



Health Sciences High and Middle College

HSHMC Board Meeting

March 3, 2023

Published on February 24, 2023 at 4:18 PM PST

Date and Time

Friday March 3, 2023 at 10:00 AM PST

Location

Sharp Grossmont Hospital
5555 Grossmont Center Dr.
La Mesa, CA 91942

Room: Sharp Experience Center

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
	Approve minutes for HSHMC Board Meeting on November 28, 2022		
D. Public Comment		Frederick Johnson	1 m

	Purpose	Presenter	Time
II. Information Items			10:04 AM
A. Student Presentation	FYI	Tierra Tedford	3 m
https://youtu.be/D08ZXS8TFAM			
B. WASC Accreditation	FYI	Sheri Johnson	2 m
C. HSHMC Renewal	FYI	Ian Pumpian	10 m
III. Action Items - Consent Agenda			10:19 AM
A. 2023-2023 2nd Interims	Discuss	Dan Gross	5 m
B. Auditor Engagement Letter - Eide Bailly	Discuss	Ian Pumpian	3 m
C. Arts, Music, and Instructional Materials Block Grant Plan	Discuss	Ian Pumpian	2 m
D. EL Master Plan	Discuss	Javier Vaca	3 m
E. School Accountability Report Card (SARC)	Discuss	Sheri Johnson	2 m
F. Enrollment Process	Discuss	Sheri Johnson	1 m
G. Admissions Policy	Discuss	Sheri Johnson	1 m
H. Consent Agenda Vote	Vote	Frederick Johnson	5 m
Consent Agenda Vote on Items A-O			
IV. Closing Items			10:41 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:	Minutes for HSHMC Board Meeting on November 28, 2022

APPROVED



Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

Date and Time

Monday November 28, 2022 at 10:00 AM

Location

3910 University Avenue
San Diego, CA 92105

Or Via ZOOM

Directors Present

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

Directors Absent

D. Gross, J. Kramer

Directors who arrived after the meeting opened

D. White

Ex Officio Members Present

D. Fisher, I. Pumpian, S. Johnson

Non Voting Members Present

D. Fisher, I. Pumpian, S. Johnson

Guests Present

Brian Ruff, Brizeyda Bracamonte, Hanan Mohamed, J. Vaca, T. Tedford

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 Monday Nov 28, 2022 at 10:03 AM.

C. Approve Minutes

M. Hayden-Cook made a motion to approve the minutes from 8-31-2022 HSHMC Board Meeting on 08-31-22.

S. Evans seconded the motion.

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

Roll Call

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

II. Information Items

A. HSHMC Student Representative

Tierra Tedford, a senior at HSHMC, introduced herself to the board and shared her excitement about her new role on HSHMC's board of directors. She is now serving as the student representative.

B. Student Presentation

Hanan Mohamed and Brizeyda Bracamonte, seniors at HSHMC, shared speeches they prepared for the college public speaking class they are taking this semester. D. White arrived.

C. District Site Visit - December 15

Sheri Johnson informed the board that our annual District site visit is scheduled for December 15, 2022.

Fred Johnson moved to closed session and announced the items to be discussed in closed session as noted on meeting agenda

III. Closed Session

A. Independent Auditor Report Board Questions

B. Follow up on personnel conversation.

Fred Johnson reconvened to open session.

IV. OPEN SESSION: Action Items - Consent Agenda

A.

Revised 1st Interim Budget

Doug Fisher reviewed the revised 1st Interim Budget with the Board noting that the bottom line remains the same. Given that HSHMC's enrollment is lower than projected, it was necessary to draw on one-time funds. HSHMC is actively recruiting new students for enrollment.

B. 2022-2023 First Interim

Doug Fisher reviewed the 1st Interim report with the Board.

C. 2021-2022 Consolidated Independent Audit of HSHMC

Brian Ruff reviewed the audit with the board and noted that there were no findings.

D. 2022-2023 Independent Study Policy

Sheri Johnson presented the updated Independent Study Policy to the board for approval.

E. Title I Parent Involvement Policy

Sheri Johnson presented the Title I Parent Involvement Policy to the board and explained that it was a new EdCode requirement for the 2022-23 school year..

F. HSHMC Parent-Family Compact 2022-2023

Sheri Johnson presented the HSHMC Parent Family Compact to the board for approval and explained that it was a new EdCode requirement for the 2022-23 school year.

G. HSHMC Admissions Policy

Sheri Johnson presented the updated 2022-2023 Admissions Policy to the board for approval.

H. Title IX Policy

Sheri Johnson presented the updated Title IX Policy to the board for approval.

I. Human Trafficking Prevention

Sheri Johnson presented the Human Trafficking Prevention materials to the board for approval.

J. HSHMC Chronic Absenteeism Policy

Sheri Johnson presented the updated 2022-2023 Chronic Absenteeism Policy to the board for approval.

K. Enrollment Process

Sheri Johnson presented the updated 2022-2023 Enrollment Process to the board for approval.

L. Charter School Complaint Form

Sheri Johnson presented the updated Charter School Complaint Form to the board for approval.

M.

Math Placement Policy

Sheri Johnson presented the updated Math Placement Policy to the board for approval.

N. Youth Suicide Prevention Policy

Sheri Johnson presented the updated 2022-2023 Youth Suicide Prevention Policy to the board for approval.

O. Consent Agenda Vote and Motions

M. Hayden-Cook made a motion to approve the consent agenda on Items A-N.

F. McFarlane seconded the motion.

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

Roll Call

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

S. Evans made a motion to accept staff recommendation regarding a personnel matter that was consistent with regulatory authority and standard school employment practices.

F. McFarlane seconded the motion.

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

Roll Call

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

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 11:06 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- 8-31-2022 Minutes copy.pdf
- 2022-23 1st Interim Revised Budget - Health Sciences.pdf
- 37683380114462 Health Science High and Middle College.xlsx

- Draft Independent Auditor Report - 2022.pdf
 - HSHMC Independent Study Policy.10.13.22 copy.docx
 - Parent and Family Engagement Policy 2022-2023 copy.docx
 - HSHMC Parent-School Compact 2022-2023 copy.docx
 - Admissions Policy Last Approved 9:9:2015 copy.doc
 - HSHMC Title IX Document.docx
 - Human Trafficking Website Info copy.png
 - 2022 Chronic Absenteeism Policy HSHMC - For Board Approval 11-28-2022 copy.docx
 - Board Approved Enrollment Process - For Board Approval 11:28:2022.docx
 - Charter School Complaint Notice and Form - Charter Schools (CA Dept of Education).pdf - For Board Approval 11-28-2022.pdf
 - Math Placement Policy.docx
 - Youth Suicide prevention policy - For Board Approval 11-28-2022 copy.doc
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Melissa Hayden Cook requested page numbers on documents being reviewed to be referenced during future meetings for ease with locating the documents quickly.

Coversheet

2023-2023 2nd Interims

Section:	III. Action Items - Consent Agenda
Item:	A. 2023-2023 2nd Interims
Purpose:	Discuss
Submitted by:	
Related Material:	2022-23 2nd Interims.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](#):

2022-23 2nd Interims.xlsx

Coversheet

Auditor Engagement Letter - Eide Bailly

Section:	III. Action Items - Consent Agenda
Item:	B. Auditor Engagement Letter - Eide Bailly
Purpose:	Discuss
Submitted by:	
Related Material:	Engagment Letter - Eide Bailly.pdf



February 24, 2023

Dr. Ian Pumpian, Ph.D.
Chief Executive Officer/President
Health Sciences High and Middle College
3910 University Avenue, Suite 100
San Diego, California 92105

You have requested that we audit the basic financial statements of Health Sciences High and Middle College (the Organization), which comprise the statement of financial position as of June 30, 2023, 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 addition, we will audit the Organization's compliance over major federal award programs for the period ended June 30, 2023. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on the financial statements and an opinion on compliance regarding the entity's major federal award programs.

The objectives of our audit of the financial statements 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 auditing standards generally accepted in the United States of America (GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and 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.

The objectives of our compliance audit are to obtain sufficient appropriate audit evidence to form an opinion and report at the level specified in the governmental audit requirement about whether the entity complied in all material respects with the applicable compliance requirements and identify audit and reporting requirements specified in the governmental audit requirement that are supplementary to GAAS and *Government Auditing Standards*, if any, and perform procedures to address those requirements.

Schedule of Expenditures of Federal Awards (SEFA)

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Audit of the Financial Statements

We will conduct our audit in accordance with GAAS, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations.

As part of an audit of the financial statements in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. 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.
- 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 entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- 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, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, 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 a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards* of the Comptroller General of the United States of America and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations. Please note that the determination of abuse is subjective, and *Government Auditing Standards* does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

We will issue a written report upon completion of our audit of the Organization's basic financial statements. Our report will be addressed to the Board of Directors of the Organization. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s) to our auditor's report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

We also will issue a written report on compliance with the types of compliance requirements (as applicable) as identified in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Audit of Major Program Compliance

Our audit of the Organization's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions the Uniform Guidance; and will include tests of accounting records, a determination of major programs in accordance the Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether material noncompliance with applicable laws and regulations, the provisions of contracts and grant agreements applicable to major federal award programs, and the applicable compliance requirements occurred, whether due to fraud or error, and express an opinion on the entity's compliance based on the 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 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 entity's compliance with the requirements of the federal programs as a whole.

As part of a compliance audit in accordance with GAAS and Government Auditing Standards of the Comptroller General of the United States of America; and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, issued by the California Education Audit Appeals Panel as regulations, we exercise professional judgment and maintain professional skepticism throughout the audit. We also identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks.

Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs and performing such other procedures as we considers necessary in the circumstances. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Also, as required by the Uniform Guidance, we will obtain an understanding of the entity's internal control over compliance relevant to the audit in order to design and perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report. However, we will communicate to you, 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 have identified during the audit.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. 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;
- c. For identifying, in its accounts, all federal awards received and expended during the period and the federal programs under which they were received;
- d. For maintaining records that adequately identify the source and application of funds for federally funded activities;
- e. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
- f. For designing, implementing, and maintaining effective internal control over federal awards that provides reasonable assurance that the entity is managing federal awards in compliance with federal statutes, regulations, and the terms and conditions of the federal awards;
- g. For identifying and ensuring that the entity complies with federal laws, statutes, regulations, rules, provisions of contracts or grant agreements, and the terms and conditions of federal award programs and implementing systems designed to achieve compliance with applicable federal statutes, regulations, and the terms and conditions of federal award programs;
- h. For disclosing accurately, currently, and completely the financial results of each federal award in accordance with the requirements of the award;
- i. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- j. For taking prompt action when instances of noncompliance are identified;
- k. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- l. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- m. For submitting the reporting package and data collection form to the appropriate parties;
- n. For making the auditor aware of any significant contractor relationships where the contractor is responsible for program compliance;
- o. To provide us with:
 - i. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements including disclosures, and relevant to federal award programs, such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit; and
 - iii. Unrestricted access to persons within the entity and others from whom we determine it necessary to obtain audit evidence;

- p. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current period under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole,
- q. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- r. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.
- s. For informing us of any known or suspected fraud affecting the entity involving management, employees with significant role in internal control and others where fraud could have a material effect on the compliance;
- t. For the accuracy and completeness of all information provided.
- u. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information; and
- v. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the schedule of expenditures of federal awards referred to above, you acknowledge and understand your responsibility (a) for the preparation of the schedule of expenditures of federal awards in accordance with the applicable criteria, (b) to provide us with the appropriate written representations regarding the schedule of expenditures of federal awards, (c) to include our report on the schedule of expenditures of federal awards in any document that contains the supplementary information and that indicates that we have reported on such schedule, and (d) to present the schedule of expenditures of federal awards with the audited financial statements, or if the schedule of expenditures of federal awards will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the schedule no later than the date of issuance by you of the supplementary information and our report thereon.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit, including your understanding of your responsibilities as defined in this letter to us in your management representation letter.

Nonattest Services

With respect to any nonattest services we perform, we agree to perform the following:

- Prepare federal and state income tax returns.
- Prepare or assist with preparing financial statements in conformity with U.S. generally accepted accounting principles based on information provided by you.
- Complete the auditee's portion of the Data Collection Form

We will not assume management responsibilities on behalf of the Organization. The Organization's management understands and agrees that any advice or recommendation we may provide in connection with our audit engagement are solely to assist management in performing its responsibilities.

The Organization's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the nonattest services are as follows:

- We will perform the services in accordance with applicable professional standards.
- The nonattest services are limited to the services previously outlined above. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities. Our firm will advise the Organization with regard to tax positions taken in the preparation of the tax return, but the Organization must make all decisions with regard to those matters.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditure of federal awards, summary schedule of prior audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the *earlier* of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

Other

We understand that your employees will prepare all confirmations we request and will locate any documents or support for any other transactions we select for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

During the course of the engagement, we will only provide confidential engagement documentation to you via Eide Bailly's secure portal or other secure methods, and request that you use the same or similar tools in providing information to us. Should you choose not to utilize secure communication applications, you acknowledge that such communication contains a risk of the information being made available to unintended third parties. Similarly, we may communicate with you or your personnel via e-mail or other electronic methods, and you acknowledge that communication in those mediums contains a risk of misdirected or intercepted communications.

Should you provide us with remote access to your information technology environment, including but not limited to your financial reporting system, you agree to (1) assign unique usernames and passwords for use by our personnel in accessing the system and to provide this information in a secure manner; (2) limit access to "read only" to prevent any unintentional deletion or alteration of your data; (3) limit access to the areas of your technology environment necessary to perform the procedures agreed upon; and (4) disable all usernames and passwords provided to us upon the completion of procedures for which access was provided. We agree to only access your technology environment to the extent necessary to perform the identified procedures.

Regarding the electronic dissemination of audited financial statements, including financial statements published electronically on your website or elsewhere, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

Professional standards prohibit us from being the sole host and/or the sole storage for your financial and non-financial data. As such, it is your responsibility to maintain your original data and records and we cannot be responsible to maintain such original information. By signing this engagement letter, you affirm that you have all the data and records required to make your books and records complete.

Brian C. Ruff is the engagement partner for the audit services specified in this letter. Responsibilities include supervising services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report. We expect to begin our audit on a mutually agreed upon date.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses, including administrative charges. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$25,000 and the fee for the tax return will be \$2,000, exclusive of considerations related to the adoption of Accounting Standards Codification 842, *Leases* (ASC 842), which is now effective for the Organization.

ASC 842 became effective for nonpublic companies for annual periods beginning January 1, 2022. The requirements of this standard will result in material changes to most entity's financial statements, both with respect to financial statement presentation and related disclosures. Our fees related to the performance of audit procedures related to your implementation of this standard will be dependent upon the number and nature of the Organization's lease arrangements.

We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the Organization's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

The ability to perform and complete our engagement consistent with the estimated fee included above depends upon the quality of your underlying accounting records and the timeliness of your personnel in providing information and responding to our requests. To assist with this process, we will provide you with a Prepared-by-Client (PBC) request that identifies the information required to perform our engagement, as well as a planned timeline for the engagement. A failure to provide this information in an accurate and timely manner may result in an increase in our fees and/or a delay in the completion of our engagement.

We may be requested to make certain audit documentation available to outside parties, including regulators, pursuant to authority provided by law or regulation or applicable professional standards. If requested, access to such audit documentation will be provided under the supervision of Eide Bailly LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the outside party, who may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies. We will be compensated for any time and expenses, including time and expenses of legal counsel, we may incur in making such audit documentation available or in conducting or responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings as a result of our Firm's performance of these services. You and your attorney will receive, if lawful, a copy of every subpoena we are asked to respond to on your behalf and will have the ability to control the extent of the discovery process to control the costs you may incur.

Should our relationship terminate before our audit and tax return preparation are completed and a report issued and tax returns delivered, you will be billed for services to the date of termination. All bills are payable upon receipt. A service charge of 1% per month, which is an annual rate of 12%, will be added to all accounts unpaid 30 days after billing date. If collection action is necessary, expenses and reasonable attorney's fees will be added to the amount due.

We may use third party service providers and/or affiliated entities (including Eide Bailly Shared Services Private Limited) (collectively, "service providers") in order to facilitate delivering our services to you. Our use of service providers may require access to client information by the service provider. We will take reasonable precautions to determine that they have the appropriate procedures in place to prevent the unauthorized release of confidential information to others. We will remain responsible for the confidentiality of client information accessed by such service provider and any work performed by such service provider.

We agree to retain our audit documentation or work papers for a period of at least eight years from the date of our report.

Neither of us may use or disclose the other's confidential information for any purpose except as permitted under this engagement letter or as otherwise necessary for Eide Bailly to provide the services. Your confidential information is defined as any information you provide to us that is not available to the public. Eide Bailly's confidential information includes our audit documentation for this engagement. Our audit documentation shall at all times remain the property of Eide Bailly LLP. The confidentiality obligations described in this paragraph shall supersede and replace any and all prior confidentiality and/or nondisclosure agreements (NDAs) between us.

You agree to share all facts that may affect your financial statements, even if you first become aware of those facts after the date of the auditor's report but before the date your financial statements are issued.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Government Auditing Standards require that we provide, upon request, a copy of our most recent external peer review report and any subsequent review reports to the party contracting for the audit. Accordingly, we will provide a copy of our most recent peer review report at your request.

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MEDIATION

Any disagreement, controversy or claim arising out of or related to any aspect of our services or relationship with you (hereafter a "Dispute") shall, as a precondition to litigation in court, first be submitted to mediation. In mediation, the parties attempt to reach an amicable resolution of the Dispute with the aid of an impartial mediator. Mediation shall begin by service of a written demand. The mediator will be selected by mutual agreement. If we cannot agree on a mediator, one shall be designated by the American Arbitration Association ("AAA"). Mediation shall be conducted with the parties in person in Rancho Cucamonga, California. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties. Neither party may commence a lawsuit until the mediator declares an impasse.

LIMITED INDEMNITY

Eide Bailly LLP and its partners, affiliates, officers and employees (collectively "Eide Bailly") shall not be responsible for any misstatements in your financial statements and tax return that we may fail to detect as a result of misrepresentations or concealment of information by any of your owners, directors, officers or employees. You shall indemnify and hold Eide Bailly harmless from any claims, losses, settlements, judgments, awards, damages and attorneys' fees arising from any such misstatement or concealment of information.

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Eide Bailly shall not be entitled to indemnification under this agreement unless the services were performed in accordance with professional standards in all material respects.

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The exclusive remedy available to you for any alleged loss or damages arising from or related to Eide Bailly's services or relationship with you shall be the right to pursue claims for actual damages that are directly caused by Eide Bailly's breach of this agreement or Eide Bailly's violation of applicable professional standards. In no event shall Eide Bailly's aggregate liability to you exceed two times fees paid under this agreement, nor shall Eide Bailly ever be liable to you for incidental, consequential, punitive or exemplary damages, or attorneys' fees.

TIME LIMITATION

You may not bring any legal proceeding against Eide Bailly unless it is commenced within twenty-four (24) months ("Limitation Period") after the date when we delivered our report, return, or other deliverable under this agreement to you, regardless of whether we do other services for you or that may relate to the audit and tax return preparation. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of a possible Dispute.

GOVERNING LAW AND VENUE

Any Dispute between us, including any Dispute related to the engagement contemplated by this agreement, shall be governed by California law. Any unresolved Dispute shall be submitted to a federal or state court located in Rancho Cucamonga, California.

ASSIGNMENTS PROHIBITED

You shall not assign, sell, barter or transfer any legal rights, causes of actions, claims or Disputes you may have against Eide Bailly to any person.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your certified public accountants and look forward to working with you and your staff.

Respectfully,



Brian C. Ruff, CPA
Partner

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Health Sciences High and Middle College by:

Name: _____

Title: _____

Date: _____



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Required hardware and software

Operating Systems:	Windows2000 or WindowsXP
Browsers (for SENDERS):	Internet Explorer 6.0 or above
Browsers (for SIGNERS):	Internet Explorer 6.0, Mozilla FireFox 1.0, NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum

Enabled Security Settings:	<ul style="list-style-type: none"> ò Allow per session cookies ò Users accessing the internet behind a Proxy Server must enable HTTP 1.1 settings via proxy connection
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Coversheet

Arts, Music, and Instructional Materials Block Grant Plan

Section: III. Action Items - Consent Agenda
Item: C. Arts, Music, and Instructional Materials Block Grant Plan
Purpose: Discuss
Submitted by:
Related Material: Arts.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](#):

Arts.xlsx

Coversheet

EL Master Plan

Section: III. Action Items - Consent Agenda

Item: D. EL Master Plan

Purpose: Discuss

Submitted by:

Related Material:

English Learner Master Plan 12.13.22.pdf - Pending Board Approval 3-3-2022.pdf

Health Sciences High and Middle College

A CALIFORNIA DISTINGUISHED SCHOOL

San Diego's Best Charter School



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INTRODUCTION

This plan explains Health Sciences High and Middle College's vision and mission for educating our emergent bilingual and multilingual students. HSHMC is a safe place for our diverse student body to receive a quality education and ensure our students reach English proficiency. We approach this work with an understanding that multilingualism comes with vast opportunities, and that language carries stories, identities, and social and cultural experiences. We apply the current research supported instruction to prepare our students with the linguistic, academic, technological, and social competencies needed to flourish in the world.

HSHMC 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!

GUIDING PRINCIPLES



1. Assets-Oriented and Needs-Responsive Schools

Health Sciences High and Middle College is responsive to different strengths, needs, and identities of our English learners and support their socio-emotional health and development. Programs are designed to value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

2. Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding.

3. System Conditions that Support Effectiveness

Our leaders and educators are knowledgeable of and responsive to the strengths and needs of English learners and their communities and utilize valid assessment and data that inform instruction and continuous improvement. Each level of the school system provides resources and tiered supports to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

4. Alignment and Articulation Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments. This results from appropriate identification of strengths and needs, and continues through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.



I. STUDENT IDENTIFICATION, ASSESSMENT AND PROGRAM PLACEMENT

This section explains Health Sciences High and Middle College policies and procedures for initial identification, assessment, and student placement.

Home Language Survey

Health Sciences High and Middle College identifies the language(s) spoken in the home of each student through a Home Language Survey. The survey assists in identifying whether an initial assessment is necessary to determine a student's proficiency in English. This information is vital for the staff to match each student with the resources, services, and programs needed to support their success.

Home Language Survey Questions:

1. Which language did your child learn when they first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents and guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

If the answers to questions 1, 2, 3 and 4 on the HLS are "English", the student is classified as English Only (EO). If questions 1, 2 or 3 on the HLS is answered with a language other than English, the student is tested for English proficiency (5 CCR § 11510(k), 11511(a)).

Initial English Language Proficiency Assessments for California (ELPAC)

The Initial ELPAC (English Language Proficiency Assessments for California) is administered to students at the onset of their academic experience in California. When a student enters a California school for the first time, and the Home Language Survey indicates they have a primary language other than English, the Initial English Language Proficiency Assessments for California is administered within the first 30 days of the student's enrollment. This initial assessment is only administered once in a student's California school system experience. The results from this assessment determine if a student is considered an English learner (EL) or initial fluent English proficient (IFEP). The results are maintained in Health Sciences High and Middle College student cumulative records (CUM) and are reported to the Test Operations Management Systems (TOMS).

Overall Score Levels

Level 1: Beginning to Develop
– May Know Some English words and phrases

Level 2: Somewhat Developed
– Can often use English to communicate simple ideas

Level 3: Moderately Developed – Can usually use English to learn new concepts in school.

Level 4: Well Developed – Can consistently use English to learn new concepts in school



Summative English Language Proficiency Assessments for California (ELPAC)

Designated English learners take the Summative ELPAC each Spring until the school's reclassification criteria has been met. The ELPAC assessment is aligned with California's English Language Development Standards. Four domains are assessed: Listening, Speaking, Reading, and Writing. The Summative ELPAC Student Score Report provides an overall score of Level 1, Level 2, Level 3, or Level 4. The Score Report provides scores for Oral Language (speaking and listening domains) and Written Language (reading and writing domains.) The results are stored in Health Sciences High and Middle College student cumulative records (CUM) and sent to families to share language development progress.

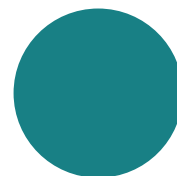
English Proficiency Statuses for the Initial ELPAC

- EL—English learners
- IFEP—initial fluent English proficient
- RFP—Reclassified Fluent English Proficient



IEP for Alternative Assessment

Students with an Individualized Education Program (IEP) who are identified as an English learner also take the ELPAC. Student IEPs may indicate that they can take the ELPAC with designated universal tools, supports and/or accommodations and some students are also eligible for domain exemptions. Students with the most significant cognitive disabilities who cannot access the ELPAC with approved accessibility resources are eligible to take an alternate assessment, as noted in their Individualized Education Program. Student IEP documents are maintained in the Special Education Container.



II. INSTRUCTIONAL PROGRAM OPTIONS

The current Health Sciences High and Middle College curriculum is UC and CSU approved and has several formalized career pathways, including pathways with industry-recognized certificates. These pathways allow all students to make additional connections between academic content and the world of work. When needed, linguistic accommodations are provided through designated and integrated development supports.



Placement and Supports

The Health Sciences High and Middle College curriculum is based on the California Common Core State Standards. English learners at HSHMC receive quality instruction and designated and integrated ELD supports to develop language proficiency and access to the core school programs.





Integrated ELD

The educators at HSHMC work diligently to build the cultural capital that propels student learning. Educators received professional development and training that enables them to identify the needs and instructional strategies necessary to support learners. At HSHMC, educators use California's English Language Development standards to bridge to English proficiency. They organize experiences so English learners actively use academic language with their peers through discussion protocols. Educators also develop students' language proficiency through collaborative summarizing and accountable collaborative conversations using strategies such as 5-Word Summarizing, Text Rendering, Discussion Roundtable protocol, and Reciprocal Teaching. English learners are supported to develop academic language in all subject areas in order to access the core academic programs.

Primary language support is provided in the classroom through stacked directions and content in English and primary languages. Educators also provide regular opportunities for students to engage with texts in their primary language.

Sentence frames are provided as a scaffold to support students' abilities to connect ideas, present information, persuade others, support opinions, and engage in developing academic and social language functions.

Designated ELD

Designated ELD is focused instruction based on the state-adopted ELD standards. These standards are designed to assist English learners in developing critical language skills in the areas of listening, speaking, reading, and writing. At HSHMC, designated ELD instruction occurs twice daily. This designated time focuses on the knowledge and skills needed to support and engage English learners with California's English Language Development Standards and the Common Core State Standards. The specialized English Language Learning team collaborates to implement teaching strategies and interventions that support students through effective instructional strategies. Classes focus on supporting vocabulary development, substantiating opinions with text evidence, and collaborating with peers to construct meaning.



III. MONITORING STUDENT PROGRESS AND RECLASSIFICATION

This section provides information about our designated EL specialists who monitor our English Learners' academic and linguistic progress and offers information about our Health Sciences High and Middle College reclassification processes and procedures.

EL Team

HSHMC has a a EL team comprised of dedicated ELD specialists to assist in content classes by supporting teachers with their curriculum and working with students during classroom instruction. These designated ELD specialists collect and analyze data regularly to monitor student growth. The team meets weekly on to systematically monitor the progress of English learners and provide targeted interventions. The ELD specialists also use progress monitoring to adjust the instruction and supports provided in designated ELD.

The EL Team provides oversight and guidance for 1) monitoring and reviewing the language and academic development of English learners; 2) reviewing EL instructional program progress and intervention; and 3) monitoring progress of Reclassified Fluent English Proficient (RFEP) students. These specialists also send monthly reports on student progress to administration.

ELD efforts at HSHMC have impacted the school's redesignation rate. In fact, the redesignation rate of 15.3% from the 2020/2021 school year was higher than the redesignation rate of all neighboring schools, the district, and state of California.





All English learners have an Achieve3000 account, where their reading comprehension data are assessed at the beginning of each school year, and are adjusted monthly. Data are monitored by classroom teachers, ELD specialists, educational specialists, and administration to determine appropriate literacy supports for each student. In addition to Achieve3000, the staff utilizes tools such as i-Ready, Readworks, CommonLit, Literably, and CORE Phonics to measure and track students' progress. English teachers also use the application StudySync, which provides targeted curriculum for each English learner based on their proficiency level.

Reclassification

Reclassified students at HSHMC are continually monitored by the EL team for up to four years following reclassification. Students are monitored to ensure that:

- They have not been prematurely exited;
 - Any academic deficit they incurred as a result of learning English has been remedied;
 - They are meaningfully participating in the standard instructional program comparable to their English-only peers.
- California Department of Education

Reclassification Criteria

This reclassification policy has been HSHMC Board approved. Students are reclassified by meeting all four of the following requirements:

Criterion 1: Assessment of English Language Proficiency – ELPAC with an Overall Performance Level (PL) 4.

Criterion 2: Teacher Evaluations

Criterion 3: Parent Consultation

Criterion 4: Basic Skills Relative to English Proficient Students – (e.g., Lexile or Smarter Balanced English language arts scores)

Reclassification for students with disabilities

Students with an Individualized Education Plans (IEP) who are also designated as English learners receive support from a collaborative effort shared by all faculty. The IEP team decides the reclassification of this group of students.

(RFEP) Reclassified to Fluent English Proficient



IV. ENGLISH LANGUAGE DEVELOPMENT

In accordance with our Local Control and Accountability Plan (LCAP), HSHMC is committed to increasing the language proficiency levels and redesignation rates of our English learners.

One way we accomplished this goal is through designated staff members dedicated to targeted ELD instruction. These ELD specialists provide a multitude of supports, including push-in support for content classrooms, providing an after school ELD class four days a week, conferencing with students to set individual goals, and providing teachers with ELD strategies aligned with the needs of their English Learners.



SDAIE Strategies

HSHMC celebrates the beauty of linguistic diversity and perpetuates the understanding that classroom instruction must accommodate multilingual learners. HSHMC creates learning experiences that elevate the confidence, competence, and character of our students and staff. Specially Designed Academic Instruction in English (SDAIE) strategies are used to support student learning. SDAIE strategies focus on curriculum and teaching content to students. SDAIE strategies include:

- Sharing CLOZE activities
- Providing Concept Maps
- Supporting writing with a Claim-Evidence Reasoning framework
- Partnering strategically for student-to-student discussion
- Encouraging Think-Write-Pair-Share activities
- Providing “Think Time” before a student is asked to respond, and after a student has given an initial answer
- Building background knowledge
- Activating prior knowledge through KWL charts and anticipatory guides
- Using multimodal texts
- Sharing language frames
- Modeling and Thinking-Aloud
- Providing Anchor Charts
- Inviting Universal Response opportunities to check for understanding



V. STAFFING AND PROFESSIONAL LEARNING

This section explains certification requirements and staffing procedures for providing instruction to English Learners. It also addresses professional learning provided by Health Sciences High and Middle College, including Collective Efficacy Cycles.

Certification

All HSHMC credentialed staff have completed CLAD requirements, or have had those requirements embedded into their credentials. In addition to ensuring compliance with state and local hiring laws and mandatory clearances such as fingerprinting and TB tests, candidates are selected who are highly qualified in their content area.

At HSHMC, teachers:

- implement curriculum and instruction.
- provide counseling and mentorship assistance for specific students.
- monitor student achievement and regularly report to parents.
- participate in extracurricular activities for the students.
- engage in a personal professional development plan.
- perform other duties as assigned.

Teacher Qualifications:

- hold a valid California Teaching Credential demonstrating subject matter expertise
- hold or earn a master's degree in an education related field
- display effective communication skills
- exhibit knowledge of research-based practices

Teachers new to the profession participate in an induction program. These teachers are mentored during their first two years (and beyond) as part of our collegial coaching program. Designated teacher leaders coach their peers and lead both department and content Professional Learning Communities (PLCs). In the 2021/2022 school year, 12 staff members held doctorate degrees and 34 had master's degrees. The number of staff members with CTE degrees also increased to 16.

Education Level of Credential Staff	2021/2022 School Year
Doctorate	12
Master's	34
Bachelor	7
CTE	16
Total Staff	52

Professional Learning

Throughout the year, teachers at HSHMC receive quality professional learning to develop their pedagogical knowledge and engage in discourse and reflection. As a result, teachers share their practice and calibrate student learning expectations, so all students receive the same level of quality instruction.

Additionally, HSHMC teachers and support staff receive weekly ongoing professional development to strengthen schoolwide literacy strategies such as close reading, language frames, and instructional scaffolding. Content departments also meet weekly for peer review of learning intentions, language learning intentions, and to set success criteria for the following week's learning. Professional development focused on the availability and use of specific instructional and assistive technology for teachers and students also occurs.

All materials and resources from professional learning are digitally accessible to teachers and staff for continual reference and use throughout the year on our staff Canvas page.

Collective Efficacy Cycles

HSHMC teachers and staff engage in Collective Efficacy Cycles and thus are empowered to learn and observe from and with each other. Collective Efficacy cycles promote positive professional relationships among the learning community members and foster a culture of reflective practice. The goal is to improve the learning outcomes for English learners and all students. During each Collective Efficacy Cycle teachers and staff meet three days a week to engage in a cycle of inquiry around collaboratively improving pedagogical and content knowledge. The successes of the groups are shared and celebrated through a World Café at the end of each cycle. Collective efficacy cycles promote positive professional relationships among the learning community members and fosters a culture of reflective practice.



VI. PARENT AND COMMUNITY INVOLVEMENT

This section discusses the importance of parent and community engagement in support of English learners. At Health Sciences High and Middle College, the faculty and administration are committed to improving parent outreach in order to increase the capacity of parent involvement.

Parents have requested various forms of outreach so they can remain knowledgeable about their child's education. These include:

- Text
- Remind app
- Email
- Phone
- U.S. mail

Families have also requested outreach in multiple languages in addition to Spanish and English. Based on this feedback we have expanded how we communicate with families. For example, the school website has accessible information for parents and weekly auto-dialer calls are sent out with reminders of upcoming events and important information. Our website can also be translated to Spanish, Somali, or Arabic.

Individualized communication with each family and student occurs at the start of the school year when staff are assigned mentees, so families are connected to at least one specific staff member as a point of contact and support throughout the school year.

English Learner Advisory Committee

The English Learner Advisory Committee (ELAC) consists of community members, administrators, teachers, and parents. This committee meets quarterly to provide valuable input and guidance for school decisions and funding for English learner services.



VIII. PROGRAM EVALUATION AND ACCOUNTABILITY

This section explains Health Sciences High and Middle College's program evaluation and accountability for English learner programs.

The ELD team meets weekly with guidance from the principal, the associate principal, and multiple other faculty who work collaboratively to monitor and discuss the support needs of the English learners. The team regularly assesses student needs and the quality of the services, programs, and interventions provided. Attendance records, graduations rates, reclassification rates, student performance on competencies, and Summative ELPAC scores are used in the annual evaluation of the team's effectiveness.



VII. FUNDING

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The following is from HSHMC's Local Control and Accountability Plan under Action #6 for English learner support:

- Provide targeted, research based instructional support strategies, professional development, and interventions focused on on meeting the unique needs of English learners
- Continue to provide high quality Designated and Integrated ELD
- Provide supplemental, research proven, instructional support and intervention strategies to meet the unique needs of English learner
- Title I, Title III
- Total Funds: \$110,000



Coversheet

School Accountability Report Card (SARC)

Section: III. Action Items - Consent Agenda
Item: E. School Accountability Report Card (SARC)
Purpose: Discuss
Submitted by:
Related Material: 2022 SARC.pdf

Health Sciences High and Middle College
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 3910 University Ave., Ste. 100
San Diego, CA , 92105-7302

Principal: Dr. Dominique Smith

Phone: (619) 528-9070

Grade Span:

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

About This School

Dr. Dominique Smith

📍 Principal, Health Sciences High and Middle College

About Our School

Contact

Health Sciences High and Middle College
 3910 University Ave., Ste. 100
 San Diego, CA 92105-7302

Phone: [\(619\) 528-9070](tel:6195289070)
 Email: dsmith@hshmc.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	San Diego Unified
Phone Number	(619) 528-9070
Superintendent	Jackson, Lamont
Email Address	ljackson@sandi.net
Website	http://hshmc.org

School Contact Information (School Year 2022–23)

School Name	Health Sciences High and Middle College
Street	3910 University Ave., Ste. 100
City, State, Zip	San Diego, CA , 92105-7302
Phone Number	(619) 528-9070
Principal	Dr. Dominique Smith
Email Address	sjohnson@hshmc.org
Website	http://hshmc.org
County-District-School (CDS) Code	37683380114462

Last updated: 1/18/23

School Description and Mission Statement (School Year 2022–23)

Health Sciences High and Middle College (HSHMC) is a directly funded charter school located in an urban area of San Diego. Opened in September 2007 with 180 students, HSHMC now serves over 500 students in grades 9 through 12. We are a school district of one authorized by the San Diego Unified School District. The design of our charter relies heavily on collaboration between Sharp HealthCare, the San Diego Community College District, a team of San Diego State University education experts, and a growing list of prospective families and interested others. HSHMC uses a small-school design and offers a curriculum that is rigorous, relevant, standards-based and contextually grounded in real-world experiences and methodically designed to lead to high school graduation and college and career preparations.

The HSHMC staff ensures that each student has positive and meaningful experiences throughout high school while achieving academic and social success in a vocational program setting. HSHMC students will earn high school diplomas, complete college credits, degrees, or vocational certificates. In addition, students will work with health care professionals through job shadowing and internships to explore real-world applications of their school-based knowledge and skills as well as future career choices. Students will graduate with pride in their diplomas, which represent a well-rounded, meaningful, and useful education, and with a plan for their futures.

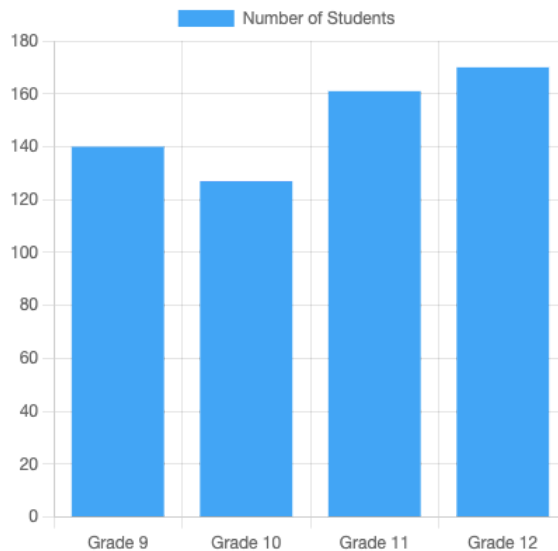
Mission Statement:

HSHMC is a home away from home. An open door, and a place of rigor and academics 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.

Last updated: 1/28/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 9	140
Grade 10	127
Grade 11	161
Grade 12	170
Total Enrollment	598



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/28/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	57.70%
Male	42.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	2.70%
Black or African American	18.40%
Filipino	2.80%
Hispanic or Latino	68.40%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	3.80%
White	3.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	75.10%
Students with Disabilities	17.20%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	72.65	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.28	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	11.49	194.90	3.25	12115.80	4.41
Unknown	3.90	13.56	243.90	4.07	18854.30	6.86
Total Teaching Positions	28.90	100.00	5994.60	100.00	274759.10	100.00

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

Last updated: 1/28/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/28/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.30	
Total Out-of-Field Teachers	3.30	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: August 2022

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
Mathematics	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
Science	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
History-Social Science	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
Foreign Language	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
Health	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	Yes	0%
Visual and Performing Arts	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/23/23

School Facility Conditions and Planned Improvements

HSHMC's physical campus is well-maintained, functional, and clean. Recent campus improvements include landscaping, supplementary courtyard seating, new perimeter fencing, additional trash and recycling receptacles, new outdoor recreational sports facility, newly configured classroom spaces with new paint and flooring throughout the school, and renewed and ongoing improved custodial and security staff services. We have also updated our wireless internet infrastructure and increased connection speed.

Last updated: 1/23/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2022

Overall Rating Exemplary

Last updated: 1/23/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	44%	N/A	51%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	7%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	145	89.51	10.49	44.06
Female	100	90	90.00	10.00	53.33
Male	62	55	88.71	11.29	28.30
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	25	75.76	24.24	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	109	102	93.58	6.42	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	30.43
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	107	88.43	11.57	39.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	25	86.21	13.79	8.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	162	147	90.74	9.26	7.48
Female	100	90	90.00	10.00	7.78
Male	62	57	91.94	8.06	7.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	27	81.82	18.18	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	109	102	93.58	6.42	2.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	25	96.15	3.85	8.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	109	90.08	9.92	6.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	0.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/23/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	27.27	13.79	--	35.99	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/23/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	116	69.05	30.95	13.79
Female	98	69	70.41	29.59	10.14
Male	70	47	67.14	32.86	19.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	23	67.65	32.35	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	114	77	67.54	32.46	12.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	13	59.09	40.91	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	91	70.54	29.46	10.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	16	53.33	46.67	0.00

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Career Technical Education (CTE) at HSHMC is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single defined field of study, (b) passing of the pre and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course. The career pathways are organized within the context of the state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of student often fulfill the "a-g" subject area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate or a degree at the post-secondary level. CTE course pathways currently include: Patient Care, Public Safety, Environmental Safety and Business,

Last updated: 1/23/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	476
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75

Last updated: 1/23/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.15%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	92.41%

Last updated: 1/23/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	90%	95%	95%	95%	95%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at HSHMC including governance committees (Parent Advisory Group), special events, and fundraising events. HSHMC has an open door policy that welcomes parent involvement in all aspects of the school environment. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. HSHMC parents are involved in every aspect of the school. We welcome and encourage parents to engage in their child's education! If you want to get involved, please contact Dr. Dominique Smith at 619-528-9070.

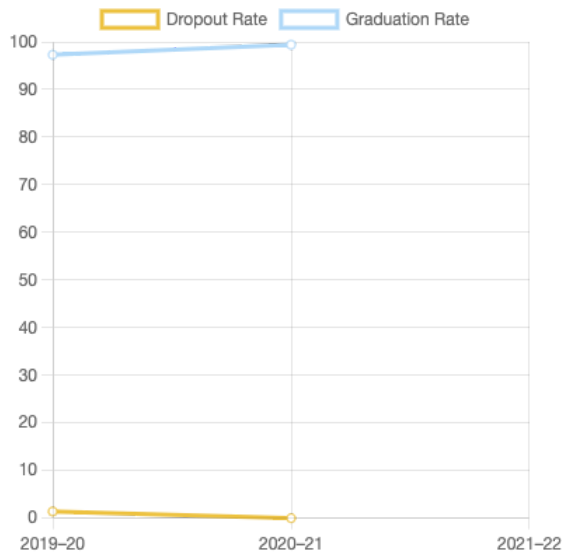
State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate		1.40%	0.00%		3.90%	4.80%	8.9%	9.4%	7.8%
Graduation Rate		97.30%	99.40%		85.60%	87.90%	84.2%	83.6%	87.0%



Last updated: 1/23/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	174	173	99.4
Female	102	102	100.0
Male	72	71	98.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0.00	0.00	0.00
Black or African American	36	36	100.0
Filipino	0.00	0.00	0.00
Hispanic or Latino	116	116	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0.00	0.00	0.00
White	0.00	0.00	0.00
English Learners	35	35	100.0
Foster Youth	0.00	0.00	0.00
Homeless	0.00	0.00	0.00
Socioeconomically Disadvantaged	158	157	99.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	29	96.7

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

Last updated: 1/23/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	647	636	238	37.4
Female	371	364	148	40.7
Male	276	272	90	33.1
American Indian or Alaska Native	1	1	1	100.0
Asian	17	17	7	41.2
Black or African American	118	115	44	38.3
Filipino	17	17	3	17.6
Hispanic or Latino	444	437	165	37.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	25	24	10	41.7
White	20	20	5	25.0
English Learners	130	126	56	44.4
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	501	491	195	39.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	115	53	46.1

Last updated: 1/23/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.16%	2.24%	2.45%
Expulsions	0.00%	0.04%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.15%	0.06%	2.51%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/23/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.20	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.85	0.00

Last updated: 1/23/23

School Safety Plan (School Year 2022–23)

Campus safety is HSHMC's top priority. Our principal, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, HSHMC has a state-mandated emergency response plan that is updated annually and posted on our school's website (last board approval 8/31/2022). HSHMC staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems, discrimination, harassment and bullying, mandated child abuse reporting procedures, and school dress codes. Adult supervision is provided in the classrooms and outside areas before and after school, during passing periods and lunch time between classes. Under the direction of the school principal or site administrators, school staff members implement specific school-building security procedures.

Last updated: 1/23/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15.00	43	2	3
Mathematics	24.00	10	10	6
Science	29.00	6	5	8
Social Science	25.00	6		12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	11	5	4
Mathematics	24.00	10	1	4
Science	20.00	8	2	2
Social Science	34.00		4	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	37	1	4
Mathematics	25.00	8	8	2
Science	29.00	4	4	4
Social Science	27.00	3	10	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17434.38	\$8817.70	\$8616.18	\$57856.00
District	N/A	N/A	\$0.00	\$87535.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/25/23

Types of Services Funded (Fiscal Year 2021–22)

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Last updated: 1/23/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48792.00	\$51080.95
Mid-Range Teacher Salary	\$74140.00	\$77514.16
Highest Teacher Salary	\$103272.00	\$105763.62
Average Principal Salary (Elementary)	\$139598.00	\$133420.78
Average Principal Salary (Middle)	\$144113.00	\$138593.75
Average Principal Salary (High)	\$157184.00	\$153391.60
Superintendent Salary	\$270000.00	\$298376.74
Percent of Budget for Teacher Salaries	33.78%	31.60%
Percent of Budget for Administrative Salaries	4.93%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/23/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/23/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	17

Last updated: 1/23/23

Coversheet

Enrollment Process

Section: III. Action Items - Consent Agenda
Item: F. Enrollment Process
Purpose: Discuss
Submitted by:
Related Material:
Enrollment Process 2023 - Updated - Needs Approval copy.docx



(For Board Approval – 3/3/2023)

ENROLLMENT PROCESS FOR HSHMC, INC.

APPLICATIONS WILL BE ACCEPTED FOR THE 2023-2024 SCHOOL YEAR BEGINNING NOVEMBER 1, 2022. THE OPEN ENROLLMENT PERIOD IS NOVEMBER 1, 2022 THROUGH FEBRUARY 1, 2023. IF THE NUMBER OF APPLICATION EXCEEDS AVAILABLE SPACES, A LOTTERY WILL DETERMINE APPLICATION SELECTION. SIBLINGS OF CURRENT STUDENTS AND CHILDREN OF SHARP EMPLOYEES WILL BE GIVEN PRIORITY IN A LOTTERY. STUDENTS WILL BE NOTIFIED OF ACCEPTANCE BEGINNING IN FEBRUARY, 2023. STUDENTS WHO ARE NOT ACCEPTED FOR THE COMING SCHOOL YEAR WILL BE PLACED ON A WAITING LIST AND NOTIFIED AS SOON AS SPACE BECOMES AVAILABLE. PLEASE NOTE THAT STUDENTS AT HSHMC ARE UP TO DATE ON THEIR COVID VACCINATIONS.

INTERESTED FAMILIES WILL BE INVITED TO ATTEND A NEW STUDENT INFORMATIONAL ORIENTATION. IF YOU HAVE APPLIED OR WILL BE APPLYING, CONSIDER ATTENDING A VIRTUAL INFORMATIONAL ORIENTATION AT HSHMC, INC. ON ONE OF THE FOLLOWING DATES:

**THURSDAY, NOVEMBER 16, 2022 – 5:30 PM
THURSDAY, DECEMBER 15, 2022 – 5:30 PM
THURSDAY, JANUARY 12, 2023 – 5:30 PM
TUESDAY, JANUARY 26, 2023 – 5:30 PM**

Coversheet

Admissions Policy

Section: III. Action Items - Consent Agenda
Item: G. Admissions Policy
Purpose: Discuss
Submitted by:
Related Material: Admissions Policy 2023 - Updated - Needs Approval copy.docx



Admissions Policy *(For Board Approval – 3-3-2023)*

Student Admission Policies and Procedures

Health Sciences High School and Middle College (HSHMC) will attempt to accommodate all students who apply for admission. To qualify for admission all three of the following application procedures must be completed

- 1. A parent or guardian *must complete and return* a simple, non-discriminatory application by a published deadline.**
- 2. The student and a parent or guardian *must sign* a statement that they are familiar with and agree to abide by all policies and procedures set forth in the Student and Family Handbook. The handbook is available on line and will be available at the school to all families picking up application materials.**
- 3. A student seeking admission to any HSHMC grade *must be successfully promoted* from the prior grade.**

If more students apply and qualify than can be admitted to a grade level, priority for admissions will be assigned in the following order:

- 1. Returning or existing students of the site in good standing.**
- 2. Children of employees or advisory board members of Health Sciences High and Middle College and our founding members/partners (e.g. Sharp HealthCare). Board member and/or employee admission offered via this provision shall not exceed 10% of school enrollment.**
- 3. Siblings of students currently attending HTH sites provided that zip code areas, as described below, are not overrepresented.**
- 4. All other students permitted by law.**

Finally, the mission of HSHMC is to encourage enrollment from all areas of the greater regions wherein we operate. As such, a default attendance area will be aggregated into several contiguous zip code areas or "clusters." Using census data, enrollment slots within each grade will be allocated to each zip code cluster such that the cluster will have a level of representation within the grade that equals the percentage of school-aged students in the area who reside within the zip code cluster. For each student from a particular zip code cluster who has been admitted from returning students or sibling preferences, one slot will be eliminated from the allocation assigned to that zip code cluster. 85% of available slots will be allocated as described above to the identified zip code clusters. The remaining 15% of slots will be left available to all other zip codes in the state.

If HSHMC receives more applications than there are spaces available in a grade, a single computerized lottery will be held to determine who is offered admission. As names are drawn, applicants will be placed into available openings as described above. Once the initial



openings have been filled, the lottery will be temporarily terminated, and chosen applicants will be informed of their option to enroll in the school.

Applicants who have not been chosen will have their names maintained within the applicant pool. When names are drawn, HSHMC will notify the applicants that they have the option of enrolling in the school. Notifications will give applicants at least three full business days to inform the school of the applicant's intentions. In the absence of an affirmative and timely response by phone, letter or email, HSHMC will eliminate the applicant from consideration and draw another name from the lottery. Applicant pools expire annually on October 1, or as otherwise determined by the Board of Directors of HSHMC.