HSHMC
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A California Distinguished School

Health Sciences High and Middle College

HSHMC Board Meeting

Published on May 12, 2023 at 9:31 AM PDT

Date and Time

Wednesday May 17, 2023 at 8:00 AM PDT

Location

Health Sciences High and Middle College
3910 University Avenue
San Diego, CA 92105

Zoom:
https://hshmc.zoom.us/j/3720403229
Meeting ID: 372 040 3229
Passcode: Board

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**8:00 AM**
A.	Record Attendance			1 m
	Janie Kramer has been approved to attend remote via Zoom.			
B.	Call the Meeting to Order		Frederick Johnson	1 m
C.	Approve Minutes	Approve Minutes	Frederick Johnson	1 m

			Purpose	Presenter	Time
		Approve minutes for HSHMC Board Meeting on March 3, 2023			
	D.	Public Comment		Frederick Johnson	1 m
II.		**Information Items**			**8:04 AM**
	A.	School Presentation - Walk-About	FYI	Kim Elliot	15 m
	B.	2023-24 GCCCD and HSHMC Updated Course Offerings List	FYI	Sheri Johnson	2 m
	C.	LCAP - Overview and Public Presentation of LCAP for HSHMC	Discuss	Sheri Johnson	5 m
III.		**Action Items - Consent Agenda**			**8:26 AM**
	A.	HSHMC Tobacco-Free Policy	Discuss	Sheri Johnson	2 m
	B.	CAHELP SELPA Funding Allocations	Discuss	Ian Pumpian	2 m
	C.	Consent Agenda Vote	Vote	Frederick Johnson	5 m
		Consent Agenda Vote on Items A-O			
IV.		**Closing Items**			**8:35 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 March 3, 2023

Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

March 3, 2023

Date and Time
Fri Mar 3, 2023 at 10:00 AM

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

Room: Sharp Experience Center

Directors Present
D. Gross, D. White, F. Johnson, J. Kramer (remote), M. Hayden-Cook (remote), S. Evans

Directors Absent
F. McFarlane

Directors who left before the meeting adjourned
M. Hayden-Cook

Ex Officio Members Present
I. Pumpian, S. Johnson

Non Voting Members Present
I. Pumpian, S. Johnson

Guests Present
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 Friday Mar 3, 2023 at 10:07 AM.
Fred Johnson recognized the need for Janie Kramer to be present via Zoom due to her physical inability to drive. Melissa Hayden Cook was present via Zoom given an emergency time restraint.

C. Approve Minutes

D. Gross made a motion to approve the minutes from HSHMC Board Meeting on 11-28-22.
M. Hayden-Cook seconded the motion.
The board **VOTED** to approve the motion.

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

D. Public Comment

No public comment.

II. Information Items

A. Student Presentation

As part of student board representative, Tiara Tedfords' presentation a video was shared with the board highlighting student pathway programs. Tedford reported that these videos are student led and will be used to help incoming students choose their desired pathway.

B. WASC Accreditation

Sheri Johnson shared with the board that HSHMC received a 6-year WASC accreditation. This is the maximum length of accreditation given to any one school.

C. HSHMC Renewal

Ian Pumpian shared information with the board in regards to HSHMC's plan to submit its renewal application prior to July 1. A collaborative effort is currently being organized to address the 16 elements of the application noted by the District.
M. Hayden-Cook left.

III. Action Items - Consent Agenda

A. 2022 -2023 2nd Interims

Dan Gross reviewed the 2nd Interim report with the Board.

B.

Auditor Engagement Letter - Eide Bailly

Ian Pumpian asked the board to approve the 1-year agreement with the audit firm Eide Bailly for the 2022-2023 school year.

C. Arts, Music, and Instructional Materials Block Grant Plan

Ian Pumpian reviewed the Arts, Music and Instructional Materials Block Grant Plan with the board and asked for approval.

D. EL Master Plan

Javier Vaca reviewed the EL Master Plan with the board for approval and noted that it can be located on our website as well.

E. School Accountability Report Card (SARC)

Sheri Johnson reviewed HSHMC's School Accountability Report Card (SARC) with the board for approval. Dan Gross mentioned how impressive HSHMC is given the challenges faced by the student body demographics.

F. Enrollment Process

Sheri Johnson noted the amendments made in the enrollment process for approval by the board.

G. Admissions Policy

Sheri Johnson noted the amendments made in the Admissions Policy for approval by the board.

H. Consent Agenda Vote

D. Gross made a motion to approve the consent agenda items A-G.
D. White seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. 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 11:00 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- 2022-23 2nd Interims.xlsx
- Engagment Letter - Eide Bailly.pdf
- Arts.xlsx
- English Learner Master Plan 12.13.22.pdf - Pending Board Approval 3-3-2022.pdf
- 2022 SARC.pdf
- Enrollment Process 2023 - Updated - Needs Approval copy.docx
- Admissions Policy 2023 - Updated - Needs Approval copy.docx

Coversheet

2023-24 GCCCD and HSHMC Updated Course Offerings List

Section: II. Information Items
Item: B. 2023-24 GCCCD and HSHMC Updated Course Offerings List
Purpose: FYI
Submitted by:
Related Material: HSHMC CCAP 23-24.pdf

Attachment "A"

Grossmont-Cuyamaca Community College District
And
Health Science High and Middle College Charter School
2023-2024 CCAP Course List
Date: 4-18-23

Cuyamaca College Courses Offered at Health Science High and Middle College

1. **Course**: BIO 130
Title: General Biology I
Scope/Nature: Survey of the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. The unifying concepts of biology such as organization, metabolism, genetics and evolution are discussed. AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	32	Friday	8:30a-11:30a	0	3.20

Total Sections: 1
Total Enrollment: 32
Total Online FTES: 0
Total In-Person FTES: 3.2

2. **Course**: BIO 131
Title: General Biology I Laboratory
Scope/Nature: Laboratory experiments on the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. Meets transfer requirements for non-majors. AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	1	32	Friday	1p-4p	0	3.20

Total Sections: 1
Total Enrollment: 32
Total Online FTES: 0
Total In-Person FTES: 3.2

3. **Course**: BUS 110

Title: Introduction to Business

Scope/Nature: Provides a comprehensive view of today's dynamic American business and the global economy. Topics include: starting a small business, satisfying customers, managing operations, motivating employees and building self-managed teams, developing and implementing customer-oriented marketing plans, managing information, managing financial resources, and exploring ethical and social responsibilities of American business. (C-ID BUS 110) (CSU, UC)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	15	TBD	TBD	1.50	0

Total Sections: 1
Total Enrollment: 15
Total Online FTES: 1.5
Total In-Person FTES: 0

4. **Course**: BUS 111

Title: Entrepreneurship: Starting a Business

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	30	TBD	TBD	3.00	0

Total Sections: 1
Total Enrollment: 30
Total Online FTES: 3.0
Total In-Person FTES: 0

5. **Course**: BUS 195

Title: Principles of Money Management

Scope/Nature: Explores the theories and techniques of managing personal income by setting life planning goals that will culminate in the development of a personal plan for students to manage their finances throughout the lifespan. Within the broad backdrop of business and economics in the United States, topics will include lifelong financial planning, budgeting,

managing checking and savings accounts, building and maintaining good credit, retirement and estate planning, insurance, home ownership, and creating an investment portfolio. (CSU)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	25	TBD	TBD	2.50	0
Spring 2024	TBD	3	20	TBD	TBD	2.00	0

Total Sections: 2
Total Enrollment: 45
Total Online FTES: 4.5
Total In-Person FTES: 0

6. **Course**: COM 122
Title: Public Speaking
Scope/Nature: Theory and techniques of public speaking in a democratic society. Discovery, development and criticism of ideas in public discourse through research, reasoning, organization,
presentation, and evaluation of various types of speeches including informative and persuasive speeches. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	33	Monday	8:30a -11:30a	0	3.30
Spring 2024	TBD	3	33	Monday	8:30a -11:30a	0	3.30

Total Sections: 2
Total Enrollment: 66
Total Online FTES: 0
Total In-Person FTES: 6.6

7. **Course**: ENG 120
Title: College Composition and Reading
Scope/Nature: Freshman composition course. Students study the elements and principles of composition through the practice of writing expository essays and a research paper. Emphasizing
the reading and writing processes, revision is stressed as a means of achieving effective skills in reading and writing college-level texts. Analysis of assigned readings stimulate critical thinking and serve as models of effective writing. Emphasis is on using outside sources as evidence in students' argumentative essays and documenting source material in MLA format. The course allows students to develop metacognitive awareness of the role writing plays in their lives. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	20	TBD	TBD	2.00	0
Spring 2024	TBD	3	25	TBD	TBD	2.50	0

Total Sections: 2
Total Enrollment: 45
Total Online FTES: 4.5
Total In-Person FTES: 0

8. **Course**: ENG 124
Title: Advanced Composition: Critical Reasoning and Writing
Scope/Nature: This course offers advanced instruction in critical reading, writing, and thinking, with
particular emphasis on argumentation and analysis of complex and diverse texts. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	15	TBD	TBD	1.50	0

Total Sections: 1
Total Enrollment: 15
Total Online FTES: 1.50
Total In-Person FTES: 0

9. **Course**: ETHN 114
Title): Introduction to Race & Ethnicity
Scope/Nature: An introduction to the sociological analysis of ethnicity, race, and immigration in the United States. Topics include the history of racialized and minoritized groups in the United States, patterns of interaction between racial and ethnic groups, colonialism, immigration, identity formation, prejudice, discrimination, ethnocentrism, racism, institutional racism, social movements for civil rights, liberation and decolonization, and the intersection of race and ethnicity with other forms of difference. Also listed as SOC 114. Not open to students with credit in SOC 114. (AA/AS GE, CSU, CSU GE, IGETC, UC)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	20	Monday	8:30a -11:30a	0	2.00

Total Sections: 1
Total Enrollment: 20
Total Online FTES: 0
Total In-Person FTES: 2.0

10. Course: HED 120

Title: Personal Health and Lifestyle

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	30	TBD	TBD	3.00	0
Spring 2024	TBD	3	30	TBD	TBD	3.00	0

Total Sections: 2
Total Enrollment: 60
Total Online FTES: 6.0
Total In-Person FTES: 0

11. Course: HED 201

Title: Introduction to Public Health

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Summer 2023	TBD	3	35	TBD	TBD	3.50	0
Fall 2023	TBD	3	15	TBD	TBD	1.50	0
Spring 2024	TBD	3	15	TBD	TBD	1.50	0

Total Sections: 3
Total Enrollment: 65
Total Online FTES: 6.5

Total In-Person FTES: 0

12. Course: HED 202
Title: Health Professions and Organizations
Scope/Nature: A review of health organizations and agencies that operate locally, regionally, nationally and internationally. Information regarding potential careers in medicine, allied health, and public health is included. CSU

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	15	TBD	TBD	1.50	0

Total Sections: 1
Total Enrollment: 15
Total Online FTES: 1.5
Total In-Person FTES: 0

13. Course: HED 203
Title: Substance Abuse and Public Health
Scope/Nature: This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed. AA/AS GE, CSU, CSU GE, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	30	TBD	TBD	3.00	0

Total Sections: 1
Total Enrollment: 30
Total Online FTES: 3.0
Total In-Person FTES: 0

14. Course: HED 204
Title: Health and Social Justice
Scope/Nature: This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, race and gender shape health epidemics and policy development. The

basic knowledge and skills necessary for advocating for health and social justice will be theoretically demonstrated. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	25	TBD	TBD	2.50	0
Spring 2024	TBD	3	30	TBD	TBD	3.00	0

Total Sections: 2
Total Enrollment: 55
Total Online FTES: 5.5
Total In-Person FTES: 0

15. Course : HED 251
Title: Healthy Lifestyle Theory & App
Scope/Nature: A combination of physical activity and lecture providing regular exercise to develop physical fitness and information about basic, sound nutrition as it pertains to weight control. Guidelines that promote lifetime exercise and a healthy lifestyle will be emphasized. (AA/AS GE, CSU, CSU GE)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	20	TBD	TBD	2.00	0
Spring 2024	TBD	3	20	TBD	TBD	2.00	0

Total Sections: 2
Total Enrollment: 40
Total Online FTES: 4.0
Total In-Person FTES: 0

16. Course: MATH 160
Title: Elementary Statistics
Scope/Nature: The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	4	25	T-W-TH	8:30a - 9:55a	0	2.50

| Spring 2024 | TBD | 4 | 20 | T-W-TH | 8:30a - 9:55a | 0 | 2.00 |

Total Sections: 2
Total Enrollment: 45
Total Online FTES: 0
Total In-Person FTES: 4.5

17. Course: MATH 170
Title: Analytic Trigonometry
Scope/Nature: Theoretical approach to the study of the trigonometric functions with emphasis on circular functions, trigonometric identities, trigonometric equations, graphical methods, vectors and applications, complex numbers, and solving triangles with applications. Successful completion of MATH 170 and 175 is equivalent to the successful completion of MATH 176. Maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, 176. AA/AS GE, CSU, CSU GE

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	28	Monday	8:30a - 11:30a	0	2.80

Total Sections: 1
Total Enrollment: 28
Total Online FTES: 0
Total In-Person FTES: 2.8

18. Course: MATH 175
Title: College Algebra
Scope/Nature: College level course in algebra for majors in science, technology, engineering, and
mathematics: polynomial, rational, radical, exponential, absolute value, and logarithmic functions; systems of equations; theory of polynomial equations; and analytic geometry. Successful completion of MATH 170 and 175 is equivalent to the successful completion of MATH 176. Maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, 176. AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	4	25	T-W-TH	10a-11:30a	0	2.50

Total Sections: 1
Total Enrollment: 25
Total Online FTES: 0
Total In-Person FTES: 2.50

19. Course: MATH 180

Title: Analytic Geometry and Calculus I

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	5	15	T-W-TH	12:15p - 3:10p	0	1.50

Total Sections: 1
Total Enrollment: 15
Total Online FTES: 0
Total In-Person FTES: 1.5

20. Course: MUS 123

Title: History of Hip-Hop Culture

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2024	TBD	3	15	Tuesday	830a -11:30a	0	1.50

Total Sections: 1
Total Enrollment: 15
Total Online FTES: 0
Total In-Person FTES: 1.5

21. Course: NUT 155

Title: Introduction to Public Health

Scope/Nature: Introduction to the basic principles of nutrition and its relationship to good health. Evaluation of current nutritional information (and misinformation) with an emphasis on

critical thinking to determine optimal dietary choices. Study of the major dietary goals and guidelines. Examination of weight maintenance techniques, eating disorders, food labeling, food safety, and special needs at various stages in the life cycle. Not open to students with credit in HED 155. AA/AS GE, CSU, CSU GE, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Summer 2023	TBD	3	35	TBD	TBD	3.50	0
Fall 2023	TBD	3	30	TBD	TBD	3.00	0
Spring 2024	TBD	3	25	TBD	TBD	2.50	0

Total Sections: 3
Total Enrollment: 90
Total Online FTES: 9.0
Total In-Person FTES: 0

22. Course: POSC 120
Title: Introduction to Politics and Political Analysis
Scope/Nature: The primary aim of this course is to assist the student/citizen in the development of a
set of skills which can be helpful in analyzing political situations in the world today. In order to accomplish this objective, students will be introduced to the basic approaches, perspectives, techniques and models of the political scientist. Accordingly, this course covers some universal aspects of political
stability and change, ideologies, conflicts, institutions, political economy and issues.
AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	20	Friday	830a -11:30a	0	2.00

Total Sections: 1
Total Enrollment: 20
Total Online FTES: 0
Total In-Person FTES: 2.0

23. Course: POSC 121
Title: Introduction to U.S. Government and Politics
Scope/Nature: Analysis of the evolution of the structures and functions of the U.S. and California political systems from the time of the nation's founding to the current day in what is now the United States. Emphasis is on the continuity and uniqueness of the American political experience and how that experience has derived from other political cultures. This will be examined in the context of the larger cultural, economic, and sociological forces shaping the U.S. political system. Attention will be given to significant events affecting the evolution of the

U.S. political system since its founding. The development and evolution of the U.S. Constitution and policy making role of traditional political institutions such as the presidency, the Congress, and the judiciary will be explored. The impact of other political forces such as mass movements, the media, the bureaucracy, interest groups, and ethnic and social groups will be examined. Topics will be illustrated through reference to actual political events occurring as the course progresses. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Summer 2023	TBD	3	30	TBD	TBD	3.00	0
Spring 2024	TBD	3	25	Friday	830a -11:30a	0	2.50

Total Sections: 2
Total Enrollment: 55
Total Online FTES: 3.0
Total In-Person FTES: 2.5

24. Course: PSY 120
Title: Introductory Psychology
Scope/Nature: Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2023	TBD	3	30	Monday	830a -11:30a	0	3.00
Spring 2024	TBD	3	30	Monday	830a -11:30a	0	3.00

Total Sections: 2
Total Enrollment: 60
Total Online FTES: 0
Total In-Person FTES: 6.0

Health Sciences High and Middle College Charter High School
2023-2024 Total Projections:

Courses: 24
Sections: 37
Students: 789
In-Person FTES: 28.4
Online FTES: 50.50

Coversheet

LCAP - Overview and Public Presentation of LCAP for HSHMC

Section: II. Information Items
Item: C. LCAP - Overview and Public Presentation of LCAP for HSHMC
Purpose: Discuss
Submitted by:
Related Material: 23-24 LCAP Working Draft.pdf

Local Control and Accountability Plan

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

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

Plan Summary 2023-24

General Information

Students who attend Health Sciences High and Middle College in San Diego experience high school in a very different way than their peers in other schools. The learning environment and educational programs are tightly focused and methodically designed to ensure students will graduate prepared to be successful in college or career. The curriculum is rigorous, relevant, and contextually grounded in real world experiences. Students are provided with a rigorous A-G curriculum including honors coursework as well as college classes, internship experiences and athletic and extracurricular opportunities.

HSHMC recognized the need to build on their established educational partnerships to create a strong and aligned system with a focus on supporting the whole child. Using the California Community Schools Partnership (CCSP) Grant as a guide, HSHMC is committed to becoming a community school that engages and empowers students, families, staff and community partners in collaboration focused on improving academic and social/emotional supports for all students.

It is a tribute to the students, community and staff of HSHMC that they have been so successful in an urban school with 75.1% of the students are socioeconomically disadvantaged, 17.2% are English Learners and 17.2% are Students with Disabilities. The student population is 68.4% Hispanic and 18.4% African American. The diversity of the students is celebrated and honored as part of a welcoming and inclusive environment that honors student voice and family perspectives. The LCAP is designed to build on student strengths, provide additional support in areas of challenge, and develop curriculum and programs to serve the academic and social/emotional needs of each student.

Reflections: Successes

HSHMC has maintained a high graduation rate, including during the pandemic. For 2021-22 overall 99.4% of students graduated, with all significant student groups graduating at 94% or above. (EL- 100%, SED- 99.4%, Students with Disabilities 96.7%, African American 100%, Hispanic 100%). That is a significant accomplishment.

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

Reflections: Identified Need

Math continues to be an area of concern, with scores dropping (and lagging behind the ELA scores), overall and for significant subgroups. Scores were significantly higher in 2019 before schools closed due to the pandemic. HSHMC will reflect and evaluate how to accelerate learning for students in math, and

determine multiple levels of support needed to support all students to achieve in math.

Percent of students meeting or exceeding standards in Math 2022 SBAC – 7.53%, as compared to Math 2021 SBAC- 20.20%

ELA – all student – 43.67% met/exceeded

Math 2022 student groups – Hispanic – 2.97%; SED – 6.48%; SWD – 0%; EL – 8.34% (this was an exception to the trend, EL Math scores improved)

And, like many other schools/districts/charters , attendance at HSHMC is down (from 97% to 90%), and chronic absenteeism is up to 37.4%. HSHMC has a plan in place to better identify students needing attendance support and finding ways to remove the barriers that keep students from coming to school.

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

HSHMC is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

NA

Monitoring and Evaluating Effectiveness

NA

Engaging Educational Partners

HSHMC has built a collaborative and open communication system among all educational partners. Even during the pandemic while the school was closed to in-person events, Health Science found a variety of ways to ensure that educational partner voices were always a part of the conversation. Throughout the 2020-21, 2021-22 and 2022-23 school years HSHMC has continued to reach out to educational partners for ideas on how to improve the educational experience for all students, and for a stronger future for years to come. The addition of a CCSP Community Coordinator will build the capacity to plan and implement expanded community engagement and involvement among all Educational Partners.

Here are some specific events that taken place:

Parent LCAP Survey - April 7, 2023 (in English and Spanish)

Principal Office Hours - via Zoom, twice each week
Parent Advisory Committee meeting - April 4, 2023

Teacher/Staff meetings - occur weekly, every Friday for two hours. Discussions regularly entail how to improve the academic outcomes and social/emotional experiences at the school. That feedback informs the LCAP.
Student input - MyVoice Surveys were used to capture student input formally. Results will be available later in the year. Staff also share information with the leadership team about input they receive via informal discussions with students.

Principals/Administrators - meet regularly; indirectly most discussions relate to the LCAP; the LCAP is discussed directly during the LCAP planning/writing "season".
Consultation with SELPA - the SELPA is consulted and gives input on the LCAP

The LCAP draft will presented to the board and the public for a Public Hearing on May 17, 2023
Board Adoption - June 14, 2023

The sections below may change based on this year's survey results

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

Students - the students place a high priority on those actions that enhance their ability to achieve post -secondary success. This includes more information on college finance, career guidance and support for a-g and college credit courses. Students also like having a variety of educational options available to meet their individual needs.

Staff - Continue to place a priority on meeting the specific. needs of students not achieving at grade level, and on maintaining a safe and welcoming school culture. Specifically staff want to continue:
 - The Mentor/Mentee program to help our students have more opportunities to have a hero at HSHMC, every student in the school has a staff member that serves as their mentor for the entire school year.
 - Academic Recovery and Advancement through our intervention teams: a ninth and tenth grade team, supported by SWAG (Students With Aspirations and Goals), and a team for eleventh and twelfth grade, supported by HUB (Helping - Understanding - Believing). Our proactive strategies include one-to-one and small group tutoring, leading rotations, pull-out support for testing and re-teaching which is provided by both the intervention staff member and/or classroom teachers.
 - The ELD supports- ELD specialists provide a multitude of supports, including pushing-in 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.

The staff had the suggestions for the following Areas for growth:

 - Obtaining qualitative information from students after they graduate. It would be nice to find out how HSHMC prepared them for their college/career and to determine if there are ways that we could improve their high school experience.
 - A refocus on cross-curricular collaboration would provide for more relevant and engaging learning experiences.
 - Regular check-ins with students to track their progress towards meeting a-g requirements and pathway courses.

Since HSHMC has such a strong connection with all their Educational Partners they are situated to respond quickly to concerns. The current LCAP reflects the priorities of the community, and any changes will be to refine or amplify an action/service as part of the continuous improvement process.
Academic support is found in Goal 2 - Actions 1,4, 6 Social/
emotional support is in Goal 2 - Actions 7, 8
College prep is in Goal 2 - Action 1 and 5

Other ideas are being investigated in 2022-23 for inclusion in the school's program for 2023-24.

Goal

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

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Local	100% of teachers are appropriately assigned and fully credentialed	100%	100%	[Intentionally Blank]	100%

Indicator 1 tools.

Access to Standards aligned instructional materials, as measured by tools in Local Indicator 1.	100% of students have sufficient access to California Standards aligned instructional materials	100%	100%	[Intentionally Blank]	100%
School facilities are in good repair, as measured by Local Indicator 1 - FIT Report.	100% of the facilities are safe, clean and functional, and maintained in good repair.	100%	100%	[Intentionally Blank]	100%
Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Priority 2.	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 HIstory- Social Science - 4 CTE - 5 (Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 HIstory- Social Science - 4 CTE - 5 (Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5 Science 5 History - Social Science - 5 CTE - 5 Health - 5 PE- 5 VAPA - 5 World Language - 5	[Intentionally Blank]	ELA - 5 ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5
Percent of students who have access to a Broad Course of Study, including programs and services provided for unduplicated pupils and individuals with exceptional needs, as measured by the adopted course of study and the narrative in the Local	100% of all students, including unduplicated pupils and individuals with exceptional needs	100%	100%	[Intentionally Blank]	100%

Indicator for Priority 7.				

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Basic Services	HSHMC will continue to hire and retain appropriately assigned and fully credentialed teachers, and provide all students with access to California standards aligned instructional materials, for all courses included in the broad course of study offered.	$3,128,043.00	No
Action #2	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their growth and education by earning advanced degrees, and/or certifications such as Apple Teacher Certification and Induction.	$97,250.00	Yes
Action #3	Facilities	Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs	$15,000.00	No
Action #4	Health and Safety	HSHMC will maintain safe, clean and functional facilities. In addition the charter will plan for and provide appropriate Personal Protective Equipment, physical barriers, air filtration and cleaning supplies as recommended by CDC and CDE to ensure students and staff are learning in a safe and healthy environment, and are prepared for any future needs.	$4,835.00	No

Goal Analysis 2021-22

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

(Answers may change when we get estimated actuals for this year's expenditures. For now I assumed no major differences in implementation #1, and tied #3 to the most recent data.)

#1 - An Explanation of differences in planned actions vs implementation:

There were no substantive differences in planned actions and actual implementation of the actions. There may have changes in funding sources, level of implementation or method of implementation as the staff learned improved ways to respond to student needs as they transitioned back to an in-person school environment.

#2. Material differences were found in:

#3 - Effectiveness of Actions

The actions were effective in maintaining a strong base program as indicated by the maintenance of metrics for teacher credentialing (100%), access to materials (100%), and others.

#4 - Description of planned changes for the coming year, including partner input

No specific changes are planned, the basic programs will continue as currently implemented.

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

Goal

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

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

Measuring and Reporting Results

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

Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results are available again.	English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points below standard Students with Disabilities - 67.9 points below standard Math - (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below Socioeconomically Disadvantaged (SED)- 128.3 points below standard Students with Disabilities (SWD) - 148.4 points below standard Data also demonstrates EL access to CCSS and academic content knowledge.	2020-21 (scores not comparable due impact of COVID) ELA - 49.6% met or exceeded standard: EL - 15.8; SWD - 6.6; SED - 47.84 Math - 20.2% met of exceeded standards; EL - 0%; SWD - 0%; SED - 12%	2022 SBAC: **English Language Arts:** *All students* - 44.8 points below standard EL - 102.8 points below standard SED - 54.6 points below standard SWD - unknown, small sample size **Math:** *All students* - 145.9 points below standard EL - 165.2 points below SED - 146 points below SWD - 241.4 below	[Intentionally Blank]	English Language Arts (SBAC) All students - 15 points above standard EL - at or above standard Socioeconomically Disadvantaged - 10 points above standard Students with Disabilities - at or above standard Math - (SBAC) All students - at standard EL - at or near standard Socioeconomically Disadvantaged - at or near standard Students with Disabilities - at or near standard

Other Pupil Outcomes	California Science Test - 17.97% met or exceeded standards (grade 12) Physical Fitness Test - set baseline next time the test is given, possibly in 2022	CST - 27.7% met or exceeded standards Fitness Test results not available at this time	CAST - all students 13.9% met or exceeded standards PFT - not available	[Intentionally Blank]	California Science Test - 25% met or exceeded standards Physical Fitness test - exceed baseline once established
English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.	EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%	EL Progress - 44.2% making progress toward English Proficiency Reclassification -	[Intentionally Blank]	55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Improvement in College and Career Indicators from California Schools Dashboard	A-G completion rate - 98.4% from CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups	A-G completion - 92.2% Percent Prepared - data not available CTE Pathway Completion - 23.4% (2021)	A-G Completion rate: 95.9% Pathway Completion rate not available	[Intentionally Blank]	A-G completion rate - 98% or above in CCI report Percent Prepared on College and Career Indicator on the California Dashboard - 85% or above CTE Pathway Completion in CCI report - 25% or above *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups

Graduation Rate, disaggregated	2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%	20-21 Graduation Rate - 98.1% EL - 96.8% SED - 97.7% SWD - 94.4%	21-22 Graduation Rate - 99.4% EL - 100% SED - 99.4% SWD - 96.7%	[Intentionally Blank]	Graduation Rate - 98% all students EL - 97% Socioeconomically Disadvantaged - 98% Students with Disabilities - 95%
High School Dropout Rate will decrease, or remain below 1%	High School, All students - 1.3% Dropout rate HSHMC does not have middle school students	2021 = 0.6%	2021-22: 0	[Intentionally Blank]	High School - below 1%
Suspensions and Expulsions	2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0	2021 - 0% Suspensions 2021 - 0 Expulsions	Suspensions: 0.2% Expulsions: 0	[Intentionally Blank]	Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0
Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to in- person learning makes this data point hard to compare with other years.	Attendance rate 2021- 22: 90.21% Chronic Absenteeism 2021 = 12.4%	Attendance rate: 90.5% Chronic Absenteeism: 37.4%	[Intentionally Blank]	Attendance rate 2020 -98% Chronic Absenteeism 2020 - 3%
Advanced Placement Pass Rate	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	HSHMC does not offer Advanced Placement Courses	[Intentionally Blank]	HSHMC does not offer Advanced Placement Courses

| Surveys results on school safety and connectedness | Site survey on safety and connectedness (2020-21) | Connectedness: 82.3% of students feel that school is a welcoming and friendly place Safety: 79.3% of students feel respected by teachers at the school and 69.5% feel they have a teacher that they can talk to if they have a problem. | Connectedness:

Safety: | [Intentionally Blank] | TBD |

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Supplemental Services for students	a. Provide supplemental materials/software/hardware to differentiate instruction to meet the needs of students at-risk of not meeting academic benchmarks. b. Provide supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and SWAG Lab. c. Supplemental materials, software and personnel (including Instructional/College Coaches and Resource Teachers) will be provided to meet the unique needs identified students such as low-income and homeless students. This may include virtual instruction supports, supplies and materials. (Title 1)	$429,000.00	Yes
Action #	**Title**	**Description**	**Total Funds**	**Contributing**

Action #	Title	Description	Total Funds	Contributing
Action #2	Professional Development	Ongoing professional development and Academic Coaching to support instruction for students who are struggling to meet academic benchmarks, including additional strategies for EL students and resources for providing high quality Designated and Integrated ELD across the curriculum. Professional Development and academic coaching focused on supporting research-based instruction to improve the outcomes of all at risk students and especially on meeting the needs of English Learners and Foster/Homeless students (Title III, Title II, Title 1)	$122,500.00	Yes
Action #3	Attendance support	Students who are not meeting attendance standards will receive counseling and home visits from attendance staff. (Title 1 and LCFF)	$60,000.00	Yes
Action #4	Educational Options	Investigate, plan and maintain a variety of learning formats and environments that will meet the needs of diverse learners and outside circumstances. This includes options for Extended Day and Year programs for interventions, and programs such as Independent Study. Also included are summer sessions, Saturday School and other types of interventions for students needing additional support. (Title 1)	$186,000.00	Yes
Action #5	College and Career	Maintain a strong College and Career program that allows students to graduate ready to be successful in their future. CTE, College courses and career pathways are the cornerstones of our successful program. Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve. Provide additional resources and workshops on preparing for college and for a career, how to be successful in college, and financial literacy.	$95,000.00	Yes
Action #6	English Learner support	Provide targeted, research based instructional support strategies, professional development and interventions focused on meeting the unique needs of English Learner students. Continue to provide high quality Designated and Integrated ELD. Supplemental, research proven, instructional support and intervention strategies will be provided to meet the unique needs of English Learner students Title I, Title III	$110,000.00	Yes

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

Goal Analysis 2021-22

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

(Answers may change when we get estimated actuals for this year's expenditures. For now I assumed no major differences in implementation #1, and tied #3 to the most recent data.)

#1 - An Explanation of differences in planned actions vs implementation:

There were no substantive differences in planned actions and actual implementation of the actions. There may have changes in funding sources, level of implementation or method of implementation as the staff learned improved ways to respond to student/staff/community needs as everyone transitioned back to an in-person school environment.

#2. Material differences were found in:

#3 - Effectiveness of Actions

The actions were mostly effective in accelerating student achievement as evidenced by the 100% graduation rate and A-G Completion rate, coupled with the very low Dropout, Suspension and Expulsion rates. Improvement is still needed in the areas of standardized test results and Chronic Absenteeism.

#4 - Description of planned changes for the coming year, including partner input

In addition to the effectiveness of the actions noted in #3, HSHMC has implemented iReady software as verified data to track student growth. One full FTE was committed to monitoring attendance, and implementing strategies to decrease chronic absenteeism. These strategies included partner and community input.

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

Goal

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

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

Measuring and Reporting Results

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

Maintain the level of parent input in decision making at HSHMC, as measured by the Local Indicator on Parent and Family Engagement, #11, which states "Rate the LEA s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community."	#11 - Full implementation and Sustainability	#11 - Full implementation and Sustainability	Maintain Full implementation and Sustainability from 2022 Local Indicators?	[Intentionally Blank]	#11 - Full implementation and Sustainability
Promoting Parental Participation in programs for unduplicated students and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held	The baseline for 2020-21 may not be comparable to future years due to COVID restrictions. Outreach strategies - # ? Events held - # ?	Outreach strategies - principal office hours, parent advisory meetings, Survey (3 strategies Events held - office hours - weekly survey - annually advisory meetings - 2	Outreach strategies - principal office hours, parent advisory meetings, events and community collaboration.	[Intentionally Blank]	Outreach strategies - # increases Events held - # increases
Promoting Parental Participation in programs for unduplicated students and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held	The baseline for 2020-21 may not be comparable to future years due to COVID restrictions. Outreach strategies - # ? Events held - # ?	Outreach strategies - principal office hours, parent advisory meetings, Survey (3 strategies Events held - office hours - weekly survey - annually advisory meetings - 2		[Intentionally Blank]	Outreach strategies - # increases Events held - # increases

Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%	TBD	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 78.1% students feeling valued - 41.8%	[Intentionally Blank]	Parent/Family Climate Survey - ? MyVoice Student Survey - 2019-20 students feeling welcomed - 90% students feeling valued - 75%
Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%	Parent/Family Climate Survey 2021: 85% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers.	Parent/Family Climate Survey 2022: 85% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers.	[Intentionally Blank]	Parent/Family Climate Survey - ? MyVoice Student Survey - 2019-20 students feeling welcomed - 90% students feeling valued - 75%

Actions

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

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

Goal Analysis 2021-22

(Answers may change when we get estimated actuals for this year's expenditures. For now I assumed no major differences in implementation #1, and tied #3 to the most recent data.)

#1 - An Explanation of differences in planned actions vs implementation:

There were no substantive differences in planned actions and actual implementation of the actions. There may have changes in funding sources, level of implementation or method of implementation as the staff learned improved ways parents and community needs as they transitioned back to an in-person school environment, and in conjunction with the CCSP program.

#2. Material differences were found in:

#3 - Effectiveness of Actions

Need survey results…

#4 - Description of planned changes for the coming year, including partner input

Through the CCSP grant HSHMC will continue to grow and develop their partnership with parents and community members to collaboratively grow parent and partner input and involvement.

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

Annual Update Table.

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
Need numbers for these sections		

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover - Percentage	LCFF Carryover - Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
Need numbers for these sections			

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

Required Descriptions

Health Sciences High and Middle College Charter School has clearly delineated those actions and services which provide basic program requirements to all students, and those that provide supplemental assistance to unduplicated student groups. The actions and services that provide supplemental assistance are all provided in an LEA wide approach. This is because even though the actions/services are designed to meet the differentiated needs of students who are English Learners, from Low Income families, and/or in Foster care, other students also benefit from the actions. The actions designated as "Contributing" are principally directed towards addressing the barriers experienced by unduplicated students, and based on research or experience that shows their effectiveness.
The following actions/services are provided to the entire school:
Goal 1, Action 2: Beyond Credentialing

Goal 2, Action 1: Supplemental Services for students
Goal 2, Action 2: Professional Development
Goal 2, Action 3: Attendance Support

Goal 2, Action 4: Educational Options
Goal 2, Action 5: College and Career
Goal 2, Action 7: Positive School Environment

Goal 3, Action 1: Parent Leadership and Advisory Groups
Goal 3, Action 2: Communication
Goal 3, Action 3: Workshops and Trainings

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

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

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

HSHMC Charter School has an unduplicated student count of over 55%, and will use the concentration grant add-on funding to increase the time/hours allocated to staff who are already engaged in direct services to students at HSHMC, with a focus on the needs of Low Income, English Learners and/or Foster Youth. This will allow the school to expand services listed in the LCAP in Goal 2, Actions 1 and 3.

Action 1 - Provides supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and SWAG Lab.

Action 3 - Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.

HSHMC is a single school charter.

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

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

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) (2	3. Projected Percentage to Increase or Improve Services for the Coming School Year divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior (3 Year)	Total Percentage to Increase or Improve Services for the Coming School Year + Carryover %)
Need this year's numbers					

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	4	Educational Options		Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	on-going
2	5	College and Career		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going
2	6	English Learner support		Yes	Limited	EL	HSHMC	on-going
2	7	Positive School Environment		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going
2	8	Supplemental Supports for SEL	All	No			HSHMC	On-going
3	1	Parent Leadership and Advisory Groups		Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	on-going
3	2	Communication		Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	on-going
3	3	Workshops and Trainings		Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	on-going

All the rest of the financial data is from last year and needs to be updated.

2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	$3,128,043.00	$0.00	$3,128,043.00				$3,128,043.00	0%
1	2	$1.00	$97,249.00	$97,250.00				$97,250.00	0%
1	3	$1.00	$14,999.00	$15,000.00				$15,000.00	0%
1	4	$1.00	$4,834.00	$4,835.00				$4,835.00	0%
2	1	$429,000.00	$0.00	$282,000.00			$147,000.00	$429,000.00	0%
2	2	$122,500.00	$0.00	$93,000.00			$29,500.00	$122,500.00	0%
2	3	$60,000.00	$0.00	$50,000.00			$10,000.00	$60,000.00	0%
2	4	$186,000.00	$0.00	$160,000.00			$26,000.00	$186,000.00	0%
2	5	$95,000.00	$0.00	$95,000.00				$95,000.00	0%
2	6	$110,000.00	$0.00	$95,000.00			$15,000.00	$110,000.00	0%
2	7	$110,000.00	$0.00	$110,000.00				$110,000.00	0%
2	8	$37,000.00	$0.00				$37,000.00	$37,000.00	0%
3	1	$30,000.00	$0.00	$15,000.00			$15,000.00	$30,000.00	0%
3	2	$10,527.00	$4,473.00	$15,000.00				$15,000.00	0%
3	3	$5,000.00	$0.00	$5,000.00				$5,000.00	0%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$4,165,128.00	$0.00	$0.00	$279,500.00	$4,444,628.00	$4,323,073.00	$121,555.00

Goal # Action	#	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Basic Services	All	$3,128,043.00	$0.00	$0.00	$0.00	$3,128,043.00
1	2	Beyond Credentialing		$97,250.00	$0.00	$0.00	$0.00	$97,250.00
1	3	Facilities	All	$15,000.00	$0.00	$0.00	$0.00	$15,000.00

Goal # Action	#	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	4	Health and Safety	all	$4,835.00	$0.00	$0.00	$0.00	$4,835.00
2	1	Supplemental Services for students		$282,000.00	$0.00	$0.00	$147,000.00	$429,000.00
2	2	Professional Development		$93,000.00	$0.00	$0.00	$29,500.00	$122,500.00
2	3	Attendance support		$50,000.00	$0.00	$0.00	$10,000.00	$60,000.00
2	4	Educational Options		$160,000.00	$0.00	$0.00	$26,000.00	$186,000.00
2	5	College and Career		$95,000.00	$0.00	$0.00	$0.00	$95,000.00
2	6	English Learner support		$95,000.00	$0.00	$0.00	$15,000.00	$110,000.00
2	7	Positive School Environment		$110,000.00	$0.00	$0.00	$0.00	$110,000.00
Goal # Action	**#**	**Action Title**	**Student Group(s)**	**LCFF Funds**	**Other State Funds**	**Local Funds**	**Federal Funds**	**Total Funds**
2	8	Supplemental Supports for SEL	All	$0.00	$0.00	$0.00	$37,000.00	$37,000.00
3	1	Parent Leadership and Advisory Groups		$15,000.00	$0.00	$0.00	$15,000.00	$30,000.00
3	2	Communication		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
3	3	Workshops and Trainings		$5,000.00	$0.00	$0.00	$0.00	$5,000.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Carryover - Improve Services for the Coming School Year)	LCFF Percentage (Percentage from Prior Year (2 divided by 1)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$6,018,241.00	$958,746.00	15.93%	0.00%	15.93%	$1,017,250.00	0.00%	0%

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,017,250.00	$1,259,750.00
LEA-wide Total:	$922,250.00	$1,149,750.00
Limited Total:	$95,000.00	$110,000.00
Schoolwide Total:	$0.00	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Beyond Credentialing	Yes	LEA-wide	Low Income, English Learner and Foster Youth	Charter	$97,250.00	0%
2	1	Supplemental Services for students	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	$282,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2	Professional Development	Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	$93,000.00	0%
2	3	Attendance support	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	$50,000.00	0%
2	4	Educational Options	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	$160,000.00	0%
2	5	College and Career	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	$95,000.00	0%
2	6	English Learner support	Yes	Limited	EL	HSHMC	$95,000.00	0%
2	7	Positive School Environment	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	$110,000.00	0%
3	1	Parent Leadership and Advisory Groups	Yes	LEA-wide	English Learners, Low Income and Foster Youth	HSHMC	$15,000.00	0%
3	2	Communication	Yes	LEA-wide	Low Income, English Learner and Foster Youth	HSHMC	$15,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3	Workshops and Trainings	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	$5,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$4,202,128.00	$4,602,888.00

Last Year's Goal Action #	Last Year's # #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Basic Services	No	$3,128,043.00	$3,077,622.00
1	2	Beyond Credentialing	Yes	$97,250.00	$130,120.00
1	3	Facilities	No	$15,000.00	$33,042.00
1	4	Health and Safety	No	$4,835.00	$7,188.00
2	1	Supplemental Services for students	Yes	$282,000.00	$491,787.00
2	2	Professional Development	Yes	$93,000.00	$148,930.00
2	3	Attendance support	Yes	$50,000.00	$72,432.00
2	4	Educational Options	Yes	$160,000.00	$205,118.00
2	5	College and Career	Yes	$95,000.00	$85,942.00
2	6	English Learner support	Yes	$95,000.00	$127,255.00
2	7	Positive School Environment	Yes	$110,000.00	$126,422.00
2	8	Supplemental Supports for SEL	Yes	$37,000.00	$40,580.00
3	1	Parent Leadership and Advisory Groups	Yes	$15,000.00	$31,582.00

| 3 | 2 | Communication | Yes | $15,000.00 | $17,309.00 |
| 3 | 3 | Workshops and Trainings | Yes | $5,000.00 | $7,559.00 |

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Contributing Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$899,446.00	$1,054,250.00	$1,391,081.00	$-336,831.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Beyond Credentialing	Yes	$97,250.00	$130,120.00	0.00%	0.00%
2	1	Supplemental Services for students	Yes	$282,000.00	$491,787.00	0.00%	0.00%
2	2	Professional Development	Yes	$93,000.00	$148,930.00	0.00%	0.00%
2	3	Attendance support	Yes	$50,000.00	$72,432.00	0.00%	0.00%
2	4	Educational Options	Yes	$160,000.00	$160,000.00	0.00%	0.00%
2	5	College and Career	Yes	$95,000.00	$85,942.00	0.00%	0.00%
2	6	English Learner support	Yes	$95,000.00	$95,000.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	7	Positive School Environment	Yes	$110,000.00	$126,422.00	0.00%	0.00%
2	8	Supplemental Supports for SEL	Yes	$37,000.00	$40,580.00	0.00%	0.00%
3	1	Parent Leadership and Advisory Groups	Yes	$15,000.00	$15,000.00	0.00%	0.00%
3	2	Communication	Yes	$15,000.00	$17,309.00	0.00%	0.00%
3	3	Workshops and Trainings	Yes	$5,000.00	$7,559.00	0.00%	0.00%

2021-22 LCFF Carryover Table

Totals	9. Estimated Carryover - Actual LCFF Percentage Base Grant (Input Dollar Percentage Amount) Prior	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF (Input from Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover - Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover - Percentage (12 divided by 9)
Totals	$5,525,174.00	$899,446.00	0.00%	16.28%	$1,485,036.00	0.00%	26.88%	$-58,566,844.	-1060.00%

Plan Summary

Engaging Educational Partners

Goals and Actions
Increased or Improved Services

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

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

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

Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA s programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

Accountability and Compliance: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the

template to memorialize the

outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement

with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP

template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging
educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the

school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066,

52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted
and actual expenditures are aligned.

The revised LCAP template for the 2021-22, 2022-23, and 2023-24 school years reflects statutory changes made through Assembly Bill 1840

(Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions

included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English

learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for
educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in

transitional kindergarten through
grade twelve (TK-12), but also allow educational partners to understand why, and whether those strategies are leading to improved
opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended
to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

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

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to

address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

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

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Purpose

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

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

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

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

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

Requirements and Instructions

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

    Local Control and Accountability Plan:

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

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

a. c.Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific

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

Inclusion of a goal or decision to pursue a Focus Goal (as described below)

Inclusion of metrics other than the statutorily required metrics

Determination of the desired outcome on one or more metrics

Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection

Inclusion of action(s) or a group of actions
Elimination of action(s) or group of actions

Changes to the level of proposed expenditures for one or more actions

Inclusion of action(s) as contributing to increased or improved services for unduplicated services

Determination of effectiveness of the specific actions to achieve the goal
Determination of material differences in expenditures

Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

Determination of challenges or successes in the implementation of actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and

areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

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

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

> *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

> *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

> *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

Low-performing school(s) goal requirement: A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

Goal Description: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

Explanation of why the LEA has developed this goal: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

Metric: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021-22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Year 1 Outcome: When completing the LCAP for 2022-23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Year 2 Outcome: When completing the LCAP for 2023-24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Year 3 Outcome: When completing the LCAP for 2024-25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024-25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023-24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021-22**.	Enter information in this box when completing the LCAP for **2021-22**.	Enter information in this box when completing the LCAP for **2022-23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023-24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024-25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021-22** or when adding a new metric.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Purpose

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

Requirements and Instructions

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

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

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the

services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

Required Descriptions:

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

Principally Directed and Effective:

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

It considers the needs, conditions, or circumstances of its unduplicated pupils;

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

The action is intended to help achieve an expected measurable outcome of the associated goal.

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

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high

enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low- income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

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

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

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

and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

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

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

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

Table 1: Total Planned Expenditures Table (for the coming LCAP Year) Table

2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year) Table

5: LCFF Carryover Table (for the current LCAP Year)

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

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

LCAP Year: Identify the applicable LCAP Year.

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

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

2. *Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

3. *Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

Total Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover -Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Contributing to Increased or Improved Services?:

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

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

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

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

Location:

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

Time Span:

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

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

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

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

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

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions

that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

6. Estimated Actual LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

Estimated Actual Expenditures for Contributing Actions: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

Estimated Actual Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

9. Estimated Actual LCFF Base Grant: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover - Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

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

below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

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

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

(4)

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education January 2022

Coversheet

HSHMC Tobacco-Free Policy

Section: III. Action Items - Consent Agenda
Item: A. HSHMC Tobacco-Free Policy
Purpose: Discuss
Submitted by:
Related Material: Tobacco-Free Policy 5-17-2023 copy.docx

Tobacco-Free Policy
(For Board Approval on 5/17/2023)

Tobacco Use/Smoking on School Premises:

Health Sciences High and Middle College (HSHMC) recognizes that the use of tobacco and nicotine-containing products, including vaping devices is a health, safety and environmental hazard for students, employees, visitors and school facilities. HSHMC believes that the use of tobacco products on school grounds, in school buildings, on school property or at school-sponsored events is detrimental to the health and safety of students, staff and visitors.

HSHMC acknowledges that adult employees and visitors serve as role models for students. HSHMC recognizes it has an obligation to promote positive role models in schools and to promote a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, ~~and~~ visitors, and civic-use/joint use permit holders on the school campus.

(cf. 3514 - Environmental Safety)
(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5030 - Student Wellness)
(cf. 5131.62 - Tobacco)
(cf. 5141.23 - Asthma Management)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The use, possession and distribution of tobacco products, e-cigarettes and nicotine liquid containers, mood-altering substances, lighters, and illicit drugs are prohibited in all property and premises owned, leased, or contracted by HSHMC, including:

● School grounds, including athletic fields and other outdoor property
● School buildings
● School parking lots
● School buses and other school vehicles leased or owned by the school
● Off-campus school sponsored-events
● Administrative offices and other school owned, non-school sites

These activities are prohibited at any time, including non-school hours (24/7). Tobacco advertising is prohibited anywhere on school grounds. Also prohibited is accepting any donations or curriculum from any tobacco related industry.
(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

The products prohibited include any current or future product containing tobacco or nicotine, including, but not limited to, cigarettes, candy cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, snus (moist powdered tobacco), betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

Student assistance is available for smoking/vaping cessation through HSHMC's counseling office. Employee assistance is available for smoking/vaping cessation through HSHMC, Inc.'s Employee Assistance Program (EAP).

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Notifications:

HSHMC's administration will develop a communication plan about the policy and enforcement procedures including annual written notifications and information in student and employee handbooks, the school's website, announcements at school-sponsored or school-related events, and appropriate signage stating "Tobacco use is prohibited" that contains a listing of prohibited tobacco products posted in buildings and on school property in a manner and location that adequately notify students, staff and visitors including at all entrances to school buildings and athletic events.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 1113 - District and School Web Sites)

Enforcement/Discipline
No school employee who in good faith reports any known or suspected use, possession or distribution of alcoholic beverages, mood-altering substances or illicit drugs shall be held liable for any civil damages as a result of such report or efforts to enforce this policy. Any employee or student who violates HSHMC's tobacco-free school policy shall be asked to refrain from smoking or using tobacco products and shall be subject to disciplinary action as appropriate.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Any other person who violates HSHMC's policy on a tobacco-free school shall be informed of the HSHMC's policy and asked to refrain from smoking. If the person fails to comply with this request, the school Principal or designee may:

1. Direct the person to leave school property.
2. Request local law enforcement assistance in removing the person from school premises.
3. If the person repeatedly violates the tobacco-free school policy, prohibit him/her from entering school property for a specified period of time.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)

The school Principal or designee shall not be required to physically eject a nonemployee who is smoking or to request that the nonemployee refrain from smoking under circumstances involving a risk of physical harm to the school or any employee. (Labor Code 6404.5)

Legal Reference:
     EDUCATION CODE
     48900 Grounds for suspension/expulsion
     48901 Prohibition against tobacco use by students
     HEALTH AND SAFETY CODE
     39002 Control of air pollution from nonvehicular sources
     104350-104495 Tobacco use prevention, especially:
     104495 Prohibition of smoking and tobacco waste on playgrounds
     119405 Unlawful to sell or furnish electronic cigarettes to minors
     LABOR CODE
     3300 Employer, definition
     6304 Safe and healthful workplace
     6404.5 Occupational safety and health; use of tobacco products
     UNITED STATES CODE, TITLE 20
     6083 Nonsmoking policy for children's services
     7100-7117 Safe and Drug Free Schools and Communities Act
     CODE OF FEDERAL REGULATIONS, TITLE 21
     1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors
     PERB RULINGS
     Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)
     CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District
     (1989) PERB Order #750 (13 PERC 20147)
Management Resources:
     WEB SITES
     California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
     http://www.cde.ca.gov/ls/he/at
     California Department of Education, Tobacco-Free School District Certification:
     http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp

California Department of Public Health, Tobacco Control:
http://www.cdph.ca.gov/programs/tobacco
Occupational Safety and Health Standards Board:
http://www.dir.ca.gov/OSHSB/oshsb.html
U.S. Environmental Protection Agency: http://www.epa.gov Policy

Coversheet

CAHELP SELPA Funding Allocations

Section: III. Action Items - Consent Agenda
Item: B. CAHELP SELPA Funding Allocations
Purpose: Discuss
Submitted by:
Related Material: ERMHS Board Summary.docx

Snowline – submitted to the Board

Quick Summary / Abstract

One of the intentions under which the California Association of Health and Education Linked Programs (CAHELP) Joint Powers Authority (JPA) for Local Education Agencies (LEAs) was formed was to use a collaborative model to better serve the special education and related needs of High Desert school districts. The Snowline JUSD has been a member of this collective from its inception and has benefited from the partnership. One of the many examples is the consolidation of Educationally Related Mental Health Services (ERMHS) funding to better serve our students. This has been most effectively accomplished through a funding pass-through model.

Under the aforementioned design, state ERMHS funding for the Snowline JUSD and all other member school districts goes directly to CAHELP. The result is that resources such as the hiring of mental health professionals are maximized and the delivery of services is increased for our students and others. Continuing the ERMHS funding pass-through process allows for these impactful outcomes to remain in place.

Apple Valley - this was a draft background when Trenae believed it was to propose a local plan revision to the Board.

Educationally Related Mental Health Services (ERMHS) funding- Legislation regarding how monies will be allocated has changed. Initially, this funding came from the California Department of Education, to County Offices of Education, and then was allocated to Special Education Local Plan Areas (SELPA). The change removes the allocation to the SELPA and instead sends it to school districts. This was to go into effect last year, however it was delayed due to concerns about how this would impact mental health services to school aged children. Our SELPA is a Joint Powers Authority, operating under a Local Area Plan which delineates how our region collectively operates to support students. Currently the San Bernardino County Superintendent of Schools (SBCSS) office acts as the Administrative Unit. They provide services such as human resources and payroll to the JPA. They also have one seat on the JPA Board as does each participating School District or Charter School. Any of the JPA member districts could act as the Administrative Unit, and provide the services that are currently being offered by the SBCSS, per the DMSELPA Local Area Plan. Every four years the JPA updates the Local Area Plan, scheduled for the 2023-2024 school year. I wanted you to have some historical information prior to the board meeting as there is a Discussion/Action item pertaining to the change in how funds will be allocated. Our JPA had a Special Board Meeting this week to discuss the impact of this change in how the monies will be allocated for next year. Potential layoffs to DMSELPA staff was a topic as there is a March 15th deadline that would have to be met. Also in light of the funds being allocated to districts, each district's board would have to take action in order to authorize their Superintendent, acting as a JPA board member to either sign an MOU or agree to an amendment to the DMSELPA Local Area Plan, essentially pushing the ERMHS allocation to the CAHELP JPA. Why would we do this? The CAHELP JPA is an approved Community Based Mental Health provider to school aged children. As such they receive funding from the Department of Behavioral Health as a partial match to the ERMHS

funding, which enhances the services being provided.