



Health Sciences High and Middle College

HSHMC Board Meeting

Published on November 18, 2022 at 10:49 AM PST
Amended on November 24, 2022 at 8:27 AM PST

Date and Time

Monday November 28, 2022 at 10:00 AM PST

Location

3910 University Avenue
San Diego, CA 92105

Or Via ZOOM

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:00 AM
A. Record Attendance			1 m
B. Call the Meeting to Order		Frederick Johnson	1 m
C. Approve Minutes	Approve Minutes	Frederick Johnson	1 m
II. Information Items			10:03 AM
A. HSHMC Student Representative	FYI	Tierra Tedford	2 m
B. Student Presentation	FYI	Hanan Mohamed	3 m
C. District Site Visit - December 15	FYI	Sheri Johnson	1 m
III. Closed Session			10:09 AM
A. Independent Auditor Report	FYI	Brian Ruff, Eide Bailly	10 m

	Purpose	Presenter	Time
B. Follow up on personnel conversation.	Discuss	Frederick Johnson	5 m
IV. OPEN SESSION: Action Items - Consent Agenda			10:24 AM
A. Revised 1st Interim Budget	Discuss	Douglas Fisher	3 m
B. 2022-2023 First Interim	Discuss	Douglas Fisher	3 m
C. 2021-2022 Consolidated Independent Audit of HSHMC	Discuss	Ian Pumpian	1 m
D. 2022-2023 Independent Study Policy	Discuss	Ian Pumpian	1 m
E. Title I Parent Involvement Policy	Discuss	Sheri Johnson	1 m
F. HSHMC Parent-Family Compact 2022-2023	Discuss	Sheri Johnson	1 m
G. HSHMC Admissions Policy	Discuss	Sheri Johnson	1 m
H. Title IX Policy	Discuss	Sheri Johnson	1 m
I. Human Trafficking Prevention	Discuss	Sheri Johnson	1 m
J. HSHMC Chronic Absenteeism Policy	Discuss	Sheri Johnson	1 m
K. Enrollment Process	Discuss	Sheri Johnson	1 m
L. Charter School Complaint Form	Discuss	Sheri Johnson	1 m
M. Math Placement Policy	Discuss	Sheri Johnson	1 m
N. Youth Suicide Prevention Policy	Discuss	Sheri Johnson	1 m
O. Consent Agenda Vote	Vote	Frederick Johnson	5 m
Consent Agenda Vote on Items A-O			
V. Closing Items			10:47 AM
A. Adjourn Meeting		Frederick Johnson	1 m

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	8-31-2022 Minutes copy.pdf

DRAFT



Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

Date and Time

Wednesday August 31, 2022 at 10:00 AM

Location

Via Zoom

Directors Present

D. Gross (remote), D. White (remote), F. Johnson (remote), F. McFarlane (remote), J. Kramer (remote), M. Hayden-Cook (remote)

Directors Absent

S. Evans

Directors who left before the meeting adjourned

D. White, M. Hayden-Cook

Ex Officio Members Present

D. Fisher, I. Pumpian (remote), S. Johnson

Non Voting Members Present

D. Fisher, I. Pumpian (remote), S. Johnson

Guests Present

Dominique Smith, J. Vaca

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 Wednesday Aug 31, 2022 at 10:02 AM.

C. Approve Minutes

M. Hayden-Cook made a motion to approve the minutes from June 7, 2022 Board Meeting on 06-07-22.

D. Gross seconded the motion.

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

Roll Call

S. Evans Aye

D. Gross Aye

F. McFarlane Aye

D. White Aye

M. Hayden-Cook Aye

F. Johnson Aye

J. Kramer Aye

M. Hayden-Cook made a motion to to approve the minutes from the board meeting on June 7, 2022.

D. Gross seconded the motion.

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

Roll Call

M. Hayden-Cook Aye

F. McFarlane Aye

S. Evans Absent

F. Johnson Aye

J. Kramer Aye

D. White Aye

D. Gross Aye

II. Information Items

A. HSHMC Highlights

Sheri Johnson and Dominique Smith shared school opening activities and enrollment information.

B. 2022 Planning Communication Letter - Eide Bailly

Copy of the engagement letter from our auditors, Eide Bailly, was provided to the board.

C. Contract Updates

Ian Pumpian updated the board:

1) on the use of SDSUF facilities at 4283 El Cajon Blvd for HSHMC's independent study program. This space, which both the SDUSD and HSHMC Boards had previously approved for this use was not used during COVID. Dr Pumpian informed the board he renewed the lease for 2022-23 school year.

2) that the school has entered multiple contracts with B&B Construction for building and outside school improvement projects. The largest of the contracts are for parking lot improvements related to security and program improvements resulting from the California Education Trust Grant.

III. CLOSED SESSION

A. Closed Board Discussion re: CEO Evaluation

Presented and discussed.

IV. Action Items - Consent Agenda

A. 2021-2022 Unaudited Actuals

B. Conflict of Interest Code:

C. 2022-2023 Fiscal Control Policy

D. 2022-2023 School Safety Plan

The School Safety plan was discussed at great length. Dominique Smith presented the school safety plan to the Board and discussed the process for its update that correlated with recommendations and requirements from CDE. Board members provided feedback on, and asked questions about active shooter plans and protocols. Members were referred to pages of the plan that focused on those plans and protocols. Dr. Smith walked them through those procedures with specific attention to how facility safety and technology upgrades and staff training were integrated plans for meeting locations, communications and staff assignments that would be enacted during a threat incident. The Board appreciated the discussion and there was no request to take approval of the plan off the consent agenda. However, the board did request that language be added specifically to include Federal Bureau of Investigation and U.S. Department of Homeland Security recommendations in an active shooter situation to "Run", "Hide", "Fight." Staff confirmed that language would be added.

E. 2022-2023 Athletic Department Emergency Plan

F. Employee Handbook

G. Student Handbook

H. HSHMC Family Calendar 22-23

I. 2022-2023 Instructional Minutes

J. 2022-2023 Discipline Policy

K. 2022-2023 Suicide Prevention Policy

L. Migrant Coursework and Graduation Requirement Procedures

M.

Consent Agenda Vote

M. Hayden-Cook left at 10:59 AM.

D. White left at 11:01 AM.

All actions items were presented and discussed as part of the consent agenda.

D. Gross made a motion to approved the consent agenda to include items A-L.

J. Kramer seconded the motion.

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

Roll Call

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

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:25 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- Minutes 6-7-2022 copy.pdf
- Health Sciences and Middle College 2022 Communication With Governance During Planning with Single Audit_.pdf
- BB Construction Contract.pdf
- 4283-250_HSHMC_Lease Agreement_2022-23.pdf
- 2021-2022 Unaudited Actuals.xls
- Revised Conflict of Interest Code - 22.23.changesincluded 8.25.doc
- Updated Fiscal Control Policy - 8.31.22.doc
- HSHMC Safety Plan 22-23.docx (2).pdf
- ATHLETIC_DEPARTMENT_EMERGENCY_ACTION_PLAN - 2022-2023 copy.pdf
- 22 - 23 Employee Handbook.docx
- Student Handbook 2022-2023 - For Board Approval - 8-31-22.docx
- 2022-2023 HSHMC Family Calendar copy.xls [Compatibility Mode].pdf
- 2022-2023 Instructional Minutes.xls
- Discipline Policy.2022-2023.docx
- Suicide Prevention Policy - 22.23 copy.docx
- Migrant Coursework and Graduation Requirement Procedures - changes included 8.23.22.docx

Coversheet

Revised 1st Interim Budget

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: A. Revised 1st Interim Budget
Purpose: Discuss
Submitted by:
Related Material: 2022-23 1st Interim Revised Budget - Health Sciences.pdf

Health Sciences High



	NAME	2022-23 Preliminary Budget	2022-23 Reforecast	VARIANCE
	TOTAL ENROLLMENT	600	525	(75)
	AVERAGE DAILY ATTENDANCE	570	496	(73.9)
REVENUE	State LCFF Revenue	\$ 7,015,385	\$ 6,582,787	\$ (432,598)
	Federal Revenue	\$ 1,207,389	\$ 1,923,801	\$ 716,412
	Other State Revenue	\$ 1,617,856	\$ 1,967,078	\$ 349,221
	Local Revenue	\$ 15,000	\$ 50,457	\$ 35,457
	TOTAL REVENUE	\$ 9,855,630	\$ 10,524,122	\$ 668,492
EXPENSES	Certificated Salaries	\$ 3,155,500	\$ 3,020,625	\$ (134,875)
	Classified Salaries	\$ 1,243,780	\$ 1,871,350	\$ 627,570
	Benefits	\$ 1,393,843	\$ 1,473,797	\$ 79,954
	TOTAL PERSONNEL EXPENSES	\$ 5,793,123	\$ 6,365,772	\$ 572,649
	Books and Supplies	\$ 730,072	\$ 730,072	\$ -
	Services and Other Operating Expens	\$ 2,981,583	\$ 3,075,305	\$ 93,722
	Capital Outlay	\$ 150,000	\$ 150,000	\$ -
	Other Outgoing	\$ -	\$ -	\$ -
	TOTAL OTHER EXPENSES	\$ 3,861,655	\$ 3,955,377	\$ 93,722
	TOTAL EXPENSES	\$ 9,654,778	\$ 10,321,149	\$ 666,371
FUND BALAI	SURPLUS\ (DEFICIT)	\$ 200,853	\$ 202,974	
	<i>% of LCFF Revenue</i>	<i>2.9%</i>	<i>3.1%</i>	
	BEGINNING FUND BALANCE	\$ 5,147,249	\$ 5,147,249	
	ENDING BALANCE	\$ 5,348,102	\$ 5,350,223	
	<i>% of Expenses</i>	<i>53%</i>	<i>49%</i>	<i>0.0%</i>

REVENUE INPUT

ACCT	ACCOUNT NAME	2022-23 Preliminary Budget	2022-23 Reforecast	VARIANCE
LCFF				
8011	LCFF; state aid	2,893,732	2,791,641	(102,091)
8012	LCFF; EPA	114,000	303,785	189,785
8096	In-Lieu of Property Taxes	4,007,653	3,487,361	(520,292)
8019	Prior Year Income/Adjustments	-	-	-
TOTAL LCFF REVENUE		\$ 7,015,385	\$ 6,582,787	\$ (432,598)
FEDERAL				
8181	Special Education - Federal	119,700	119,700	-
8220	Federal Child Nutrition	-	-	-
8290-16	We Work Department of Rehab	20,000	20,000	-
8290-19	CCI	-	-	-
8290-3210	ESSER I	-	-	-
8290-3212	ESSER II	-	378,342	378,342
8290-3213	ESSER III	603,617	933,617	330,000
8290-3214	ESSER III (20% Evidence Based Learning)	232,984	232,984	-
8290-35	Perkins	11,000	19,070	8,070
8291	Title I	173,141	173,141	-
8292	Title II	24,800	24,800	-
8293	Title III	10,294	10,294	-
8294	Title IV	11,853	11,853	-
8299	Prior Year Federal Revenue	-	-	-
TOTAL FEDERAL REVENUE		\$ 1,207,389	\$ 1,923,801	\$ 716,412
OTHER STATE				
8520	State Child Nutrition Program	-	-	-
8550-K8	MANDATE BLOCK GRANT K-8	-	-	-
8550-912	MANDATE BLOCK GRANT 9-12	27,376	27,376	(0)
8560-12	RESTRICTED LOTTERY	37,050	32,248	(4,802)
8560-22	LOTTERY	92,910	80,868	(12,042)
8590	Emergency Connectivity and CAL SHAPE	-	125,550	125,550
8590-6271	CA National Board Certified Teachers Incentive Program	-	30,000	30,000
8590-6266	EDUCATOR EFFECTIVENESS	-	-	-
8590-63	CTEIG	68,102	68,102	-
8590-64	Strong Workforce Partnership (Projected Future Grant)	539,000	539,000	-
8590-66	MENTAL HEALTH	-	-	-
8591	SB740	-	-	-
8590-7435	Learning Recovery Emergency Block Grant	530,000	740,000	210,000
8792	SPED State/Other Transfers of Apportionment	323,418	323,418	-
8599	Prior Year State Income/Adjustments	-	515	515
TOTAL OTHER STATE REVENUE		\$ 1,617,856	\$ 1,967,078	\$ 349,221
LOCAL				
8639	Student Lunch Revenue	-	-	-
8650	Rental Income	-	-	-
8660	Interest Income	15,000	15,000	-
8682	Donations	-	20,747	20,747
8682-0087	Committee for Children	-	-	-
8682-9200	California Education Trust Grant	-	-	-
8685	School Site Fundraising	-	235	235
8698	E-rate Revenue	-	-	-
8699	All Other Local Revenue	-	14,475	14,475
TOTAL LOCAL REVENUE		\$ 15,000	\$ 50,457	\$ 35,457
TOTAL REVENUE		\$ 9,855,630	\$ 10,524,122	\$ 668,492

EXPENSES INPUT

ACCT	ACCOUNT NAME	2022-23 Preliminary Budget	2022-23 Reforecast	VARIANCE
1000 - CERTIFICATED				
1100	Teacher Salaries	2,269,500	2,207,000	(62,500)
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	-	-
1200	Certificated Pupil Support Salaries	-	-	-
1300	Certificated Supervisor and Administrator Salaries	593,000	644,625	51,625
1900	Other Certificated Salaries	293,000	169,000	(124,000)
<i>Totals</i>		\$ 3,155,500	\$ 3,020,625	\$ (134,875)
2000 - CLASSIFIED				
2100	Instructional Aide Salaries	722,180	1,303,300	581,120
2200	Classified Support Salaries (Maintenance, Food)	52,000	74,050	22,050
2300	Classified Supervisor and Administrator Salaries	-	-	-
2400	Clerical, Technical and Office Staff Salaries	440,800	468,000	27,200
2900	Other Classified Salaries	28,800	26,000	(2,800)
<i>Totals</i>		\$ 1,243,780	\$ 1,871,350	\$ 627,570
3000 - BENEFITS				
3101	State Teachers' Retirement System, certificated positions	602,701	548,420	(54,280)
3102	State Teachers' Retirement System, classified positions	-	65,000	65,000
3202	Public Employees Retirement System	-	-	-
3301	OASDI/Medicare Certificated, Unrestricted	-	50,000	50,000
3302	OASDI/Medicare Classified, Unrestricted	-	135,000	135,000
3313	OASDI	77,114	(30,818)	(107,933)
3323	Medicare	63,790	20,934	(42,856)
3401	Health & Welfare Benefits, Certificated	-	-	-
3402	Health & Welfare Benefits, Classified	-	-	-
3403	Health & Welfare Benefits	572,867	596,902	24,036
3501	State Unemployment Insurance Certificated, Unrestricted	-	-	-
3502	State Unemployment Insurance Classified	28,980	34,548	5,568
3503	State Unemployment Insurance	-	-	-
3603	Worker Compensation Insurance	48,392	53,812	5,420
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
<i>Totals</i>		\$ 1,393,843	\$ 1,473,797	\$ 79,954
<i>TOTAL PERSONEL EXPENSE</i>		\$ 5,793,123	\$ 6,365,772	\$ 572,649
4000 - BOOKS AND SUPPLIES				
4100	Approved Textbooks and Core Curricula Materials	25,706	25,706	-
4200	Books and Other Reference Materials	26,000	26,000	-
4300	Materials and Supplies	130,000	130,000	-
4301	Positive Behavior Expenses	-	-	-
4315	Classroom Materials and Supplies	80,000	80,000	-
4342	Materials for School Sponsored Athletics	9,193	9,193	-
4381	Plant/Facilities Maintenance	15,000	15,000	-
4400	Noncapitalized Equipment	157,548	157,548	-
4405	Non Educational Computer Software	-	-	-
4407	Student Educational Software	-	-	-
4410	Software and Software Licensing	70,000	70,000	-
4430	Noncapitalized Student Equipment	190,000	190,000	-
4440	Student Events	13,125	13,125	-
4700	Food and Food Supplies	13,500	13,500	-
<i>TOTAL BOOKS AND SUPPLIES</i>		\$ 730,072	\$ 730,072	\$ -
5000 - SERVICES AND OTHER OPEX				
5100	Subagreements for Services	-	-	-
5200	Travel and Conferences	90,000	90,000	-
5210	Training and Development Expense	60,000	60,000	-
5300	Dues and Memberships	25,000	25,000	-
5400	Insurance	45,000	45,000	-
5500	Operation and Housekeeping Services	1,050,000	1,050,000	-
5501	Utilities	50,000	50,000	-
5510	Security Services	-	-	-
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	1,000	1,000	-
5601	Building Maintenance	35,000	35,000	-
5602	Other Space Rental	4,000	40,000	36,000
5605	Equipment Rental/Lease Expense	78,000	78,000	-
5610	Equipment Repair	1,323	1,323	-
5800	Professional/Consulting Services and Operating Expenditures	350,000	350,000	-
5803	Banking and Payroll Service Fees	39,000	39,000	-
5805	Legal Services and Audit	14,842	14,842	-
5806	Audit Services	11,300	12,000	700
5807	CSMC Fees	-	-	-
5809	Employee Tuition Reimbursement	375,000	375,000	-
5810	Educational Consultants	90,000	90,000	-
5811	Student Transportation and Field Trips	30,000	30,000	-
5812	Other Student Activities	15,000	15,000	-
5815	Advertising/Recruiting	80,000	80,000	-
5820	Fundraising Expense	-	-	-
5830	Field Trips	5,000	25,000	20,000
5836	Transportation Services	75,000	75,000	-
5842	Services Student Athletics	35,000	35,000	-
5873	Financial Services	100,000	100,000	-
5874	Personnel Services	15,000	15,000	-
5875	District Oversight Fee	210,462	197,484	(12,978)
5877	IT Services	30,000	80,000	50,000
5890	Interest Expenses/Fees	16,656	16,656	-
5899	Management Fees Expense	-	-	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	50,000	50,000	-
5998	Unallocated Credit Card Expense	-	-	-
<i>TOTAL SERVICES AND OTHER OPEX</i>		\$ 2,981,583	\$ 3,075,305	\$ 93,722
6000 - CAPITAL OUTLAY				
6900	Depreciation Expense	150,000	150,000	\$ -
<i>TOTAL DEPRECIATION</i>		\$ 150,000	\$ 150,000	\$ -
7000 - OTHER OUTGOING				
7438	Debt Service Interest	-	-	\$ -
<i>TOTAL OTHER OUTGOING</i>		\$ -	\$ -	\$ -
<i>TOTAL EXPENSES</i>		\$ 9,654,778	\$ 10,321,149	\$ 666,371

Coversheet

2022-2023 First Interim

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: B. 2022-2023 First Interim
Purpose: Discuss
Submitted by:
Related Material: 37683380114462 Health Science High and Middle College.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

37683380114462 Health Science High and Middle College.xlsx

Coversheet

2021-2022 Consolidated Independent Audit of HSHMC

Section:	IV. OPEN SESSION: Action Items - Consent Agenda
Item:	C. 2021-2022 Consolidated Independent Audit of HSHMC
Purpose:	Discuss
Submitted by:	
Related Material:	Draft Independent Auditor Report - 2022.pdf

Financial Statements

June 30, 2022

**Health Sciences High and Middle
College**

Charter No. 0876

Health Sciences High and Middle College

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June 30, 2022

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Independent Auditor's Report

Governing Board
Health Sciences High and Middle College
San Diego, California

Report on the Financial Statements

Opinion

We have audited the financial statements of Health Sciences High and Middle College (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 16-24 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and other supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated _____, 2022, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Rancho Cucamonga, California
_____, 2022

Health Sciences High and Middle College

Statement of Financial Position

June 30, 2022

Assets		
Current Assets		
Cash and cash equivalents		\$ 4,225,628
Receivables		1,758,906
Prepaid expenses		<u>205,222</u>
Total current assets		<u>6,189,756</u>
Non-Current Assets		
Property and equipment, net		<u>689,247</u>
Total assets		<u>\$ 6,879,003</u>
Liabilities		
Current Liabilities		
Accounts payable		\$ 340,051
Accrued liabilities		193,883
Refundable advance		<u>928,184</u>
Total liabilities		<u>1,462,118</u>
Net Assets		
Without donor restrictions		4,786,185
With donor restrictions		<u>630,700</u>
Total net assets		<u>5,416,885</u>
Total liabilities and net assets		<u>\$ 6,879,003</u>

Health Sciences High and Middle College

Statement of Activities

Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
Support and revenues			
Local Control Funding Formula	\$ 6,600,441	\$ -	\$ 6,600,441
Federal revenue	891,803	-	891,803
Other State revenue	2,272,543	-	2,272,543
Local revenues	370,234	630,700	1,000,934
Interest income	21,083	-	21,083
Fundraising revenue	545	-	545
	<u>10,156,649</u>	<u>630,700</u>	<u>10,787,349</u>
Total support and revenues			
Expenses			
Program services	9,560,336	-	9,560,336
Management and general	720,915	-	720,915
	<u>10,281,251</u>	<u>-</u>	<u>10,281,251</u>
Total expenses			
Change in Net Assets	(124,602)	630,700	506,098
Net Assets, Beginning of Year	4,910,787	-	4,910,787
Net Assets, End of Year	<u>\$ 4,786,185</u>	<u>\$ 630,700</u>	<u>\$ 5,416,885</u>

Health Sciences High and Middle College
Statement of Functional Expenses
Year Ended June 30, 2022

	Program Services	Management and General	Total Expenses
Salaries	\$ 4,538,274	\$ 436,198	\$ 4,974,472
Employee benefits	1,540,944	25,241	1,566,185
Payroll taxes	209,113	10,404	219,517
Fees for services	560,377	43,515	603,892
Advertising and promotions	77,826	-	77,826
Office expenses	995,665	96,658	1,092,323
Information technology	54,073	1,477	55,550
Occupancy	34,547	3,320	37,867
Conferences and meeting	139,014	7,015	146,029
Interest	9	1	10
Depreciation	106,708	10,051	116,759
Insurance	32,378	3,112	35,490
Other expenses	550,742	39,049	589,791
Instructional materials	547,454	28,226	575,680
District oversight fees	173,212	16,648	189,860
	<u>\$ 9,560,336</u>	<u>\$ 720,915</u>	<u>\$ 10,281,251</u>
Total functional expenses	<u>\$ 9,560,336</u>	<u>\$ 720,915</u>	<u>\$ 10,281,251</u>

Health Sciences High and Middle College
Statement of Cash Flows
Year Ended June 30, 2022

Operating Activities	
Change in net assets	\$ 506,098
Adjustments to reconcile change in net assets to net cash from (used for) operating activities	
Depreciation expense	116,759
Changes in operating assets and liabilities	
Receivables	114,757
Prepaid expenses	(51,569)
Intra-entity receivable	(531,825)
Accounts payable	(181,726)
Accrued liabilities	(5,319)
Refundable advance	455,628
Intra-entity payable	<u>519,709</u>
Net Cash from (used for) Operating Activities	<u>942,512</u>
Investing Activities	
Purchases of property and equipment	<u>(36,872)</u>
Net Change in Cash and Cash Equivalents	905,640
Cash and Cash Equivalents, Beginning of Year	<u>3,319,988</u>
Cash and Cash Equivalents, End of Year	<u><u>\$ 4,225,628</u></u>

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Note 1 - Principal Activity and Significant Accounting Policies**Organization**

Health Sciences High and Middle College (the Organization) was incorporated in the State of California in 2010 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Charter School was approved by the State of California Department of Education on October 6, 2006. In 2017, the Charter School was renewed by San Diego Unified School District for five years ending June 30, 2022.

Charter school number authorized by the State: 0876

Mission Statement: "We created HSHMC as a place where young people could learn about health and healthcare, while receiving a world-class education in a safe and supportive environment. HSHMC is a home away from home, an open door, and a place of rigor and academia – where students earn a diploma that matters. We do what it takes, we do no harm, we set no limits on our potential to learn and grow. Here, we are all family – and we LOVE what we do!"

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Cash and Cash Equivalents

The Organization considers all cash including cash in County Investment Pool and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2022 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Property and Equipment

Property and equipment additions over \$5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation is removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2022.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. Consequently, at June 30, 2022 conditional contributions approximating \$1,996,354, for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2022.

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities such as management and general activities and fundraising and development activities. The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include occupancy, and depreciation, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest, insurance, and other, which are allocated on the basis of estimates of time and effort.

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies supportive of the Organization's mission.

Recent Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases*. ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. Although the full impact of this update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases. The ASU is effective for the Organization for the year ended June 30, 2023. Management is evaluating the impact of the adoption of this standard.

Note 2 - Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Cash and cash equivalents	\$ 4,225,628
Receivables	<u>1,758,906</u>
Total	<u>5,984,534</u>
Less those unavailable for general expenditure within one year due to Restrictions by donor with purpose restrictions	<u>(630,700)</u>
Financial assets availability to meet cash needs for general expenditure within one year	<u>\$ 5,353,834</u>

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due. In addition, the Organization invests cash in excess of daily requirements in the county investment pool.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2022:

Capitized Acquisiton Costs	\$ 425,000
Building improvements	387,935
Furniture and Fixtures	38,569
Computer and equipment	409,579
Transportation equipment	53,096
Construction in progress	<u>23,380</u>
	1,337,559
Less accumulated depreciation	<u>(648,312)</u>
Total	<u><u>\$ 689,247</u></u>

Note 4 - Operating Lease

The Organization entered into a lease agreement with San Diego Unified School District in which the Organization will occupy 3910 University Avenue, San Diego, California for its campus location and will be charged annual rent of \$120. The term of this agreement expires on January 15, 2039. Lease expense for the fiscal year ending June 30, 2022 was \$120, which is included in occupancy in the statement of functional expenses.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2023	\$ 120
2024	120
2025	120
2026	120
2027	120
Thereafter	<u>1,390</u>
Total	<u><u>\$ 1,990</u></u>

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Note 5 - Net Assets

Net assets consist of the following at June 30, 2022:

Net assets without donor restrictions	
Undesignated net assets	<u>\$ 4,786,185</u>
Net assets with donor restrictions	
Subject to expenditure for specified purpose	
California Educational Foundation Trust Grant	<u>\$ 630,700</u>

Note 6 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

The details of the plan are as follows:

California State Teachers' Retirement System (CalSTRS)**Plan Description**

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2022, are summarized as follows:

	STRP Defined Benefit Program	
	On or before December 31, 2012	On or after January 1, 2013
Hire date		
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.92%	16.92%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, the Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the Organization's total contributions were \$1,037,613.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of \$456,129 (10.828% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2022

Note 7 - Contingencies, Risks, and Uncertainties

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Note 8 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through _____, 2022, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Supplementary Information

June 30, 2022

Health Sciences High and Middle College

Health Sciences High and Middle College
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Assistance Listing Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. Department of Education			
Passed through California Department of Education (CDE)			
Special Education Cluster			
Basic Local Assistance Entitlement	84.027	13379	\$ 129,664
American Rescue Plan (ARP) Part B, Sec. 611			
Local Assistance Entitlement	84.027	15638	<u>30,146</u>
Total Special Education (IDEA) Cluster			<u>159,810</u>
Passed through California Department of Education (CDE)			
COVID-19 - Elementary and Secondary School Emergency			
Relief (ESSER) Fund	84.425D	15536	131,133
COVID-19 - Elementary and Secondary School Emergency			
Relief II (ESSER II) Fund	84.425D	15547	140,959
COVID-19 - Expanded Learning Opportunities (ELO) Grant			
ESSER II State Reserves	84.425D	15618	66,022
COVID-19 - Expanded Learning Opportunities (ELO)			
Grant GEER II	84.425C	15619	15,153
COVID-19 - Expanded Learning Opportunities (ELO)			
(ESSER III) State Reserve, Emergency Needs	84.425U	15620	43,039
COVID-19 - Expanded Learning Opportunities (ELO)			
(ESSER III) State Reserve, Learning Loss	84.425U	15621	<u>74,191</u>
Subtotal			<u>470,497</u>
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	167,668
Title II, Part A, Supporting Effective Instruction	84.367	14341	25,055
Title III, English Learner Student Program	84.365	14346	13,194
Title IV, Part A, Student Support and Academic Enrichment	84.424	15396	11,707
Carl D. Perkins Career and Technical Education:			
Secondary, Section 131	84.048	14894	<u>16,450</u>
Total U.S. Department of Education			<u>704,571</u>
U.S. Department of Agriculture			
Passed through CDE			
Pandemic EBT Local Administrative Grant	10.649	15644	<u>614</u>
U.S. Department of Rehabilitation			
Passed through the California Department of General Services			
Workability II, Transition Partnership	84.126	10006	<u>26,808</u>
Total Federal Financial Assistance			<u>\$ 891,803</u>

Health Sciences High and Middle College
Local Education Agency Organization Structure
June 30, 2022

ORGANIZATION

Health Sciences High and Middle College (the Organization) (Charter Number 0876) was granted in 2006, by San Diego Unified School District. The Organization operates one high school.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Frederick Johnson, M.D.	Chairman	July 2022
Fred McFarlane, Ph.D.	Secretary/Treasurer	July 2022
Dan Gross, R.N., DNSc	Member	July 2022
Melissa Hayden-Cook	Member	July 2023
Janie Kramer, R.N.	Member	July 2022
Scott Evans, Ph.D.	Member	July 2023
Trisha Khaleghi	Member	March 2022*

ADMINISTRATION

Dr. Ian Pumpian	President/Chief Executive Officer
Dr. Doug Fisher	Chief Operations Officer
Dr. Nancy Frey	Chief Knowledge Officer
Dr. Sheri Johnson	Principal – Operations and Communication
Dr. Dominique Smith	Principal – Academic and Behavioral Supports
Broc Arnaiz, MA	Vice Principal
Oscar Corrigan, MA	Vice Principal

*Vacancy held for Parent

Health Sciences High and Middle College
 Schedule of Average Daily Attendance
 Year Ended June 30, 2022

	<u>Second Period Report</u>	<u>Annual Report</u>
Regular ADA Ninth through twelfth	<u>537.91</u>	<u>531.24</u>
Classroom Based ADA Ninth through twelfth	<u>537.91</u>	<u>531.24</u>

Health Sciences High and Middle College
 Schedule of Instructional Time
 Year Ended June 30, 2022

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Grades 9 - 12	64,800								
Grade 9		65,750	-	65,750	178	-	-	178	Complied
Grade 10		65,750	-	65,750	178	-	-	178	Complied
Grade 11		65,750	-	65,750	178	-	-	178	Complied
Grade 12		65,750	-	65,750	178	-	-	178	Complied

See Note to Supplementary Information

Health Sciences High and Middle College
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2022

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

Net Assets	
Balance, June 30, 2022, Unaudited Actuals	\$ 5,138,810
Decrease in	
Property and equipment, net	(2,142)
Increase in	
Receivables	<u>271,778</u>
Balance, June 30, 2022, Audited Financial Statements	<u><u>\$ 5,408,446</u></u>

Health Sciences High and Middle College
Combining Statement of Financial Position
Year Ended June 30, 2022

	Health Sciences High and Middle College	Central Office	Eliminations	Total
Assets				
Current Assets				
Cash and cash equivalents	\$ 2,761,290	\$ 1,464,338	\$ -	\$ 4,225,628
Receivables	1,758,906	-	-	1,758,906
Intra-entity receivable	1,168,121	-	(1,168,121)	-
Prepaid expenses	205,222	-	-	205,222
Total current assets	5,893,539	1,464,338	(1,168,121)	6,189,756
Non-Current Assets				
Property and equipment, net	689,247	-	-	689,247
Total assets	\$ 6,582,786	\$ 1,464,338	\$ (1,168,121)	\$ 6,879,003
Liabilities				
Current Liabilities				
Accounts payable	\$ 52,273	\$ 287,778	\$ -	\$ 340,051
Accrued liabilities	193,883	-	-	193,883
Refundable advance	928,184	-	-	928,184
Intra-entity payable	-	1,168,121	(1,168,121)	-
Total liabilities	1,174,340	1,455,899	(1,168,121)	1,462,118
Net Assets				
Without donor restrictions	4,777,746	8,439	-	4,786,185
With donor restrictions	630,700	-	-	630,700
Total net assets	5,408,446	8,439	-	5,416,885
Total liabilities and net assets	\$ 6,582,786	\$ 1,464,338	\$ (1,168,121)	\$ 6,879,003

Health Sciences High and Middle College
Combining Statement of Activities
Year Ended June 30, 2022

	Health Sciences High and Middle College	Central Office	Total
Support and revenues			
Local Control Funding Formula	\$ 6,600,441	\$ -	\$ 6,600,441
Federal revenue	891,803	-	891,803
Other State revenue	2,272,543	-	2,272,543
Local revenues	1,000,934	-	1,000,934
Interest income	21,083	-	21,083
Fundraising revenue	545	-	545
	<u>10,787,349</u>	<u>-</u>	<u>10,787,349</u>
Total support and revenues			
Expenses			
Program services	9,560,336	-	9,560,336
Management and general	720,915	-	720,915
	<u>10,281,251</u>	<u>-</u>	<u>10,281,251</u>
Total expenses			
Change in Net Assets	506,098	-	506,098
Net Assets, Beginning of Year	<u>4,902,348</u>	<u>8,439</u>	<u>4,910,787</u>
Net Assets, End of Year	<u>\$ 5,408,446</u>	<u>\$ 8,439</u>	<u>\$ 5,416,885</u>

Health Sciences High and Middle College
Notes to Supplementary Information
June 30, 2022

Note 1 - Purpose of Supplementary Schedules

Schedule of Expenditures of Federal Awards

Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2022. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. No federal financial assistance has been provided to a subrecipient.

Indirect Cost Rate

The Organization has not elected to use the ten percent de minimis cost rate.

Local Education Agency Organization Structure

This schedule provides information about the Organization's operations, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable. The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Health Sciences High and Middle College
Note to Supplementary Information
June 30, 2022

Combining Statement of Financial Position and Combining Statement of Activities

The combining statement of financial position and combining statement of activities are included to provide information regarding the individual programs of the charter schools within the Organization and are presented on the accrual basis of accounting. Eliminating entries in the combining statement of financial position and combining statement of activities are for activities between each charter school.

Independent Auditor's Reports

June 30, 2022

Health Sciences High and Middle College

Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
Health Sciences High and Middle College
San Diego, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Health Sciences High and Middle College (the Organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated _____, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2022

Independent Auditor's Report on Compliance for the Major Program and on Internal Control over Compliance Required by the Uniform Guidance

Governing Board
Health Sciences High and Middle College
San Diego, California

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Health Sciences High and Middle College's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2022. The Organization's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal programs for the year ended June 30, 2022.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
_____, 2022

**Independent Auditor's Report on State Compliance; Report on Internal Control Over Compliance
Required by the 2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State
Compliance Report**

Governing Board
Health Sciences High and Middle College
San Diego, California

Report on State Compliance

Unmodified Opinion

We have audited Health Sciences High and Middle College's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the state laws and regulations listed in the table below for the year ended June 30, 2022.

In our opinion, the Organization complied, in all material respects, with the state compliance requirements referred to above for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance with the compliance requirements subject to audit in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's compliance with the requirements listed in the table below.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements listed below has occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements listed in the table below.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with compliance requirements as identified in the table below that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General Requirements	No, see below
After School	No, see below
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No, see below

	<u>Procedures Performed</u>
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Yes
In Person Instruction Grant	Yes
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for “Local Education Agencies Other Than Charter Schools” are not applicable to charter schools; therefore, we did not perform any related procedures.

We did not perform California Clean Energy Jobs Act procedures because the Organization did not receive funding for this program.

We did not perform procedures for the After/Before School Education and Safety Program because the Organization did not offer the program.

The Organization does not offer an Independent Study-Course Based Program; therefore, we did not perform any procedures related to the Independent Study-Course Based Program.

The Organization’s charter school was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Determination of Funding for Nonclassroom-Based Instruction.

We did not perform procedures for the Charter School Facility Grant Program because the Organization did not receive funding for this program.

The purpose of this report on internal control over state compliance is solely to describe the scope of our testing of internal control over state compliance and the results of that testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
 _____, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Health Sciences High and Middle College

Health Sciences High and Middle College

Summary of Auditor's Results

Year Ended June 30, 2022

FINANCIAL STATEMENTS

Type of auditor's report issued	Unmodified
Internal control over financial reporting	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major program	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for major programs	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)	No

Identification of major programs

Name of Federal Program or Cluster	Federal Financial Assistance Listing
COVID-19 Education Stabilization Fund	84.425C, 84.425D & 84.425U
Dollar threshold used to distinguish between type A and type B programs	\$ 750,000
Auditee qualified as low-risk auditee?	No

STATE COMPLIANCE

Internal control over state compliance for programs	
Material weaknesses identified	No
Significant deficiencies identified not considered to be material weaknesses	None Reported
Type of auditor's report issued on compliance for programs	Unmodified

Health Sciences High and Middle College

Financial Statement Findings

Year Ended June 30, 2022

None reported.

Health Sciences High and Middle College
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2022

None reported.

Health Sciences High and Middle College
State Compliance Findings and Questioned Costs
Year Ended June 30, 2022

None reported.

Health Sciences High and Middle College
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Coversheet

2022-2023 Independent Study Policy

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: D. 2022-2023 Independent Study Policy
Purpose: Discuss
Submitted by:
Related Material: HSHMC Independent Study Policy.10.13.22 copy.docx



HSHMC Independent Study Policy

Pending Board Approval – 11/28/2022

This policy specifies conditions and practices related to HSHMC’s independent study programs, and that are aligned to Education Code sections 51744-51749.6, including 2022-23 updates. Charters are required to follow this EdCode, except in sections where charters are excluded. The Board recognizes that current HSHMC policies and practices are, and will continue to be, reviewed and updated, subject to new and pending legislation and regulation.

1. Independent Study is an option available to students as approved by the San Diego Unified School District in HSHMC’s current charter. In addition, Independent Study is currently being implemented consistent with the HSHMC board approved (9/10/2020) Continuity of Learning Plan, and in alignment with recent changes in EC that are effective commencing in the 2022-23 school year.
2. HSHMC’s Independent Study Program is an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting.
 - a. Independent study shall offer a means of individualizing the educational plan to serve students whose health or other personal circumstances make classroom attendance difficult.
 - b. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.
 - c. Regarding pupils with exceptional needs – the pupil’s inability to work independently, need for adult support or related special education services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in independent study.
3. A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700). Tiered reengagement strategies may be required for students not meeting current attendance requirements (EC 51747(d)), and in those situations shall also include local programs intended to address chronic absenteeism.

4. HSHMC's Principal or designee shall ensure that a written master agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by current law. (Education Code 51747, 51749.5)

Coversheet

Title I Parent Involvement Policy

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: E. Title I Parent Involvement Policy
Purpose: Discuss
Submitted by:
Related Material: Parent and Family Engagement Policy 2022-2023 copy.docx



Title I, Part A Single-School LEA Parent and Family Engagement Policy

(Draft for Board Approval 11/28/2022)

Health Sciences High and Middle College, with parents and family, have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (ESSA Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Parents and family members have a plethora of opportunities, both formal and informal, to share their thoughts and ideas related to parent and family engagement at HSHMC. Through surveys, weekly meetings with the principal, and the LCAP Community Engagement process information was gathered that informed the development of the Title 1, Part A parent and family engagement policy. The draft policy will be shared at the Annual Title 1 Parent Meeting and input will be used to finalize the policy.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

For a single school district the LEA Plan is integrated into the LCAP, the LCAP Federal Addendum and the Consolidated Application. The LCAP Community Engagement process is used to involve parent and family members in these support and improvement plans.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic

organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

As a single school district the site level and district level planning and family/community involvement activities are the same. HSHMC has a strong culture of family and community engagement, working in partnership with their college and health care community partners. Additional technical assistance that may be needed in this area is available from the County Office of Education or California Department of Education.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

Based on the plan developed through the LCAP process, HSHMC has identified strategic efforts that will utilize a variety of funding sources to implement our plans. Through the LCAP process, we have identified specific goals, with measurable outcomes that define our work and the allocation of our resources. The LCAP specifically incorporates LCFF funding and identified federal funds. Those funds not included are still utilized to carry out the identified goals and action steps as referenced in our LCAP.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

The LCAP incorporates specific metrics and accountability for growth related to all actions/priorities. The metrics relate to both academics and social emotional growth, along with metrics of family and student engagement. The California Schools Dashboard provides a public display of how an LEA is progressing in meeting the California State Priorities. The LCAP process and annual update provide an overview of the progress toward meeting the school's goals, and the Community Engagement process ensures that parents and families will be informed and included in any changes or revisions to how to best meet the long-term goals.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

HSHMC will maintain a welcoming, inclusive climate and culture that honors student voice and family perspectives through expanded student and parental involvement

opportunities. School based groups, such as the Parent Leadership Team will ensure that meetings are well publicized and barriers to involvement are identified and removed. A variety of communication strategies are in place to reach out to parents, families and the community. Examples include methods that provide channels for two-way communication and feedback with all parents, including parents/families of unduplicated students and students with exceptional needs.

Staff and parents will be offered workshops on the value of parent/family engagement, and methods to authentically involve parents/families in academic and SEL decisions and activities that occur at HSHMC.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

HSHMC continues to grow the involvement of parents as participants in the parent leadership team and had over 40% of families participate in at least one activity during the prior school year. HSHMC plans to continue our efforts to ensure that parents engage in, and remain involved in, our efforts at HSHMC to create the best possible learning environment for all. Input, both formal and informal, will inform revisions to the family engagement program and policy as needed.

There will be continued development and revision to our year-long calendar of events that promote family involvement. Weekly bulletins, phone call reminders and communication through our website, continue to promote the multiple monthly events and opportunities made available to families.

Climate surveys will be conducted with input from the whole school, including family. Our data shows focused efforts need be placed on increasing parent and student participation in extracurricular activities to enhance their perceptions of feeling valued/welcomed.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

HSHMC ensures that a wide variety of parents/families, that are representational of the school, 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. Parents will be supported to participate by providing training in the work of the advisory groups. Meaningful involvement by parents and family members in the Leadership groups and

in school events will be promoted by improving communication and offering topics of interest to parents.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

The HSHMC LCAP is written so that all constituents reading the document can easily identify those programs supported by Title 1. The LCAP includes a description of the actions and services focused on parent involvement. As part of that process the parent and Family Engagement draft will be shared and input gathered to determine if changes are needed. The policy and compact will be distributed with the documents in the Back to School packet,

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

As outlined above, that process is included in the LCAP Community Engagement Process.

Describe how the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

As a single school charter, the school level and LEA level documents, and process, are the same.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Parents and family members can submit comments directly to the Principal or during the Parent Advisory Meeting. And those comments will be included when the plan is submitted to the state.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

HSHMC will hold an annual meeting, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of HSHMC's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved. As a SWP program all parents will be invited.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

HSHMC offers a wide variety of meetings and opportunities for parents and families to meet and ask questions or provide feedback. Besides the Annual Meeting and the Parent Leadership Meetings, the Principal has office hours each week, and the school offers many events and activities that parents are welcomed at. Communication with parents occurs through the charter's website and through emails and phone calls. Outreach is available in multiple languages to encourage increased attendance.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

HSHMC has a Parent Advisory Board that provides input on important decisions for the school, the LCAP, and WASC self-study. There has been a steady increase in the number of parents on the advisory board partially due to the option to attend online and/or hybrid meetings. Parent Advisory Board feedback is responded to in a timely manner and is acted upon. The LCAP Community Engagement process includes staff, parents/families, students and community members. The connectedness that results from looking across all areas and programs at HSHMC, through the eyes of all partners in the education of the students, is a powerful force in the perpetual cycle of improvement. The information and ideas that come out of this process provide the direction for building structures for improvement in areas of need across the charter.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C])HSHMC

HSHMC plans to continue our efforts to ensure that parents engage in and remain involved in our efforts to improve student outcomes. There will be continued development and revision to our year-long calendar of events that promote family involvement. Weekly bulletins, phone call reminders and communication through our website, will promote the multiple monthly events and opportunities made available to families. Parents and family members will receive information about the courses and materials available to students, the opportunities for additional learning when needed, the assessments that are used to determine student progress, and the social/emotional supports available to them.

Describe how the schoolwide program plan, ESSA Section 1114(b) is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Describe response here. NA

Health Science High and Middle College Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on October 25, 2022 The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before November 1, 2022.

Name and Title of Authorized Official

Dr. Dominique Smith, Principal

Signature of Authorized Official:

Date: 11/1/2022

California Department of Education
May 2020

Coversheet

HSHMC Parent-Family Compact 2022-2023

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: F. HSHMC Parent-Family Compact 2022-2023
Purpose: Discuss
Submitted by:
Related Material: HSHMC Parent-School Compact 2022-2023 copy.docx



Health Sciences High and Middle College Title I, Part A School-Parent Compact

Health Sciences High and Middle College, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

It is the responsibility of HSHMC to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time. The school, the parents and the students all work in partnership to achieve this.

HSHMC **Staff** agree to carry out the following responsibilities to the best of their ability:

- Provide assistance to parents, as appropriate, in understanding topics such as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of the students. This assistance is provided through the Principal Office Hours, Parent Advisory Board, school website, and community forums based on parent interest. In addition, each family is assigned a staff mentee who is their single point of contact during the school year.
- Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy);
- Educate teachers, specialized instructional support personnel, principals, and other staff, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs through the LCAP Community Partnership process which includes staff, parents, students, and community members in determining HSHMC priorities and actions to support those priorities;
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents in a format and, to the extent practicable, in a language the parents can understand;
- Enforce rules equitably and engage students and parents in creating a positive learning environment. Respect the school, staff, students and families of HSHMC.
- Communicate high expectations for every student, and provide curriculum that is rigorous and relevant to students
- Do no harm

As a **Parent** at HSHMC I agree to carry out the following responsibilities to the best of my ability:

- Make sure my child attends school every day, on time, and completes all assignments.
- Monitor my child's progress in school.

- Make every effort to be involved and attend HSHMC events. Participate in advisory groups and opportunities for shared decision making on school priorities and activities.
- Support the school policies on attendance, discipline, the Code of Academic Integrity and Student Code of Conduct.
- Communicate with the school regarding any academic or behavioral concerns.
- Respect the school, staff, students and families of HSHMC.

As a **Student** at HSHMC I agree to carry out the following responsibilities to the best of my ability:

- Do no harm. Show respect for order, morality, personal honor and the rights of others as is demanded of good citizens. Respect the school, staff, students and families of HSHMC.
- Maintain 100% attendance. Be at school, on time, every day. If that is not possible make up the time by attending tutoring and office hours and/or complete an attendance contract as appropriate for missing work.
- Do your best in class and complete all assignments. Ask for help when needed and attend all intervention classes as assigned.
- Be courteous and interact with one another and with all adults in positive, respectful ways.
- Follow the principles and procedures in the Code of Academic Integrity.
- Follow the Student Code of Conduct and report any incidents of bullying or cyber-bullying to the school principal.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

On-going two-way communication between teachers, students and parents is imperative to maximize the success of everyone (students, staff and parents) at HSHMC.

The school **staff** uses culturally sensitive strategies to create an environment where students, parents and staff are comfortable discussing the various aspects of the teaching/learning process and the progress of individual students. Families are assigned a staff mentee at the beginning of the year who is their point of contact for questions and concerns. The Parent Advisory Group provides input on the LCAP, the Title 1 program/policy/compact, and other important decisions at the school. The Parent Advisory Group meets regularly, and the membership is growing. Additional events are planned, such as Math night or Welcome Back events, to build connections and trust between students, parents and staff. Attendance calls and home visits are conducted to talk with parents when a student has an attendance issue.

HSHMC **parents** have a variety of methods to get information about the school and how their child is doing. Progress reports and report cards are sent on a regular basis. Parents have 24/7 access to monitor student progress through HSHMC's student information system web portal (PowerSchool). The HSHMC website is also a good resource to get answers to general questions. Parents can contact the teachers, the counselors or the administrators when support is needed. They can also reach out directly to their family mentor. A Principal's Weekly Bulletin provides information about what is happening at school each week and is sent home through email and an auto-dialer. The same information can be found on the school's website and through the PowerSchool Parent Portal. Parents can attend Parent Advisory Group meeting to talk with the principal. The principal also has an open door policy that allows parents to communicate anytime that is needed. Parent and community volunteers are always welcome. Translation is provided in several languages when needed, and on the website.

Student Voice is highly valued at HSHMC. Teachers are the first point of contact for students, but there are always other support staff, counselors or administrators available if students have immediate needs to communicate. Student surveys are done annually, and the results drive changes in the communication system if needed.

Title 1 School Parent and Family Engagement Policy and Compact will be developed jointly with parents/family, and distributed annually to all families before November 1.



**Health Sciences High and Middle College
Title I, Part A School-Parent Compact**

School Year: 2022-23

Staff

Print name: _____

Signature: _____

Parent

Print name: _____

Signature: _____

Student

Print name: _____

Signature: _____

Title I School Parent and Family Engagement Policy and Compact will be developed jointly with parents/family, and distributed annually to all families before November 1.

Coversheet

HSHMC Admissions Policy

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: G. HSHMC Admissions Policy
Purpose: Discuss
Submitted by:
Related Material: Admissions Policy Last Approved 9:9:2015 copy.doc

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Admissions Policy Last Approved 9:9:2015 copy.doc

Coversheet

Title IX Policy

Section:	IV. OPEN SESSION: Action Items - Consent Agenda
Item:	H. Title IX Policy
Purpose:	Discuss
Submitted by:	
Related Material:	HSHMC Title IX Document.docx



TITLE IX

HSHMC does not discriminate on the basis of sex in the education program or in any activity that it operates, as required by Title IX regulations. This requirement not to discriminate in the education program or activity extends to admission and employment. It protects against discrimination based on sex (including sexual harassment). In addition, Title IX protects transgender students and students who do not conform to gender stereotypes. State law also prohibits discrimination based on gender (sex), gender expression, gender identity, and sexual orientation.

Title IX Policies

Prohibits Sex-Based Discrimination, Harassment, Intimidation, and Bullying (including sexual harassment)

- Unwelcome conduct of a sexual nature including, but not limited to, sexual advances, requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature in the educational environment;
- Quid pro quo sexual harassment, placing a condition of receiving a benefit or service on participation in unwelcome sexual conduct; sexual assault, dating violence, domestic violence, or stalking; gender-based harassment

Preventing and remedying sexual harassment in schools is essential to ensuring a safe environment in which students can learn.

Student Sexual Harassment Policy ([HSHMC Student Handbook - link](#))

Gender Equity

- It is the policy of the State of California that all persons, regardless of their gender, should enjoy freedom from discrimination of any kind in the educational institution of the state.

Recruitment, Admissions, and Counseling

- recruitment materials, admission forms, class or career selection materials, admission of students
- counseling services, brochures, materials

Financial Assistance

- procedures and practices for awarding financial assistance to students

Athletics

- requires nondiscriminatory participation based on student interests and abilities
- equal opportunities (equipment, supplies, training facilities, recruitment, support services, etc.)
- financial assistance

Marital or Family Status, Pregnant or Parenting Students

- different treatment on the basis of sex based on parental, family, or marital status

- exclusion in educational programs, or activities based on pregnancy, childbirth, false pregnancy
- lactating students must be provided reasonable accommodations

Discipline

- imposing consequences based on sex, gender identity, failing to conform to stereotypical binary expectations, etc.

Schools, Classes, and Extracurricular Activities

- providing education programs or activities separately on the basis of sex
- requiring or refusing participation by students on the basis of sex
- NOTE: The following are exceptions:
 1. contact sports in physical education
 2. classes or portions of classes...that deal primarily with human sexuality
 3. non-vocational classes and extracurricular activities within a coeducational school if certain criteria are met.

Employment

- employment, recruitment, hiring, promotion, compensation, grants of leave, benefits
- consideration or selection for employment
- based on pregnancy or marital status

Retaliation

- against anyone who has reported, investigated, filed a complaint under Title IX

Your Rights Under Title IX

Pursuant to Education Code 221.8 you have the right to:

1. fair and equitable treatment and you shall not be discriminated against based on your sex.
2. provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. inquire of the athletic director or your school as to the athletic opportunities offered by the school.
4. apply for athletic scholarships.
5. receive equitable treatment and benefits in the provision of all of the following:
 - equipment and supplies
 - scheduling of games and practices
 - transportation and allowances
 - access to tutoring
 - coaching
 - locker rooms
 - practice and competitive facilities
 - medical and training facilities and services
 - publicity
6. have access to gender equity coordinator to answer questions regarding equity
7. contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.

8. file a confidential discrimination complaint with the United States Office for Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
9. pursue remedies if you have been discriminated against.
10. protected against retaliation if you file a discrimination complaint.

Notice of Student Nondiscrimination/Notice of Nondiscrimination

HSHMC, Inc. is committed to making our schools free from unlawful discrimination and providing equal opportunities for all individuals in education. HSHMC, Inc. prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. HSHMC, Inc. promotes programs that ensure that discriminatory practices are eliminated in all activities. Any student who engages in discrimination of another student or anyone from HSHMC, Inc. may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal. A student or parent/guardian who believes that discrimination has occurred may contact the school principal for immediate resolution. A student or parent/guardian is not required to attempt resolution through the school site before contacting the Title IX Coordinator.

Filing a Report or Informal Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

HSHMC, Inc. believes discrimination, harassment, intimidation and bullying issues may be resolved at the school site. As such, students, parents, or guardians may report any act of discrimination, harassment, intimidation or bullying based on sex by a student, staff member or third party directly to the Title IX Coordinator for resolution at the school site.

- **Investigation of Reports or Informal Complaints:** The responsible school official will conduct a prompt, thorough and impartial investigation into the complaint which will include, but is not limited to, interviewing the accuser and the accused, asking each to provide names of witnesses, interviewing potential witnesses, and gathering relevant evidence. When sex-based discrimination, harassment, intimidation, and bullying is reported, interim steps will be taken to stop harassment and protect the accuser from further harassment pending outcome of the investigation and/or complaint. A thorough investigation is required to protect the accuser, afford due process to the accused, and to ensure resolution of the issue(s).

At any time during the process students, parents, or guardians, may contact the Title IX Coordinator to report or file an informal complaint directly with HSHMC, Inc. at:

The Title IX Coordinator/Uniform Complaint Officer:

Dr. Javier Vaca, Director of Human Resources
Health Sciences High & Middle College, Inc.
3910 University Avenue
San Diego, CA 92105
619-528-9070 ext. 322
jvaca@hshmc.org

Procedures for Filing a Formal or Uniform Complaint

Any individual, public agency or organization may file a formal written complaint with the the compliance officer designated above. A student or parent/guardian is not required to attempt resolution through the school site before contacting the School's Title IX Coordinator and/or filing a formal Uniform Complaint.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, HSHMC, Inc. staff shall help him/her to file the complaint (Title 5, Section 4600).

The complaint shall be presented to the school principal or designee, who will then give it to the appropriate compliance officer. The school principal or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

Complaints alleging unlawful discrimination or gender bias may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

- **Statute of Limitations** - Uniform complaints alleging discrimination, harassment, intimidation and bullying based on sex (including sexual harassment and sexual violence) must be filed no later than six months from the date the complainant first obtained knowledge of the facts of the alleged sexual harassment. The six-month period may be extended for good cause, not to exceed an additional 90 days.
- **Investigation of Uniform Complaints** – HSHMC, Inc. will undertake an effective, thorough, and objective investigation of the allegations and provide a written report within 60 days of the date of receipt of the Uniform Complaint. The report will include a summary of the facts, a decision on the complaint, reason for the decision and corrective actions (if applicable) that have or will be taken, including remedies for the victim. The complainant has the right to present witnesses and evidence.
- **Action** - If HSHMC, Inc. determines that its policies prohibiting discrimination, harassment, intimidation or bullying based on sex have been violated, disciplinary action, up to and including expulsion (for students) or dismissal (for employees) will be taken. Remedial actions which are designed to end the harassment, prevent its recurrence and address its effects on the harassed student, will be provided to the victim. Remedial action(s) will also be required of the school site.
- **Retaliation** – HSHMC, Inc. prohibits retaliation against any participant in the complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation.

For more detailed information, or to further pursue a complaint, refer to:

- ➔ [Title IX of the Education Amendments of 1972 \(20 United States Code 1681, 1682\)](#)
- ➔ [California Department of Education, Title IX](#)
- ➔ [US Department of Education, Complaints](#)

Coversheet

Human Trafficking Prevention

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: I. Human Trafficking Prevention
Purpose: Discuss
Submitted by:
Related Material: Human Trafficking Website Info copy.png

Mental Health Wellness

HSHMC is committed to supporting the mental and emotional wellness of our students as these barriers can impact student success. Access to community pupil mental health services and resources is made available through the list below.

- [211 San Diego](#)
- [Center for Community Counseling and Engagement](#)
- [Crisis Hotline: 888-724-7240](#)
- [Directory of Behavioral Health Services Providers](#)
- [It's Up to Us](#)
- [Mental Health America of San Diego County](#)
- [National Alliance on Mental Illness \(NAMI\) San Diego](#)
- [National Suicide Prevention Lifeline – 1-800-273-TALK](#)

Human Trafficking Prevention Information

Disclaimer: The webpages listed below contain information about sexuality and have been reviewed and recommended by HSHMC. Secondary links or websites found on these recommended webpages have not been reviewed by HSHMC.

- [San Diego Youth Services – Child Sex Trafficking Awareness and Recovery.](#)
Services for youth who are at risk of or have experienced commercial sexual exploitation and sex trafficking.
- [National Human Trafficking Hotline and Resource Center](#)
- [SDUSD's Youth Advocacy Human Trafficking Student Supports](#)

Coversheet

HSHMC Chronic Absenteeism Policy

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: J. HSHMC Chronic Absenteeism Policy
Purpose: Discuss
Submitted by:
Related Material:
2022 Chronic Absenteeims Policy HSHMC - For Board Approval 11-28-2022 copy.docx



CHRONIC ABSENTEEISM

(For Board Approval – 11/28/2022)

At HSHMC, Our Goal Is To Have All Children Present In School Every Day And To Maximize Instructional Time.

- We monitor student attendance and tardies closely because research evidence has shown that regular attendance is vital for the success of children in school.
- Regularly attending school and being present in class is a critical part of HSHMC’s instructional program.
- When students regularly attend school and class they are meeting a primary condition to maintain their school and student status.
- Chronic absenteeism will generally be considered a student/family decision to not participate in the educational program HSHMC, by Charter contract, is responsible for providing.
- Therefore, there are significant consequences in place to avoid chronic absenteeism. Families are encouraged to meet with school leaders to communicate extenuating circumstances that may affect school attendance before excess absences are accumulated.
- *The school’s attendance policy* is in the student handbook. **HSHMC considers chronic absenteeism** as grounds for the student to be *disenrolled or transferred* from the school. Families may voluntarily consider other options. Provisions regarding the right of the school for “involuntary removal” are specified in California Ed. Code California 47605. *The term “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated.* Code also specifies parents’ due process regarding these actions.
- These due process procedures will be followed as part of this policy. HSHMC shall provide written notice of its intent to remove or transfer the student at least five school days before the effective date of the disenrollment or transfer decision. If HSHMC elects to disenroll [*or transfer*] the student, the parent or guardian may, any time prior to the effective date of disenrollment [*or transfer*], request a hearing adjudicated by a neutral officer at which the student has a fair opportunity to present his or her testimony, evidence, and witnesses in accordance with Education Code § 47605 (b)(5)(J). The student shall remain enrolled at HSHMC until HSHMC issues a final decision on the matter.

Please realize there are four effective ways to avoid this process being considered:

1. Attend school regularly
2. Obtain independent contracts in advance of known absences
3. Call in school absences due to illness and supply a doctor’s note after three days of absence
4. Elect to voluntarily enroll in ISP when circumstances prohibit regular school attendance

Definitions Of Chronic Absenteeism.

Research shows that a cumulative 10 days of school absence during the school year substantially impacts learning and school success. The state of California considers a student chronically absent if they are **missing 10 percent or more of the total number of days enrolled during the school year for any**



reason. It includes both excused, unexcused, out-of-school suspensions, and in-school suspensions that last more than one-half of the school day.

Coversheet

Enrollment Process

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: K. Enrollment Process
Purpose: Discuss
Submitted by:
Related Material:
Board Approved Enrollment Process - For Board Approval 11:28:2022.docx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Board Approved Enrollment Process - For Board Approval 11:28:2022.docx

Coversheet

Charter School Complaint Form

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: L. Charter School Complaint Form
Purpose: Discuss
Submitted by:
Related Material:
Charter School Complaint Notice and Form - Charter Schools (CA Dept of Education).pdf
- For Board Approval 11-28-2022.pdf

Charter School Complaint Notice

California *Education Code* Requirements

California *Education Code* (EC) Section 47605(d)(4) (https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities

- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).

- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

San Diego Unified School District

4100 Normal Street

San Diego, CA 92103

dwalsh1@sandi.net

619-725-7114

Charter School Complaint Form

Name: _____

Email Address: _____

Mailing Address: _____

Date of Problem: _____

Phone Number: _____

Charter School (include address):

California *Education Code (EC)* Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

- Pupil was discouraged from enrolling or seeking to enroll in the charter school.
- Records were requested to be submitted to the charter school before enrollment.
- Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

Coversheet

Math Placement Policy

Section:	IV. OPEN SESSION: Action Items - Consent Agenda
Item:	M. Math Placement Policy
Purpose:	Discuss
Submitted by:	
Related Material:	Math Placement Policy.docx



Mathematics Placement Policy

(For Board Approval – 11/28/22)

As described by the declarations in Section 1 of Senate Bill No. 359, a student’s ninth grade mathematics course placement can have a profound impact on that student’s future, including (but not limited to) college readiness, career opportunities, access to advanced math courses, and self-confidence.

It is for these reasons that the governing board of Health Sciences High & Middle College has decided to only offer high school level mathematics courses to incoming ninth grade students. All grade 9 students will be placed into the same high school level course: Integrated Math 1. All students will have access to the same Common Core State Standards aligned curriculum, with multiple levels and modes of support and enrichment offered within the course for the purposes of differentiation. This equitable placement provides all students the opportunity to progress through a complete sequence of high school math courses. Further, this sequence allows multiple opportunities for students to attend college-level math courses beginning in the eleventh grade.

As part of this class, 30 days into the semester, multiple assessments will be used, such as student grades and the first course competency interim assessment will be reviewed to ensure that the placement is appropriate.

Additionally, aggregate pupil placement data will be examined annually, and reported to the Board, to ensure that pupils who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.

If a parent questions the placement of a student, that parent will be invited to meet with the math department and principal. If the parent does not find the response satisfactory, the parent will be offered a meeting with the Vice President for Faculty Affairs within 48 hours.



Coversheet

Youth Suicide Prevention Policy

Section: IV. OPEN SESSION: Action Items - Consent Agenda
Item: N. Youth Suicide Prevention Policy
Purpose: Discuss
Submitted by:
Related Material:
Youth Suicide prevention policy - For Board Approval 11-28-2022 copy.doc



Youth Suicide Prevention Policy

(For Board Approval 11/28/2022)

The Governing Board of Health Sciences High and Middle College (HSHMC) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the charter school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors.

In an attempt to reduce suicidal behavior and its impact on students and families, the Principal, Dominique Smith, will develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide.

Overall Strategic Plan for Suicide Prevention

The Principal, Dominique Smith, shall develop and implement preventive strategies and intervention procedures that include the following:

- involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating HSHMC's strategies for suicide prevention and intervention.

- appoint an individual (or team) to serve as the suicide prevention point of contact for the school. This policy shall be reviewed and revised annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently HSHMC along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- See the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- Your Voice Counts at <https://yourvoicecounts.org>

B. Suicide Prevention Training and Education

HSHMC along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training will be provided for all school staff members and other adults on campus (such as substitutes, volunteers, interns, tutors, coaches, and expanded learning staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- Suicide prevention trainings may be offered by school-employed mental health professionals, and be adjusted year-to-year based on previous professional development activities and emerging best practices.

- All staff will participate in training on the core components of suicide prevention at the beginning of their employment, and a minimum of one-hour general suicide prevention training annually. Core components of the training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and how to respond to such thinking and provide support based on school guidelines;
 - School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals).

- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) can be taught online to learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the HSHMC must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals employed by HSHMC.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, include parents/guardians/caregivers in all suicide prevention efforts. At a minimum, share with them the HSHMC suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the HSHMC Web page and referenced in the parent handbook.
- Parents/guardians/caregivers may be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents contains useful information for those who are concerned that their children may be at risk for suicide. Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

HSHMC along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The HSHMC will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention.

Resources:

- More Than Sad is school-ready and evidence-based training material designed for teen-level suicide prevention. <https://afsp.org/our-work/education/more-than-sad/>

- Break Free from Depression (BFFD) is a 4-module curriculum on increasing awareness about adolescent depression; designed for use in high schools. See Boston Children’s Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools: <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools. See: <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two HSHMC staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers annually, and be prominently available on the school Web site.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student’s parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process will be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Principal will establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

HSHMC will identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of HSHMC property, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;

- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. A streamlined and well planned re-entry process will be identified. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats - See the Mental Health Recovery Services Resource page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Principal shall ensure that an action plan for responding to a suicide death is part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) will incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:

- Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
 - Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - Identify students affected by suicide death but not at risk of imitative behavior;
 - Communicate with the larger school community about the suicide death;
 - Consider funeral arrangements for family and school community;
 - Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
 - Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
 - Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
 - Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed

- Support siblings, close friends, teachers, and/or students of deceased
- Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School will assist schools on what to do if a suicide death takes place in the school community. <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>

As a generic resource, HSHMC's Board of Directors also accepts the recommendation of our Desert Mountain SELPA to adopt and post the Trevor Project for Proactive Schools and Suicide Prevention which satisfies the requirements for Assembly Bill 2246. <https://www.hshmc.org/documents/Suicide-Prevention-Policy-AB%202246-2017-2018.pdf>

In addition to the Trevor Project, the Desert Mountain SELPA and the Desert Mountain Children's Center (DMCC) will continue to offer the Youth Mental Health First Aid to HSHMC.