learners and 15% are Students with Disabilities. The student population is 63.6% Hispanic and 19.2% African American. The diversity of the students is celebrated and honored as part of a welcoming and inclusive environment that honors student voice and family perspectives. The LCAP is designed to build on student strengths, provide additional support in areas of challenge, and develop curriculum and programs to serve the academic and social/emotional needs of each student.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

HSHMC has maintained a high graduation rate, including during the pandemic. For 2020-21 overall 98.1% of students graduated, with all significant student groups graduating at 94% or above. (EL- 96.8%, SED- 97.7%, Students with Disabilities 94.4%. That is a significant accomplishment.

The success of the students in preparing for College and Career is rewarding, since that is the focus of the programs at HSHMC. While there is not a College and Career Readiness Indicator on the Dashboard this year, the percent of students completing CTE Pathways dropped less than 1% between 2019-20 and 2020-21. This is a reflection of the ability of HSHMC to maintain rigorous high-quality instruction for students in any environment.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Math continues to be an area of concern, with scores significantly lagging behind the ELA scores, overall and for significant subgroups.

And, like many other schools/districts/charters, attendance at HSHMC is down (from 97% to 90%), and chronic absenteeism is up. HSHMC has a plan in place to better identify students needing attendance support and finding ways to remove the barriers that keep students from coming to school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP embodies the philosophy of looking forward to a new future with additional educational options and ways of working with students, staff and the community. The actions and services in Goal 2 especially reflect an on-going focus on career pathways, and a renewed focus on meeting the needs of English Learners. Student needs will be met through both refocused intervention strategies and the addition of new technology that will allow staff to better differentiate instruction to meet student needs. Social-emotional supports will also be enhanced to create and learning environment where students feel respected and safe. Goal 3 demonstrates the awareness that there needs to be increased outreach and new avenues to attract and support parent and community involvement.

Since the LCAP serves as the SPSA for HSHMC, an effort was made to ensure all aspects of the SPSA, and input from SSC, is reflected in the LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

HSHMC is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

HSHMC has built a collaborative and open communication system among all educational partners. While the closing of the school to in-person events, off and on for the last two years has required some pivots and adjustments, the stakeholder voices were always a part of the conversation. Throughout the 2020-21, and 2021-22 school years HSHMC continued to reach out to stakeholders for ideas on how to improve the educational experience for all students, not just for during the pandemic, but for a stronger future for years to come.

Here are some specific events that taken place:

Parent LCAP Survey - DATE? (in English and Spanish)

Principal Office Hours - via Zoom, twice each week

Parent Advisory Committee meeting - March 10, 2022, April 13, 2022

Teacher/Staff meetings - occur weekly, every Friday for two hours. Discussions regularly entail how to improve the academic outcomes and social/emotional experiences at the school. That feedback informs

the LCAP.

Student input - MyVoice Surveys were used to capture student input formally. Results will be available after May 6. Staff also share information with the leadership team about input they receive via informal discussions with students.

Principals/Administrators - meet regularly; indirectly most discussions relate to the LCAP; the LCAP is discussed directly during the LCAP planning/writing "season".

Consultation with SELPA - the SELPA is consulted and gives input on the LCAP

The LCAP draft will presented to the board and the public for a Public Hearing on May 12, 2022

Board Adoption - June 9, 2022

A summary of the feedback provided by specific educational partners.

Parents - Parent and Community partners have indicated a high level of satisfaction with the educational program at HSHMC. No specific requests for change have come up at the meetings. Parents appreciate the academic and social/emotional support that HSHMC provides.

Students - awaiting survey results

Staff -

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Since HSHMC has such a strong connection with all their Educational Partners they are situated to respond quickly to concerns. The current LCAP reflects the priorities of the community, and any changes will be to refine or amplify an action/service as part of the continuous improvement process.

Goals and Actions

Goal

Goal #	Description
Goal 1	All students will benefit from the maintenance of a strong base program that is foundational to student academic success at HSHMC.

An explanation of why the LEA has developed this goal.

HSHMC has consistently met all Annual Measurable Outcomes associated with this goal, and as an established and successful charter has a well defined foundation from which to build. Therefore, the leadership team (administrators and teachers), with agreement from

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Local Indicator 1 tools.	100% of teachers are appropriately assigned and fully credentialed	100%	[Intentionally Blank]	[Intentionally Blank]	100%
Access to Standards aligned instructional materials, as measured by tools in Local Indicator 1.	100% of students have sufficient access to California Standards aligned instructional materials	100%	[Intentionally Blank]	[Intentionally Blank]	100%
School facilities are in good repair, as measured by Local Indicator 1 - FIT Report.	100% of the facilities are safe, clean and functional, and maintained in good repair.	100%	[Intentionally Blank]	[Intentionally Blank]	100%

<p>Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Priority 2.</p>	<p>ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5 (Full implementation) and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3</p>	<p>ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5 (Full implementation) and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>ELA - 5 ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 4 Physical Education - 4 VAPA - 4 World Languages - 4</p>
<p>Percent of students who have access to a Broad Course of Study, including programs and services provided for unduplicated pupils and individuals with exceptional needs, as measured by the adopted course of study and the narrative in the Local Indicator for Priority 7.</p>	<p>100% of all students, including unduplicated pupils and individuals with exceptional needs</p>	<p>100%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100%</p>

Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	Basic Services	HSHMC will continue to hire and retain appropriately assigned and fully credentialed teachers, and provide all students with access to California standards aligned instructional materials, for all courses included in the broad course of study offered.		No
Action #2	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their growth and education by earning advanced degrees, and/or certifications such as LEC and BTSA.		Yes
Action #3	Facilities	Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs		No
Action #4	Health and Safety	HSHMC will maintain safe, clean and functional facilities. In addition the charter will plan for and provide appropriate Personal Protective Equipment, physical barriers, air filtration and cleaning supplies as recommended by CDC and CDE to ensure students and staff are learning in a safe and healthy environment, and are prepared for any future needs.		No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of the actions. There may have changes in funding sources, or how they were implemented due to the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in maintaining a strong base program

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	Student achievement will be accelerated through a defined system of high-quality instruction supported by academic and social- emotional programs and interventions.

An explanation of why the LEA has developed this goal.

The HSHMC community (staff, parents and students) recognize that every student deserves the opportunity to earn a diploma that matters. Research indicates that this can only happen in an environment where both academic and social/emotional needs of students are met. In reviewing state and local data with the HSHMC community both successes and challenges exist. The charter will continue to monitor all indicators to determine areas of need and create supportive learning environments.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results are available again.</p>	<p>English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points below standard Students with Disabilities - 67.9 points below standard Math - (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below standard Socioeconomically Disadvantaged - 128.3 points below standard Students with Disabilities - 148.4 points below standard</p>	<p>2020-21 (scores not comparable due impact of COVID) ELA - 49.6% met or exceeded standard: EL - 15.8; SWD - 6.6; SED - 17.84 Math - 20.2% met or exceeded standards; EL - 0%; SWD - 0%; SED - 12%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>English Language Arts (SBAC) All students - 15 points above standard EL - at or above standard Socioeconomically Disadvantaged - 10 points above standard Students with Disabilities - at or above standard Math - (SBAC) All students - at standard EL - at or near standard Socioeconomically Disadvantaged - at or near standard Students with Disabilities - at or near standard</p>

	Data also demonstrates EL access to CCSS and academic content knowledge.				
Other Pupil Outcomes	California Science Test - 17.97% met or exceeded standards (grade 12) Physical Fitness Test - set baseline next time the test is given, possibly in 2022	CST - 27.7% met or exceeded standards Fitness Test results not available at this time	[Intentionally Blank]	[Intentionally Blank]	California Science Test - 25% met or exceeded standards Physical Fitness test - exceed baseline once established

<p>Improvement in College and Career Indicators from California Schools Dashboard</p>	<p>A-G completion rate - 98.4% from CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups</p>	<p>A-G completion - 92.2% Percent Prepared - data not available CTE Pathway Completion - 23.4% (2021)</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>A-G completion rate - 98% or above in CCI report Percent Prepared on College and Career Indicator on the California Dashboard - 85% or above CTE Pathway Completion in CCI report - 25% or above *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups</p>
<p>English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.</p>	<p>2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.</p>	<p>EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate</p>

<p>Graduation Rate, disaggregated</p>	<p>2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%</p>	<p>20-21 Graduation Rate - 98.1% EL - 96.8% SED - 97.7% SWD - 94.4%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Graduation Rate - 98% all students EL - 97% Socioeconomically Disadvantaged - 98% Students with Disabilities - 95%</p>
<p>High School Dropout Rate will decrease, or remain below 1%</p>	<p>High School, All students - 1.3% Dropout rate HSHMC does not have middle school students</p>	<p>2021 = 0.6%</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>High School - below 1%</p>
<p>Suspensions and Expulsions</p>	<p>2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0</p>	<p>2021 - 0% Suspensions 2021 - 0 Expulsions</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0</p>

Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to in-person learning makes this data point hard to compare with other years.	Attendance rate 2021- 22: 90.21% Chronic Absenteeism 2021 = 12.4%	[Intentionally Blank]	[Intentionally Blank]	Attendance rate 2020 -98% Chronic Absenteeism 2020 - 3%
Advanced Placement Pass Rate	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	[Intentionally Blank]	[Intentionally Blank]	HSHMC does not offer Advanced Placement Courses
Surveys results on school safety and connectedness	Site survey on safety and connectedness (2020-21)	?	[Intentionally Blank]	[Intentionally Blank]	?

Actions

Action #	Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	Supplemental Services for students	a. Provide supplemental materials/software/hardware to differentiate instruction to meet the needs of students at-risk of not meeting academic benchmarks. b. Provide supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and SWAG Lab. c. Supplemental materials, software and personnel (including Instructional/College Coaches and Resource Teachers) will be provided to meet the unique needs identified students such as low-income and homeless students. This may include virtual instruction supports, supplies and materials. (Title 1)	\$429,000.00	Yes
Action #2	Professional Development	Ongoing professional development and Academic Coaching to support instruction for students who are struggling to meet academic benchmarks, including additional strategies for EL students and resources for providing high quality Designated and Integrated ELD across the curriculum. Professional Development and academic coaching focused on supporting research-based instruction to improve the outcomes of all at risk students and especially on meeting the needs of English Learners and Foster/Homeless students (Title III, Title II, Title 1)	\$122,500.00	Yes
Action #3	Attendance support	Students who are not meeting attendance standards will receive counseling and home visits from attendance staff. (Title 1 and LCFF)	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Educational Options	Investigate, plan and maintain a variety of learning formats and environments that will meet the needs of diverse learners and outside circumstances. This includes options for Extended Day and Year programs for interventions, and programs such as Independent Study. Also included are summer sessions, Saturday School and other types of interventions for students needing additional support. (Title 1)	\$186,000.00	Yes
Action #5	College and Career	Maintain a strong College and Career program that allows students to graduate ready to be successful in their future. CTE, College courses and career pathways are the cornerstones of our successful program. Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve. Provide additional resources and workshops on preparing for college and for a career, how to be successful in college, and financial literacy.	\$95,000.00	Yes
Action #6	English Learner support	Provide targeted, research based instructional support strategies, professional development and interventions focused on meeting the unique needs of English Learner students. Continue to provide high quality Designated and Integrated ELD. Supplemental, research proven, instructional support and intervention strategies will be provided to meet the unique needs of English Learner students Title I, Title III	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #7	Positive School Environment	Maintain a focus on creating a safe, positive learning environment through the use of SEL strategies, such as restorative practices, through the work of the Climate Team and a focus on equitable practices. On-going workshops will be provided to support this action. Support for Foster Youth and students who are homeless will continue through the Dean of Students. Provide a variety of clubs, sports and extra-curricular activities for students to engage in beyond the school day and increase their connection to school	\$110,000.00	Yes
Action #8	Supplemental Supports for SEL	In response to the concerns and Social/Emotional needs of students and staff HSHMC will provide more SEL activities and support staff. This will may include Restorative Practices, School Climate Team, equity work and more. Focused supports will be provided for Foster/homeless students (Title I)	\$37,000.00	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 3	Student and family voice, in partnership with HSHMC staff, will build engagement and enhance the welcoming and inclusive climate and culture at HSHMC

An explanation of why the LEA has developed this goal.

HSHMC has a strong system of parent involvement and participation. Working with our parents, staff and community we continue to see this area as a priority and are always looking for ways to continue to improve. We believe that parent participation in their young adult's education is a key factor in enhancing student success.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

<p>Maintain the level of parent input in decision making at HSHMC, as measured by the Local Indicator on Parent and Family Engagement, #11, which states "Rate the LEA s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community."</p>	<p>#11 - Full implementation and Sustainability</p>	<p>#11 - Full implementation and Sustainability</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>#11 - Full implementation and Sustainability</p>
<p>Promoting Parental Participation in programs for unduplicated students and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held</p>	<p>The baseline for 2020-21 may not be comparable to future years due to COVID restrictions. Outreach strategies - # ? Events held - # ?</p>	<p>Outreach strategies - # ? Events held - # ?</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Outreach strategies - # ? Events held - # ?</p>

<p>Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey</p>	<p>Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%</p>		<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Parent/Family Climate Survey - ? MyVoice Student Survey - 2019-20 students feeling welcomed - 90% students feeling valued - 75%</p>
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Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Parent Leadership and Advisory Groups	Ensure that parents are actively involved in all advisory/leadership groups by ensuring the meetings are well publicized and held at times convenient for parents, providing translation/interpreters as needed, and removing other barriers to attendance. Training in the work of the advisory groups will be provided. Increase meaningful involvement by parents, students and community in Leadership groups and in school events by improving communication and offering topics of interest to parents. (LCFF, Title I)	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #2	Communication	Provide a variety of communication strategies to reach out to parents, families and the community. Include methods that provide channels for two-way communication and feedback with all parents including parents/guardians of unduplicated students and students with exceptional needs. This includes, but is not limited to, annual climate survey, annual calendar of parent events, hybrid in- person/Zoom meetings, personal emails or phone calls, etc..	\$15,000.00	Yes
Action #3	Workshops and Trainings	Provide Professional Learning for staff on the benefits of parent involvement and how to build stronger relationships with parents. Provide workshops for parents on the importance of being involved in the charter, the benefits, and how to support their young adult's education (both academic and social/emotional). Provide workshops on preparing for college and for careers, including financial information, writing resumes, etc...	\$5,000.00	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

HSHMC continues to value the engagement of their educational partners. While the pandemic may have changed some of the details about how the engagement was done, all actions continued during the 2021-22 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$0.00	\$0.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0%	0%	\$0.00	0%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Health Sciences High and Middle College Charter School has clearly delineated those actions and services which provide basic program requirements to all students, and those that provide supplemental assistance to unduplicated student groups. The actions and services that provide supplemental assistance are all provided in an LEA wide approach. This is because even though the actions/services are designed to meet the differentiated needs of students who are English Learners, from Low Income families, and/or in Foster care, other students also benefit from the actions. The actions designated as "Contributing" are principally directed towards addressing the barriers experienced by unduplicated students, and based on research or experience that shows their effectiveness.

The following actions/services are provided to the entire school:

- Goal 1, Action 2: Beyond Credentialing
- Goal 2, Action 1: Supplemental Services for students
- Goal 2, Action 2: Professional Development
- Goal 2, Action 3: Attendance Support
- Goal 2, Action 4: Educational Options
- Goal 2, Action 5: College and Career
- Goal 2, Action 7: Positive School Environment
- Goal 3, Action 1: Parent Leadership and Advisory Groups
- Goal 3, Action 2: Communication
- Goal 3, Action 3: Workshops and Trainings

HSHMC monitors unduplicated students regularly to ensure the "Contributing" actions and services are meeting the needs of the most at-risk students, and improving the achievement of those students in order to decrease the achievement gap.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services listed above HSHMC has one action that is directed toward on specific student group. That is Goal 2, Action 6 which is focused on English Learner students and providing them with the specialized instruction and intervention that will improve their proficiency in English and support them to access California State Content standards in all areas.

All the Increased and Improved Services offered at HSHMC serve to increase the amount of time students have to interact with caring adults who engage the students in learning, or they provide additional and improved supplemental resources specifically designed to meet the differing educational and social/emotional needs of the unduplicated group of students.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$0.00	\$0.00	0.00%	0.00%	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Basic Services	All	No			Charter	on-going
1	2	Beyond Credentialing		Yes	LEA-wide	Low Income, English Learner and Foster Youth	Charter	on-going
1	3	Facilities	All	No			HSHMC	on-going
1	4	Health and Safety	all	No			HSHMC	as needed
2	1	Supplemental Services for students		Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	on-going

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	2	Professional Development		Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	on-going
2	3	Attendance support		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going
2	4	Educational Options		Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	on-going
2	5	College and Career		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going
2	6	English Learner support		Yes	Limited	EL	HSHMC	on-going
2	7	Positive School Environment		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	8	Supplemental Supports for SEL	All	No			HSHMC	On-going
3	1	Parent Leadership and Advisory Groups		Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	on-going
3	2	Communication		Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	on-going
3	3	Workshops and Trainings		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going

2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$3,128,043.00							0%
1	2	\$0.00							0%
1	3	\$0.00							0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	4	\$0.00							0%
2	1	\$1.00		\$282,000.00			\$147,000.00		0%
2	2	\$1.00		\$93,000.00			\$29,500.00		0%
2	3	\$1.00		\$50,000.00			\$10,000.00		0%
2	4	\$1.00		\$160,000.00			\$26,000.00		0%
2	5	\$1.00		\$95,000.00					0%
2	6	\$1.00		\$95,000.00			\$15,000.00		0%
2	7	\$1.00		\$110,000.00					0%
2	8	\$1.00					\$37,000.00		0%
3	1	\$1.00		\$15,000.00			\$15,000.00		0%
3	2	\$0.00		\$15,000.00					0%
3	3	\$0.00		\$5,000.00					0%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$920,000.00			\$279,500.00		\$3,128,052.00	

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Basic Services	All					
1	2	Beyond Credentialing						
1	3	Facilities	All					
1	4	Health and Safety	all					
2	1	Supplemental Services for students		\$282,000.00			\$147,000.00	
2	2	Professional Development		\$93,000.00			\$29,500.00	
2	3	Attendance support		\$50,000.00			\$10,000.00	
2	4	Educational Options		\$160,000.00			\$26,000.00	
2	5	College and Career		\$95,000.00				
2	6	English Learner support		\$95,000.00			\$15,000.00	
2	7	Positive School Environment		\$110,000.00				

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	8	Supplemental Supports for SEL	All				\$37,000.00	
3	1	Parent Leadership and Advisory Groups		\$15,000.00			\$15,000.00	
3	2	Communication		\$15,000.00				
3	3	Workshops and Trainings		\$5,000.00				

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$0.00	\$0.00	\$0.00%	0.00%	0.00%		0%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$920,000.00	\$0.00
LEA-wide Total:	\$825,000.00	\$0.00
Limited Total:	\$95,000.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Beyond Credentialing	Yes	LEA-wide	Low Income, English Learner and Foster Youth	Charter		0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Supplemental Services for students	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	\$282,000.00	0%
2	2	Professional Development	Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	\$93,000.00	0%
2	3	Attendance support	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	\$50,000.00	0%
2	4	Educational Options	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	\$160,000.00	0%
2	5	College and Career	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	\$95,000.00	0%
2	6	English Learner support	Yes	Limited	EL	HSHMC	\$95,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	7	Positive School Environment	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	\$110,000.00	0%
3	1	Parent Leadership and Advisory Groups	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	\$15,000.00	0%
3	2	Communications	Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	\$15,000.00	0%
3	3	Workshops and Trainings	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	\$5,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals		

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Basic Services	No		
1	2	Beyond Credentialing	Yes		
1	3	Facilities	No		
1	4	Health and Safety	No		
2	1	Supplemental Services for students	Yes		
2	2	Professional Development	Yes		
2	3	Attendance support	Yes		
2	4	Educational Options	Yes		
2	5	College and Career	Yes		
2	6	English Learner support	Yes		
2	7	Positive School Environment	Yes		
3	1	Workshops and Trainings	Yes		
3	2	Communication	Yes		
3	3	Parent Leadership and Advisory Groups	Yes		

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals				0%	0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Beyond Credentialing	Yes			0%	0%
2	1	Supplemental Services for students	Yes			0%	0%
2	2	Professional Development	Yes			0%	0%
2	3	Attendance support	Yes			0%	0%
2	4	Educational Options	Yes			0%	0%
2	5	College and Career	Yes			0%	0%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	6	English Learner support	Yes			0%	0%
2	7	Positive School Environment	Yes			0%	0%
3	1	Workshops and Trainings	Yes			0%	0%
3	2	Communication	Yes			0%	0%
3	3	Parent Leadership and Advisory Groups	Yes			0%	0%

2021-22 LCFF Carryover Table

	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals			0.00%		%	0.00%		0.00%

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any

performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs

are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the

goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the

Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the

school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
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Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.
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Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action.

Enter the total amount of expenditures associated with this action.

Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language

acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically

disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

(Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of

Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following action tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year:* Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated

pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- *LCFF Carryover — Percentage*: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year*: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action’s number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the

LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the

Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest

hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- *6. Estimated Actual LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- *Estimated Actual Expenditures for Contributing Actions:* Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- *Estimated Actual Percentage of Improved Services:* For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- *9. Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated

pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education January 2022

Coversheet

Cuyamaca-HSHMC Partnership Agreement 2022-2023

Section: III. Action Items - Consent Agenda
Item: A. Cuyamaca-HSHMC Partnership Agreement 2022-2023
Purpose: Discuss
Submitted by:
Related Material: 2HScience 2022-2023 - Board Submission, 5-9-22f.pdf

BACKGROUND:

2022-2023 Partnership Agreement between HSHMC and Cuyamaca College

RECOMMENDATION:

Accept and approval 2022-2023 MOU between HSHMC and Cuyamaca College

**COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT BETWEEN THE
GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT AND
THE HEALTH SCIENCES HIGH AND MIDDLE COLLEGE (HSHMC) CHARTER HIGH SCHOOL
2022-2023**

Whereas Health Sciences High and Middle College (HSHMC) is an independent charter school, located at 3910 University Avenue, Suite 100, San Diego, California, 92105, operated as a California Nonprofit Public Benefit Corporation and operating autonomously from the San Diego Unified School District (SCHOOL DISTRICT) pursuant to California Education Code sections 47604 and 47605 et. seq., with the exception of the supervisory oversight by SCHOOL DISTRICT which granted HSHMC'S charter; and

Whereas this effort is intended to support the 21st century idea that college readiness as well as career and workforce readiness are beneficial and necessary to help young people compete in this new economy, realize their full potential, increase high school graduation rates, increase college attendance rates and college completion rates while helping families in our region to prosper through higher education; and

Whereas pursuant to Education Code section 76004(a), the Grossmont-Cuyamaca Community College District (GCCCD) and HSHMC (as a charter school within the SCHOOL DISTRICT'S jurisdiction)¹ may enter into a partnership that is governed by an AB 30 College and Career Access Pathways (CCAP) Partnership Agreement (Agreement) approved by the governing boards of GCCCD and HSHMC, respectively; and

Whereas GCCCD and HSHMC desire to continue the collaborative effort of their CCAP partnership for the purpose of expanding CCAP course opportunities for all students, particularly those who may not already be college-bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education and preparation for transfer, improving high school graduation rates, and helping high school students achieve college and career readiness; and

Whereas the operational aspects of the CCAP partnership are incorporated into this Agreement, the provisions of which establish adherence to various education code requirements pertaining to, among other things, allowances, apportionments, and enrollment: now, therefore, be it

Resolved, that this Agreement is made and entered into as of the date written below by and between the Grossmont-Cuyamaca Community College District and Health Science High and Middle College.

¹ Community Colleges Chancellor's Office, Interim General Counsel, Legal Opinion - Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02, Page 8, states that "[C]harter schools, to the extent they are part of the local school district's jurisdiction, are qualified to participate in CCAP programs. The charter school must be chartered by a school district within the service area of the college district.

TERMS OF AGREEMENT

1. TERM OF AGREEMENT

- 1.1 The term of this Agreement shall be 1 July 2022 to 30 June 2023

2. ADMISSIONS AND REGISTRATION

- 2.1 Admissions and registration shall be coordinated by the Agreement conditions for enrollment and all other applicable policies and procedures established by the GCCCD.
- 2.2 HSHMC may determine which students would benefit from advanced scholastic or vocational work in order to provide educational enrichment opportunities, and also to help ensure a smoother transition from high school to college for students by providing them with greater exposure to the collegiate atmosphere. HSHMC may authorize those students, upon recommendation of the principal of the student's school of attendance, and with parental consent, to attend GCCCD during any session or term as special part-time or full-time students and to undertake one or more courses of instruction offered at the GCCCD.
- 2.3 Prior to registering for a CCAP course, students, parents, and high school shall complete and submit a CCAP Application Form and all appropriate college matriculation paperwork. The Application Form includes a parental consent form and principal recommendation which a student is only required to submit once for the duration of the student's participation in the CCAP partnership. This paperwork may be facilitated by HSHMC or GCCCD personnel in order to assist students and streamline processes.
- 2.4 HSHMC shall pay the total cost of books and materials for HSHMC students who enroll in a CCAP course.
- 2.5 Registration and access to all CCAP courses scheduled at the HSHMC shall not be open to the general public, in accordance with Education Code section 76004.
- 2.6 All CCAP courses shall meet the enrollment requirements as set forth by the GCCCD or as mutually agreed upon by GCCCD and the HSHMC.

3. COURSES

- 3.1 CCAP courses offered pursuant to this Agreement shall go through the GCCCD approval process which includes review and consideration by the HSHMC.
- 3.2 CCAP courses offered pursuant to this Agreement shall be of the same quality and rigor as those offered on a GCCCD campus.
- 3.3 CCAP courses offered pursuant to this Agreement shall be GCCCD cataloged courses with GCCCD department designations, course descriptions, numbers, titles, and credits.
- 3.4 CCAP courses offered pursuant to this Agreement shall adhere to the official GCCCD course outline of record and the student learning outcomes established by the associated academic department within the GCCCD.
- 3.5 Site visits by one or more representatives of the GCCCD shall be permitted by HSHMC to ensure that CCAP courses offered pursuant to this Agreement at HSHMC's location are the same quality and rigor as the courses offered on a GCCCD campus.
- 3.6 CCAP courses offered pursuant to this Agreement shall support the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates or helping high school pupils achieve college and career readiness.
- 3.7 The college will develop a plan to ensure that no college course is offered as part of this partnership agreement that reduces access to the same course offered on the college campus or is already subscribed.
- 3.8 CCAP Courses offered through this Agreement are selected through mutual agreement by the high school Principals at HSHMC and College Presidents at GCCCD consistent with the core mission of the community colleges pursuant to Section 66010.4, and in assurance that students participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- 3.9 A student may receive both college credit and high school credit for GCCCD courses that he or she completes, as determined to be appropriate by the governing boards of the HSHMC and GCCCD, and in accordance with Education Code sections 48802 and 76001{c} and other state and federal laws.

- 3.10 GCCCD shall not provide physical education course opportunities or any other course opportunities that do not assist in the attainment of the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.

4. CCAP COURSE INSTRUCTORS

- 4.1 Instructors teaching a CCAP course pursuant to this Agreement shall be GCCCD-approved instructors who meet the minimum qualifications for faculty in the California Community College Chancellor's Office for the discipline they are assigned to teach.
- 4.2 The GCCCD may select instructors from HSHMC personnel. HSHMC personnel selected to be an instructor pursuant to this Agreement must meet the California Community College Chancellor's Office minimum qualifications specified for the discipline they will teach, and they must become adjunct employees of GCCCD.
- 4.3 This Agreement certifies that a GCCCD instructor teaching a course at the HSHMC campus has not displaced or resulted in the termination of an existing instructor teaching the same course on the HSHMC campus.
- 4.4 This Agreement certifies that an HSHMC instructor teaching a course offered for college credit at an HSHMC campus has not displaced or resulted in the termination of an existing GCCCD faculty member teaching the same course at the partnering GCCCD campus.
- 4.5 The GCCCD shall be solely responsible for all salaries, wages, and benefits due to instructors teaching a course pursuant to this Agreement. If HSHMC requires their employees serving as adjunct instructors to have additional contact time with CCAP students outside of designated GCCCD course hours, HSHMC shall be responsible for salaries, wages, and benefits for this additional time.
- 4.6 For each HSHMC employee serving as an adjunct instructor selected at least four work weeks prior to the beginning of the college semester, the GCCCD will provide the following information to the HSHMC payroll office by 1 January for spring semesters and by 1 August for fall semesters.

- (a) Step and class (found on the Compensation tab in Workday as "step" and "grade profile")
 - (b) Load (LED, found on hire letter)
 - (c) Pay rate (based on step and class; Salary Schedule at the end of the document or at [AFT Salary Schedule](#))
 - (d) Semester total pay(= load x pay rate)
 - (e) Pay for professional development week (= semester total pay/ 17.5)
 - (f) Payment dates and gross paycheck amount (gross paycheck amount= semester total pay/ number of payment dates)
- 4.7 Instructors who teach CCAP courses will be under the supervision and control of the GCCCD Deans who have oversight for the corresponding disciplines while teaching the course and performing any course related work or activities.
- 4.8 Instructors who teach CCAP courses must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duties during the instructional activity. The instructor must be physically present in the classroom or laboratory or within line-of-sight of the students at all scheduled instructional times.
- 4.9 Instructor performance shall be evaluated by the GCCCD using the adopted evaluation process and standards for the GCCCD faculty, subject to the approval of the GCCCD.
- 4.10 The GCCCD and HSHMC through mutual agreement shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction for CCAP courses offered under this Agreement.
- 4.11 The first time a CCAP course is offered, HSHMC personnel who meet minimum qualifications and who are deemed acceptable by the GCCCD shall have first right of refusal for that course, subject to an official appropriate agreement between GCCCD and its faculty union.
- 4.12 As with any GCCCD course, instructors under this Agreement must teach according to official GCCCD course outlines of record, including coverage of content and limits on instructional hours.
- 4.13 Instructors teaching under this Agreement must submit final grades by both the HSHMC and GCCCD final grade deadlines each semester.

5. LIAISON

- 5.1 The GCCCD shall appoint an educational administrator who will serve as liaison and who will approve all CCAP instructors in consultation with the academic department of the GCCCD.
- 5.2 The GCCCD liaison shall provide initial and ongoing training for instructors teaching a CCAP course pursuant to this Agreement, conduct site visits, the GCCCD performance evaluations, and strengthen communication between essential elements of the HSHMC, the GCCCD, academic departments, and student affairs.
- 5.3 The GCCCD liaison will also ensure that instructors teaching a CCAP course pursuant to this Agreement are informed of new curriculum developments, pedagogic innovations, textbook adoptions, educational outcomes, assessment of learning, grading standards, proficiency expectations, syllabus components, and the GCCCD performance evaluation process.
- 5.4 The HSHMC shall appoint an educational program coordinator who will serve as a liaison between HSHMC and the GCCCD to facilitate coordination and cooperation between HSHMC and the GCCCD in conformity with HSHMC policies and standards.

6. ON-SITE SUPERVISION

- 6.1 CCAP courses offered pursuant to this Agreement and students in those courses shall be under the direct supervision of the administrator designated by GCCCD as the liaison as provided in Section 5.1.

7. STUDENTS

- 7.1 Students must meet all GCCCD pre-requisite requirements as established by the GCCCD and stated in the college catalog before enrolling in a CCAP course pursuant to this Agreement, including, but not limited to, obtaining a satisfactory score on any required placement test, or filing a GCCCD prerequisite/corequisite enrollment limitation challenge and providing documentation evidencing knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
- 7.2 Grades earned by students enrolled in CCAP courses pursuant to this Agreement will be posted on official GCCCD transcripts. Students are eligible to request a request for Pass/No Pass or Credit/No Credit if the course is eligible for this as noted in the

college catalog, except in cases where the course is satisfying a HSHMC graduation requirement. In such cases, HSHMC must inform the GCCCD in writing and before the census date of which students are not eligible for Pass/No Pass or Credit/No Credit grading for each section. Students may audit a GCCCD course if space is available, and the course permits this option as noted in the GCCCD catalog.

- 7.3 Students enrolled in CCAP courses pursuant to this Agreement will be directed to the official college catalog.
- 7.4 Students enrolled in CCAP courses pursuant to this Agreement will be eligible for student support services, which shall be available to them at the GCCCD and/or HSHMC.
- 7.5 Students who withdraw from a CCAP course pursuant to this Agreement will not receive any GCCCD credit for work completed and must submit appropriate information/paperwork by all published deadlines.
- 7.6 A CCAP course dropped within the GCCCD drop date will not appear on the HSHMC transcript as a GCCCD course. A student may complete the course to receive college or high school credit. The withdrawal (W) deadline for a course will be established to align with the high school drop date. Students who withdraw will receive a W on their college transcript.
- 7.7 Students enrolled in CCAP courses pursuant to this Agreement are exempt from payment of GCCCD enrollment fees pursuant to Education Code sections 49011 and 76004(f).

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1 Students enrolled in CCAP courses shall be held to the same standards of achievement as students in sections on a GCCCD campus.
- 8.2 Students enrolled in CCAP courses shall be held to the same grading standards as those expected of students in sections located on a GCCCD campus.
- 8.3 Students enrolled in CCAP courses shall be assessed using the same methods (e.g. papers, portfolios, quizzes, labs, exams, projects, and presentations) as students in sections located on a GCCCD campus.
- 8.4 Students enrolled in CCAP courses shall be held to the same behavioral standards as those expected of students in sections located on a GCCCD campus and on the high school campus.

9. EVALUATION

- 9.1 The GCCCD and the HSHMC may request that students evaluate each CCAP course offered at HSHMC in accordance with established guidelines approved by the GCCCD conforming with its faculty union collective bargaining agreement.
- 9.2 The GCCCD and the HSHMC may survey and collect data on students and alumni of CCAP courses after they graduate from the HSHMC.
- 9.3 The GCCCD and HSHMC may annually conduct surveys of participating instructors, principals, and guidance counselors.
- 9.4 The GCCCD and HSHMC shall share survey data for the purpose of informing practice, making adjustments, and improving the quality of CCAP course delivery.

10. STUDENT RECORDS AND PRIVACY

- 10.1 Records of student attendance and achievement for all HSHMC students who enroll in a CCAP course shall be maintained by HSHMC and by the GCCCD electronic records system or other equivalent and mutually agreed upon systems through the course instructor.
- 10.2 In order to obtain necessary historical performance data on students exiting from HSHMC and subsequently enrolling at GCCCD, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. GCCCD will subsequently provide, at times and in forms agreed upon by the parties, data back to HSHMC concerning the performance of the former HSHMC students who subsequently enrolled at GCCCD.
- 10.3 The GCCCD and HSHMC understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code sections 49064 and 49076. The GCCCD and HSHMC agree to hold all student education records generated pursuant to this Agreement in strict confidence and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34C.F.R. § 99.34(b) and

- Education Code sections 49064 and 49076.)
- 10.4 *Limitation on Use.* The GCCCD and HSHMC shall use each student's education record that he or she may receive pursuant to this Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to federal and state law, as may be as applicable. {34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code section 49076.)
- 10.5 *Recordkeeping Requirements.* The GCCCD and HSHMC shall comply with the requirements governing the maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations section 99.32 and under Education Code section 49064 as applicable.
- 10.6 *Acknowledgment of Receipt of Notice of FERPA Regulations.* By signature of its authorized representative or agent on this Agreement, the GCCCD and HSHMC hereby acknowledge that they had been provided with the notice required under 34 C.F.R. § 99.33(d) that they are strictly prohibited from re- disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

11. FACILITIES USE

- 11.1 The HSHMC will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to GCCCD or to students. HSHMC agrees to clean, maintain, and safeguard HSHMCs premises. HSHMC warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 11.2 Pursuant to this Agreement, HSHMC will furnish, at its own expense, all CCAP course materials, specialized equipment, books, and other necessary equipment for all HSHMC students. The parties understand that such equipment and materials are HSHMC's sole property. The GCCCD shall determine the type, make, and model of all equipment, books, and materials to be used during each course offered as part of this Agreement pursuant to 2.4. HSHMC understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code section 49011.

- 11.3 GCCCD facilities may be used for events or instruction subject to mutual agreement by the parties.

12. INDEMNIFICATION

- 12.1 The GCCCD agrees to and shall indemnify, save and hold harmless the HSHMC and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the GCCCD's performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the GCCCD, its officers, and employees.
- 12.2 HSHMC agrees to and shall indemnify, save and hold harmless the GCCCD its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of HSHMC's performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the HSHMC, its officers, and employees.

13. INSURANCE

- 13.1 HSHMC, in order to protect the GCCCD, its agents, employees, and officers against claims and liability for death, injury, loss, and damage shall, at its sole cost and expense, procure, and maintain, for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the HSHMC, HSHMC agents, representatives, officers, employees, or students. HSHMC shall maintain the following insurance coverages
1. Commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate.
 2. Commercial automobile liability insurance coverage only if HSHMC is providing services that require HSHMC to transport GCCCD personnel, students, or property in an amount not less than \$1,000,000 combined single limit.

3. Workers' compensation insurance as required by the California Labor Code and employer's liability insurance in an amount of not less than \$1,000,000 per accident or occupational illness.
4. Professional Liability / Errors & Omissions (E&O) liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.
5. Sexual abuse or molestation insurance coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.

HSHMC will provide the following endorsements for all lines of insurance coverage.

- a) ADDITIONAL INSURED endorsement is equivalent to naming the GCCCD, its Board of Trustees, and their officials, employees, and agents as additional insured.
- b) CANCELLATION endorsement which provides that the GCCCD is entitled to 30 days prior written notice of cancellation or nonrenewal of the policy, or reduction in coverage, by certified mail, return receipt requested.
- c) CONTRIBUTION NOT REQUIRED endorsement which provides that the insurance afforded is primary to any insurance or self-insurance of the GCCCD, its Board of Trustees, or their officials, employees, or agents as respects operations of the Named Insured. Any insurance maintained by the GCCCD, its Board of Trustees, or their officials, employees, or agents shall be in excess of HSHMC 's insurance and shall not contribute to it.
- d) SEVERABILITY OF INTEREST endorsement which provides that the GCCCD's- insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.
- e) ADDITIONAL INSURED COVERAGE NOT AFFECTED BY INSURED'S DUTIES AFTER ACCIDENT OR LOSS endorsement. The policy must be endorsed to provide that any failure to comply with the reporting provisions of the policy shall not affect coverage to the GCCCD, its Board of Trustees, or their officials, employees, or agents.
- f) WAIVER OF SUBROGATION endorsement which provides that the insurer will waive its right of subrogation against the GCCCD, its Boards and Commissions, and their officials, employees, and agents with respect to any losses paid under the terms of the workers' compensation and employer's liability insurance policy which arise from work performed by the Named Insured for the GCCCD.

13.2 The GCCCD, in order to protect HSHMC, its agents, employees, and officers against claims and liability for death, injury, loss, and damage, shall, at its sole cost and expense, procure, and maintain, for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the GCCCD, GCCCD agents, representatives, officers, employees, or students. The GCCCD shall maintain the following insurance coverages.

1. Commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate.
2. Commercial automobile liability insurance coverage only if the GCCCD is providing services that require the GCCCD to transport HSHMC personnel, students, or property in an amount not less than \$1,000,000 combined single limit.
3. Workers' compensation insurance as required by the California Labor Code and employer's liability insurance in an amount of not less than \$1,000,000 per accident or occupational illness.
4. Professional Liability / Errors & Omissions (E&O) liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.
5. Sexual abuse or molestation insurance coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.

The GCCCD will provide the following endorsements for all lines of insurance coverage.

- a) ADDITIONAL INSURED endorsement equivalent naming HSHMC, its Board of Trustees, and their officials, employees, and agents as additional insured.
- b) CANCELLATION endorsement which provides that HSHMC is entitled to 30 days prior written notice of cancellation or nonrenewal of the policy, or reduction in coverage, by certified mail, return receipt requested.
- c) CONTRIBUTION NOT REQUIRED endorsement which provides that the insurance afforded is primary to any insurance or self-insurance of HSHMC, its Board of Trustees, or their officials, employees, or agents as respects operations of the Named Insured. Any insurance maintained by HSHMC, its Board of Trustees, or their officials, employees, or agents shall be in excess of the GCCCD's insurance and shall not contribute to it.

- d) SEVERABILITY OF INTEREST endorsement which provides that HSHMC's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.
- e) ADDITIONAL INSURED COVERAGE NOT AFFECTED BY INSURED'S DUTIES AFTER ACCIDENT OR LOSS endorsement. The policy must be endorsed to provide that any failure to comply with the reporting provisions of the policy shall not affect coverage to HSHMC, its Board of Trustees, or their officials, employees, or agents.
- f) WAIVER OF SUBROGATION endorsement which provides that the insurer will waive its right of subrogation against HSHMC, its Boards and Commissions, and their officials, employees, and agents with respect to any losses paid under the terms of the workers' compensation and employer's liability insurance policy which arise from work performed by the Named Insured for HSHMC.

14. APPORTIONMENT/AVERAGE DAILY ATTENDANCE

- 14.1 HSHMC may report and receive payment for all average daily attendance (ADA) which complies with the current requirements for receiving ADA under applicable California law.
- 14.2 The GCCCD may include the students enrolled in the CCAP courses in its report of FTES for purposes of receiving state apportionments, so long as the CCAP courses comply with current requirements for CCAP courses under applicable California law.
- 14.3 HSHMC may not report and receive payment for all average daily attendance (ADA) unless GCCCD agrees not to claim FTES for the same course.
- 14.4 In calculating classroom-based average daily attendance, at least 80 percent of the instructional time offered by a charter school shall be at the school site, and students must attend for a minimum of 50 percent of the minimum required instructional time.

15. CERTIFICATIONS

- 15.1 The parties certify that both the HSHMC and the GCCCD comply with local collective bargaining agreements and all state and federal reporting requirements regarding

the qualifications of the HSHMC instructor or GCCCD faculty member teaching a CCAP course offered for HSHMC credit.

- 15.2 The GCCCD certifies that it does not receive full compensation for the direct education costs of the CCAP courses from any public or private agency, individual, or group.
- 15.3 HSHMC certifies that the instructional activity to be conducted pursuant to this Agreement will not be fully funded by other sources.
- 15.4 The GCCCD certifies that any GCCCD instructor teaching a course on a HSHMC campus has not been convicted of any sex offense as defined in Education Code section 87010 or as amended, or any controlled substance offense as defined in Education Code section 87011 or as amended.
- 15.5 The GCCCD and HSHMC agree that as a condition of adopting this Agreement, the GCCCD governing board and the HSHMC governing board at an open public meeting of each respective board shall present the Agreement, take testimony from the public, and shall approve or disapprove the Agreement.

16. NON-DISCRIMINATION

- 16.1 Neither the GCCCD nor HSHMC shall discriminate on the basis of race or ethnicity, gender, gender identity, gender expression, nationality, physical or mental disability, sexual orientation, religion, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code.

17. TERMINATION OR CHANGES

- 17.1 Either party may terminate this Agreement at any time by providing 30-days' written notice to the other party. Written notice of termination or changes to this Agreement shall be addressed to the responsible person listed below. The parties will endeavor to avoid canceling the Agreement during the semester to avoid negatively impacting students.
- 17.2 If this Agreement is to be terminated while any courses are still in progress, HSHMC and GCCCD shall develop a mutually agreed upon teach-out plan that will enable students to complete the CCAP course they are enrolled in as of the date of

termination of this Agreement.

18. NOTICES

- 18.1 Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U. S. Mail, postage to be prepaid, to the following addresses:

GROSSMONT CUYAMACA COMMUNITY COLLEGE DISTRICT

Lynn Neault, Ed.D, Chancellor

Grossmont-Cuyamaca Community College District

8800 Grossmont College Drive

El Cajon, California 92020

HEALTH SCIENCES HIGH AND MIDDLE COLLEGE

Ian Pumpian, Ph.D., CEO

Health Sciences High and Middle College

3910 University Avenue, Suite 100

San Diego, California 92105

19. INTEGRATION

- 19.1 This Agreement sets forth the entire agreement between the parties relating to the CCAP Partnership Agreement. All agreements or representations, express or implied, oral or written, of the parties with regard to the subject matter hereof are incorporated into this Agreement.

20. MODIFICATION AND AMENDMENT

- 20.1 No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the parties.

21. GOVERNING LAWS

21.1 This Agreement shall be interpreted according to the laws of the State of California.

22. SEVERABILITY

22.1 This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

23. COUNTERPARTS

23.1 This Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

24. SIGNATURE OF THE PARTIES

Date: _____
Lynn Ceresino Neault, Ed.D, Chancellor
Grossmont-Cuyamaca Community College District

Date: _____
Dr. Ian Pumpian, Ph.D., CEO
Health Science High and Middle College

**Grossmont-Cuyamaca Community College District
and Health Sciences High and Middle College (HSHMC)
Enrollment Period: Fall 2022 -Spring 2023 (Dates: 08/2022 – 06/2023)**

Cuyamaca College Courses Offered at Health Sciences High and Middle College

FALL 2022

Course: BIO 131

Title: General Biology I Laboratory

Scope/Nature: Laboratory experiments on the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. Meets transfer requirements for non-majors.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lab, 1 unit

Planned enrollment: 30

Estimated FTES: 1.0

Course: BUS 115

Title: Human Relations in Business

Scope/Nature: Examines the human aspects of the organization with an emphasis on the role of the individual in the formal and informal structure of the organization. Leadership and group dynamics, motivation, job enrichment, organizational change, and communications—both verbal and nonverbal—within the organization will be covered.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 35

Estimated FTES: 3.50

Course: BUS 156

Title: Principles of Management

Scope/Nature: Planning, organizing, directing and controlling for management. Interaction of the functions including setting objectives, MBO, decision making tools, alternative organization structures, leadership, motivation, communication, group dynamics, management of stress and change, time management, and women in management. Survey of the quantitative tools available to the manager. CSU

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 30

Estimated FTES: 3.00

Course: COMM 122

Title: Public Speaking

Scope/Nature: Theory and techniques of public speaking in a democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, presentation, and evaluation of various types of speeches including informative and persuasive speeches.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hour

Planned enrollment: 25

Estimated FTES: 2.50

Course: ED 200

Title: Teaching as a Profession

Scope/Nature: This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, kindergarten through grade 12 (K-12). Career exploration, historical and philosophical foundations of education, critical issues, California's content standards, and frameworks, teaching performance standards, and conditions for effective learning are discussed. A minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher is required. *Limitation on enrollment: must meet health and safety requirements for public school field experience placement.*

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 25

Estimated FTES: 2.50

Course: ENGL 120

Title: College Composition and Reading

Scope/Nature: Traditional freshman composition course. Students will study the elements and principles of composition through the practice of writing narrative and expository essays and a research paper. Utilizing word processing in the computer lab, revision is

stressed as a means of achieving effective skills in writing. Assigned readings stimulate critical thinking and effective writing. Emphasis is on using outside sources and documenting them according to MLA format.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 1 hour laboratory, 3 units, 48-54 contact hours

Planned enrollment: 15

Estimated FTES: 1.50

Course: ENGL 124

Title: Advanced Composition: Critical Reasoning and Writing

Scope/Nature: This course offers advanced instruction in critical reading, writing, and thinking, with particular emphasis on argumentation and analysis of complex and diverse texts.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 1-hour laboratory, 3 units, 48-54 contact hours

Planned enrollment: 15

Estimated FTES: 1.50

Course: ES 250

Title: Introduction to Kinesiology

Scope/Nature: Introduction to the interdisciplinary approach to the study of human movement. An overview of the concepts within and the importance of the sub-disciplines in kinesiology will be discussed, along with career opportunities in the areas of teaching, coaching, allied health, dietetic, and fitness professions.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 25

Estimated FTES: 2.50

Course: EHSM100

Title: Introduction to Kinesiology Introduction to Environmental and Occupational Safety and Health (OSH) Technology

Scope/Nature: General overview of the Environmental Health and Safety Management (EHSM) field with an emphasis on hazardous materials, hazardous waste management, and their effect upon the environment and worker health and safety. Topics include the history of pollution and workplace hazards leading to current legislation, and current best practices of handling hazardous substances to minimize the harmful impact on society and the

environment.

Semesters: Fall

Time: TBD, Online

Units/Hours: 4 hours lecture, 4 units, 48-54 contact hours

Planned enrollment: 15

Estimated FTES: 2.00

Course: HED 105

Title: Health Education for Teachers

Scope/Nature: Designed for multiple or single subject teacher candidates. Provides introductory knowledge of broad health-related issues relevant to K-12 curriculum. Topics include primary and secondary school health education curriculum design, basic legal issues of health education in California, discussion of community resources, behavior modification techniques, stress management, benefits of regular exercise, nutrition and eating disorders, disease prevention, childhood obesity, sexually transmitted diseases, contraception, substance abuse including alcohol and tobacco, safety in the home and school, and violence including gang and domestic violence. Meets the state of California health education requirement for the K-12 teaching credential.

Semesters: Fall

Time: TBD, Online

Units/Hours: 1 hour lecture, 1 unit, 16-17.5 contact hours

Planned enrollment: 35

Estimated FTES: 1.17

Course: HED 120

Title: Personal Health and Lifestyles

Scope/Nature: This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 40

Estimated FTES: 4.00

Course: HED 201

Title: Introduction to Public Health

Scope/Nature: This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 30

Estimated FTES: 3.0

Course: HED 202

Title: Health Professions and Organizations

Scope/Nature: A review of health organizations and agencies that operate locally, regionally, nationally and internationally. Information regarding potential careers in medicine, allied health, and public health is included.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 25

Estimated FTES: 2.50

Course: HED 204

Title: Health and Social Justice

Scope/Nature: This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, race and gender shape health epidemics and policy development. The basic knowledge and skills necessary for advocating for health and social justice will be theoretically demonstrated.

Semesters: Fall

Time: TBA, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 20

Estimated FTES: 2.00

Course: MATH 160 (2 sections)

Title: Elementary Statistics

Scope/Nature: The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

Time: TBD, Online

Semesters: Fall

Units/Hours: 4 hours lecture, 4 units, 64-72 contact hours

Planned enrollment: 20

Estimated FTES: 2.67

Course: MATH 170

Title: Analytic Trigonometry

Scope/Nature: Theoretical approach to the study of the trigonometric functions with an emphasis on circular functions, trigonometric identities, trigonometric equations, graphical methods, vectors and applications, complex numbers, and solving triangles with applications. Successful completion of MATH 170, and 175 is equivalent to the successful completion of MATH 176. A maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, and 176.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 20

Estimated FTES: 2.00

Course: NUTR 155

Title: Introduction to Nutrition

Scope/Nature: Introduction to the basic principles of nutrition and its relationship to good health. Evaluation of current nutritional information (and misinformation) with emphasis on critical thinking to determine optimal dietary choices. Study of the major dietary goals and guidelines. Examination of weight maintenance techniques, eating disorders, food labeling, food safety, and special needs at various stages in the life cycle. **Time:** TBD, Online

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 30

Estimated FTES: 3.00

Course: POSC 120

Title: Introduction to Politics and Political Analysis

Scope/Nature: The primary aim of this course is to assist the student/citizen in the development of a set of skills which can be helpful in analyzing political situations in the world today. In order to accomplish this objective, students will be introduced to the basic approaches, perspectives, techniques, and models of the political scientist. Accordingly, this course covers some universal aspects of political stability and change, ideologies, conflicts, institutions, political economy, and issues.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 20

Estimated FTES: 2.00

Course: PSY 120

Title: Introductory Psychology

Scope/Nature: Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences.

Semesters: Fall

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 25

Estimated FTES: 2.50

Spring 2023

Course: BIO 130

Title: General Biology I

Scope/Nature: Survey of the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. The unifying concepts of biology such as organization, metabolism, genetics and evolution are discussed.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 30

Estimated FTES: 3.0

Course: BIO 131

Title: General Biology I Laboratory

Scope/Nature: Laboratory experiments on the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. Meets transfer requirements for non-majors.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lab, 1 unit

Planned enrollment: 30

Estimated FTES: 1.0

Course: BUS 111

Title: Entrepreneurship: Starting and Developing a Business

Scope/Nature: Provides the prospective small business owner or entrepreneur with the most up-to-date skills necessary in the planning function of opening one's own business. Emphasis is on sources of financing, site locations, legal problems, marketing, including an overview of web and internet marketing organizational structure, and self-analysis to determine one's personal readiness for entrepreneurship.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 40

Estimated FTES: 4.0

Course: BUS 128

Title: Business Communication

Scope/Nature: Development of the ability to analyze, organize, and compose various types of written and oral business communications with an emphasis on writing clear, concise and persuasive letters, memos, reports, emails, and social media messages.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 30

Estimated FTES: 3.0

Course: BUS 156

Title: Principles of Management

Scope/Nature: Planning, organizing, directing and controlling for management. Interaction of the functions including setting objectives, MBO, decision making tools, alternative organization structures, leadership, motivation, communication, group dynamics, management of stress and change, time management, and women in management. Survey of the quantitative tools available to the manager.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 30

Estimated FTES: 3.0

Course: COMM 122

Title: Public Speaking

Scope/Nature: Theory and techniques of public speaking in a democratic society. Discovery, development and criticism of ideas in public discourse through research, reasoning, organization, presentation, and evaluation of various types of speeches including informative and persuasive speeches.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 30

Estimated FTES: 3.0

Course: ENGL 120

Title: College Composition and Reading

Scope/Nature: Freshman composition course. Students study the elements and principles of composition through the practice of writing expository essays and a research paper. Emphasizing the reading and writing processes, revision is stressed as a means of achieving effective skills in reading and writing college-level texts. Analysis of assigned readings

stimulate critical thinking and serve as models of effective writing. Emphasis is on using outside sources as evidence in students' argumentative essays and documenting source material in MLA format. The course allows students to develop metacognitive awareness of the role writing plays in their lives.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 1 hour laboratory, 3 units

Planned enrollment: 15

Estimated FTES: 1.5

Course: ENGL 124

Title: Advanced Composition: Critical Reasoning and Writing

Scope/Nature: This course offers advanced instruction in critical reading, writing, and thinking, with particular emphasis on argumentation and analysis of complex and diverse texts.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 1 hour laboratory, 3 units

Planned enrollment: 15

Estimated FTES: 1.5

Course: ES 250

Title: Introduction to Kinesiology

Scope/Nature: Introduction to the interdisciplinary approach to the study of human movement. An overview of the concepts within and importance of the sub-disciplines in kinesiology will be discussed, along with career opportunities in the areas of teaching, coaching, allied health, dietetic, and fitness professions.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 25

Estimated FTES: 2.5

Course: EHSM150

Title: Hazardous Waste Management Applications

Scope/Nature: Overview of hazardous waste regulations with an emphasis on generator compliance, site investigation, remediation, permitting, enforcement, and liability. Explains the hazardous waste regulatory framework and the types of environmental resources available; develops research skills in the hazardous waste area; and provides hands-on application of the

regulations at the technician level. Topics include proper methods of preparing a hazardous waste manifest, labeling of storage containers, sampling and analysis, preparing a Phase I Environmental Audit, and selecting environmental consultants.

Semesters: Spring

Time: TBD, Online

Units/Hours: 4 hours lecture, 4 units

Planned enrollment: 20

Estimated FTES: 2.67

Course: ETHN 114

Title: Introduction to Race & Ethnicity

Scope/Nature: An introduction to the sociological analysis of ethnicity, race, and immigration in the United States. Topics include the history of racialized and minoritized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, ethnocentrism, racism, institutional racism, social movements for civil rights, liberation and decolonization, and the intersection of race and ethnicity with other forms of difference.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 30

Estimated FTES: 3.0

Course: HED 120

Title: Personal Health and Lifestyles

Scope/Nature: This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 40

Estimated FTES: 4.0

Course: HED 201

Title: Introduction to Public Health

Scope/Nature: This course provides an introduction to the discipline of Public Health.

Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 25

Estimated FTES: 2.5

Course: HED 202

Title: Health Professions and Organizations

Scope/Nature: A review of health organizations and agencies that operate locally, regionally, nationally and internationally. Information regarding potential careers in medicine, allied health, and public health is included.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 30

Estimated FTES: 3.0

Course: HED 203

Title: Substance Abuse and Public Health

Scope/Nature: This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units

Planned enrollment: 40

Estimated FTES: 4.0

Course: HED 204

Title: Health and Social Justice

Scope/Nature: This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, race and gender shape health epidemics and policy development. The basic knowledge and skills necessary for advocating for health and social justice will be theoretically demonstrated.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 20

Estimated FTES: 2.0

Course: MATH 160

Title: Elementary Statistics

Scope/Nature: The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

Time: TBD, Online

Semesters: Spring

Units/Hours: 4 hours lecture, 4 units, 64-72 contact hours

Planned enrollment: 20

Estimated FTES: 2.67

Course: MATH 175

Title: College Algebra

Scope/Nature: College level course in algebra for majors in science, technology, engineering, and mathematics: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; and analytic geometry. Successful completion of MATH 170 and 175 is equivalent to the successful completion of MATH 176.

Maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, 176.

Semesters: Spring

Time: TWTHF

Units/Hours: 4 hours lecture, 4 units

Planned enrollment: 40

Estimated FTES: 5.33

Course: MATH 180

Title: Analytic Geometry and Calculus I

Scope/Nature: Graphic, numeric and analytic approaches to the study of analytic geometry, limits and continuity of functions, and introductory differential and integral calculus. Applications involving analysis of algebraic, exponential, logarithmic, trigonometric and hyperbolic functions from a variety of disciplines including science, business and engineering. First of three courses designed to provide math, science, and engineering students with a solid introduction to the theory and techniques of analysis.

Semesters: Spring

Time: TWTHF

Units/Hours: 5 hours lecture, 5 units

Planned enrollment: 20

Estimated FTES: 3.33

Course: MUS 123

Title: History of Hip-Hop Culture

Scope/Nature: This is a survey course that will examine the origins and rise of Hip-Hop as an artistic form and global cultural phenomenon. It is designed for students who wish to examine and explore Hip-Hop culture, while developing background knowledge of Hip-Hop history from the early 1970's South Bronx to its national and international role today. The connections between rap music and the other elements of Hip-Hop culture will be explored and students will be challenged to think critically about rap music and its place in society. Controversial subjects such as censorship, racism, sexism, and racial politics in America will be discussed as they relate to the subject matter.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-54 contact hours

Planned enrollment: 50

Estimated FTES: 5.0

Course: NUTR 155

Title: Introduction to Nutrition

Scope/Nature: Introduction to the basic principles of nutrition and its relationship to good health. Evaluation of current nutritional information (and misinformation) with emphasis on critical thinking to determine optimal dietary choices. Study of the major dietary goals and guidelines. Examination of weight maintenance techniques, eating disorders, food labeling, food safety, and special needs at various stages in the life cycle.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 30

Estimated FTES: 3.0

Course: PSY 120

Title: Introductory Psychology

Scope/Nature: Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 30

Estimated FTES: 3.0

Course: PSY 134

Title: Human Sexuality

Scope/Nature: Review of the biological, psychological and social aspects of human sexuality including sexuality throughout the lifespan, individual and cultural variations, homosexuality, communication and relationships, sex therapy, sex roles, morality, contraception, and sexually transmitted diseases (STDs).

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 20

Estimated FTES: 2.0

Course: POSC 121

Title: Introduction to U.S. Government and Politics

Scope/Nature: An introduction to the sociological analysis of ethnicity, race, and

immigration in the United States. Topics include the history of racialized and minoritized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, ethnocentrism, racism, institutional racism, social movements for civil rights, liberation and decolonization, and the intersection of race and ethnicity with other forms of difference.

Semesters: Spring

Time: TBD, Online

Units/Hours: 3 hours lecture, 3 units, 48-52.5 contact hours

Planned enrollment: 40

Estimated FTES: 4.0

Planned Enrollment

Total number of HSHMC students to be served: 1,175

Estimated FTES

Total number of FTES projected to be claimed: 116.67



GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

**Adjunct, Overload and Substitute Salary Schedule
Effective July 1, 2021**

CLASSROOM

STEP	CLASS I		CLASS II		CLASS III		CLASS IV		CLASS V	
	\$/Per .01 LED value	Hourly Rate	\$/Per .01 LED value	Hourly Rate	\$/Per .01 LED value	Hourly Rate	\$/Per .01 LED value	Hourly Rate	\$/Per .01 LED value	Hourly Rate
1	149.40	56.92	164.34	62.61	172.56	65.74	181.19	69.02	190.25	72.48
2	153.29	58.40	168.62	64.24	177.05	67.45	185.90	70.82	195.20	74.36
3	157.27	59.91	173.00	65.91	181.65	69.20	190.73	72.66	200.27	76.29
4	161.36	61.47	177.50	67.62	186.37	71.00	195.69	74.55	205.48	78.28
5	165.56	63.07	182.11	69.38	191.22	72.85	200.78	76.49	210.82	80.31
6	169.86	64.71	186.85	71.18	196.19	74.74	206.00	78.48	216.30	82.40
7	174.28	66.39	191.71	73.03	201.29	76.68	211.36	80.52	221.93	84.54
8	178.81	68.12	196.69	74.93	206.53	78.68	216.85	82.61	227.70	86.74
9	183.46	69.89	201.81	76.88	211.90	80.72	222.49	84.76	233.62	89.00
10	188.23	71.71	207.05	78.88	217.41	82.82	228.28	86.96	239.69	91.31
11	193.12	73.57	212.44	80.93	223.06	84.97	234.21	89.22	245.92	93.68
12	198.15	75.48	217.96	83.03	228.86	87.18	240.30	91.54	252.32	96.12
13	203.30	77.45	223.63	85.19	234.81	89.45	246.55	93.92	258.88	98.62
14	208.58	79.46	229.44	87.41	240.91	91.78	252.96	96.37	265.61	101.18
15	214.01	81.53	235.41	89.68	247.18	94.16	259.54	98.87	272.51	103.81

NON-CLASSROOM

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
1		44.47	46.70	49.03	51.49
2		45.63	47.91	50.31	52.82
3		46.82	49.16	51.62	54.20
4		48.03	50.44	52.96	55.61
5		49.28	51.75	54.34	57.05
6		50.57	53.09	55.75	58.54
7		51.88	54.47	57.20	60.06
8	N/A	53.23	55.89	58.68	61.62
9		54.61	57.34	60.21	63.22
10		56.03	58.83	61.78	64.86
11		57.49	60.36	63.38	66.55
12		58.98	61.93	65.03	68.28
13		60.52	63.54	66.72	70.06
14		62.09	65.20	68.46	71.88
15		63.71	66.89	70.24	73.75

For part-time teaching assignments the year will be divided into two halves (July-December, January-June). For a part-time instructor to progress to the next step, they must accumulate teaching credit in two half-years; specifically, part-time instructors must teach at least one unit during two different half-year periods to progress to the next step. Classes that start in one half-year and extend into the next half-year will be counted only in the half-year that they end. This schedule also applies for summer school assignments.

07/01/2021: 2.5% (Governing Board Approved 12/14/2021)