



Health Sciences High and Middle College

HSHMC Board Meeting

Published on June 8, 2023 at 8:44 AM PDT

Date and Time

Wednesday June 14, 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
B. Call the Meeting to Order		Frederick Johnson	1 m
C. Approve Minutes	Approve Minutes	Frederick Johnson	1 m
Approve minutes for HSHMC Board Meeting on May 17, 2023			

	Purpose	Presenter	Time
D. Public Comment		Frederick Johnson	1 m
II. Information Items			8:04 AM
A. HSHMC Highlights CNA EMT New Student Board Member	FYI	Sheri Johnson	5 m
B. Dashboard Local Indicator Reports These will be uploaded to the 2023 State Dashboard at a later date. Does not require board approval, rather just an informational item.	FYI	Sheri Johnson	2 m
III. Action Items - Consent Agenda			8:11 AM
A. 2023-2024 Preliminary Budget	Discuss	Douglas Fisher	10 m
B. 2023-2024 LCAP and Budget Overview for Parents Overview and public presentation was made at May 17, 2023 board meeting.	Discuss	Sheri Johnson	2 m
C. 2023-2024 CONAPP	Discuss	Ian Pumpian	1 m
D. 2023-2024 EPA Expenditures	Discuss	Ian Pumpian	1 m
E. 2023-2024 School Calendar	Discuss	Sheri Johnson	1 m
F. 2023-2024 Instructional Minutes	Discuss	Sheri Johnson	1 m
G. SELPA Local Plan Certification	Discuss	Ian Pumpian	1 m
H. Consent Agenda Vote Consent Agenda Vote on Items A-G	Vote	Frederick Johnson	5 m
IV. Closing Items			8:33 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 May 17, 2023

APPROVED



Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

Date and Time

Wednesday May 17, 2023 at 8:00 AM

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

Directors Present

D. White, F. Johnson, F. McFarlane, J. Kramer (remote), S. Evans

Directors Absent

D. Gross, M. Hayden-Cook

Ex Officio Members Present

I. Pumpian (remote), S. Johnson

Non Voting Members Present

I. Pumpian (remote), S. Johnson

Guests Present

Kim Elliot

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

F. Johnson called a meeting of the board of directors of Health Sciences High and Middle College to order on Wednesday May 17, 2023 at 8:00 AM.

C. Approve Minutes

J. Kramer made a motion to approve the minutes from HSHMC Board Meeting on 03-03-23.

S. Evans seconded the motion.

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

Roll Call

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

D. Public Comment

No public comment.

II. Information Items

A. School Presentation and School Business

Kim Elliot toured the board and visited one of our morning professional development groups. The board was very appreciative of the experience and look forward to seeing more of the school's activities at future meetings. Scott Evans mentioned that the staff noted their appreciation of all of the professional development opportunities the school affords them.

Ian Pumpian provided the board with the following information:

- The school has now implemented a "loan-forgiveness" plan for employees who receive tuition reimbursement. Once a degree/certificate has been earned, tuition loans will be forgiven after three years of employee service.

- Legislation recently passed that postponed HSHMC's application for charter renewal by one year.
- To comply with new health standards, the school's Covid vaccination policy has been suspended until further direction from authorities.

B. 2023-24 GCCCD and HSHMC Updated Course Offerings List

Sheri Johnson shared the 2023-2024 updated course offerings list from Cuyamaca college. Janie Kramer mentioned her appreciation of all the sciences courses and a general appreciation of the number of course offerings available to our students each year.

C. LCAP - Overview and Public Presentation of LCAP for HSHMC

A presentation for review of the draft 2023- 2024 LCAP was made by Sheri Johnson noting the following:

- HSHMC assembled a lead team who worked with all stakeholders to create an LCAP that represents the mission and vision of our school.
- In addition to a request for public comment, we have been engaged in outreach for, and received, input and comments from staff, students and parent groups. The feedback from all stakeholders has been used without dissent to construct and modify the current plan.
- All information and feedback gathered was shared with a consultant with expertise with the LCAP who has put this together for us in the required format.
- Must be adopted approved by the board by June 30, 2023.

III. Action Items - Consent Agenda

A. HSHMC Tobacco-Free Policy

Sheri Johnson asked the board to approve the Tobacco-Free Policy, noting that the school has applied for grant funds that support a tobacco-free school.

B. CAHELP SELPA Funding Allocations

Ian Pumpian requested that the board approve the current funding pass-through model used by our SELPA. This is a collaborative model to better serve the special education and related needs of schools within the SELPA.

C. Consent Agenda Vote

J. Kramer made a motion to approve the consent agenda.

S. Evans seconded the motion.

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

Roll Call

M. Hayden-Cook	Absent
F. McFarlane	Aye
F. Johnson	Aye
D. Gross	Absent
J. Kramer	Aye
S. Evans	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 9:00 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- HSHMC CCAP 23-24.pdf
- 23-24 LCAP Working Draft.pdf
- Tobacco-Free Policy 5-17-2023 copy.docx
- ERMHS Board Summary.docx

Coversheet

Dashboard Local Indicator Reports

Section: II. Information Items
Item: B. Dashboard Local Indicator Reports
Purpose: FYI
Submitted by:
Related Material: 2023 - DRAFT HSHMC Local Indicators.docx

LEA: Health Science High and Middle College

Local Indicators Self Reflection Tools

The Charter uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

LCFF Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

0

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

0

LCFF Priority 2 - Implementation of State Academic Standards)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

The district will complete the Reflection Tool (Option 2) with additional narrative

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

- Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5

Academic Standards	1	2	3	4	5
World Language					5

Support for Teachers and Administrators

- Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

- Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Teachers are provided time on the first Friday of every month to participate in Professional Development with a focus for the 2022-2023 school year on Teacher Clarity a research-based process that identifies the most critical parts of instruction: learning intentions, success criteria, and learning progressions. In addition, staff members meet every morning in content PLCs and grade level PLCs to work on improving teaching and learning. All teachers hold appropriate teaching credentials and implement state board adopted standards for all students, including English learners, as measured by credential reviews and classroom observations of instruction..

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas

identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

To ensure stakeholder presence in decision making and to build relationships between school staff and families, outreach for membership in the Principal's Parent Advisory Group is conducted using a variety of social media forms such as phone calls, emails, texts, and mailings. All communications are offered to parents in a format and language they are able to understand. The Parent Advisory Group meets at least quarterly each school calendar year to review the school’s budget and progress towards LCAP goals, objectives, activities and expenditures. Parents are encouraged and invited to attend quarterly School Board meetings to offer feedback and provide input. Resources, trainings, and materials are offered to families related to academic standards, state and local academic assessments, monitoring student progress and communicating with teachers to improve achievement and attendance, college and career readiness, and other parent training

opportunities. In addition, HSHMC is committed to effectively communicating with families in a multitude of ways, such as a weekly voice bulletin sent out to families in multiple languages with the same information about what is happening at school each week posted on our website. To further maximize parental involvement and participation, school meetings are arranged at a variety of times, or home visits are conducted, to accommodate working parents or other limitations that may prevent families from involvement. Staff reaches out, communicates, and works with parents as equal partners to build ties between parents and the school, and encourages involvement in parent programs and activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

HSHMC has a strong focus on community engagement. Both in-person and virtual strategies are used to provide programs and activities to families that offer resources, trainings, and materials related to academic standards, state and local academic assessments, monitoring student progress and communicating with teachers to improve achievement and attendance, college and career readiness, and other parent training opportunities to support student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

With more than 70% of HSHMC students coming from families who speak another language other than English, HSHMC is focused on improving communication to families by using translation services, and investing in software programs that enable communication via email, text, or voice in the student's primary home language. To further maximize relationships between school staff and families, school meetings are arranged at a variety of times, or home visits are conducted, to accommodate working parents or other limitations that may prevent families from involvement. Staff reaches out, communicates, and works with parents as equal partners to build ties between parents and the school, and encourages involvement in parent programs and activities.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using

the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

To ensure stakeholder presence in decision making, outreach for membership in the Principal's Parent Advisory Group is conducted using a variety of social media forms such as phone calls, emails, texts, and mailings. All communications are offered to parents in a format and language they are able to understand. The Parent Advisory Group meets at least quarterly each school calendar year to review the school’s budget and progress towards LCAP goals, objectives,

activities and expenditures. Parents are encouraged and invited to attend quarterly School Board meetings to offer feedback and provide input. Resources, trainings, and materials are offered to families related to academic standards, state and local academic assessments, monitoring student progress and communicating with teachers to improve achievement and attendance, college and career readiness, and other parent training opportunities. In addition, HSHMC is committed to effectively communicating with families in a multitude of ways, such as a weekly voice bulletin sent out to families in multiple languages with the same information about what is happening at school each week posted on our website and on our Parent Portal through PowerSchool. To further maximize parental involvement and participation, school meetings are arranged at a variety of times, or home visits are conducted, to accommodate working parents or other limitations that may prevent families from involvement. Staff reaches out, communicates, and works with parents as equal partners to build ties between parents and the school, and encourages involvement in parent programs and activities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

HSHMC has a strong focus on community engagement. Both in-person and virtual strategies are used to provide programs and activities to families that offer resources, trainings, and materials related to academic standards, state and local academic assessments, monitoring student progress and communicating with teachers to improve achievement and attendance, college and career readiness, and other parent training opportunities to support student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

With more than 70% of HSHMC students coming from families who speak another language other than English, HSHMC is focused on improving communication to families by using translation services, and investing in software programs that enable communication via email, text, or voice in the student's primary home language.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. 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.	4
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

HSHMC measures parent participation and input in school decision making with the LCAP family survey. The survey indicated that parents are included in school decision making through the Principal's Parent Advisory Group and two parent trustee positions on the HSHMC governing board. In addition, parents are invited and encouraged to attend quarterly School Board meetings to offer feedback and provide input. The parent leadership team meets formally, no less than quarterly, to increase parent voice and participation. Activities include

providing input and review school calendar; reviewing and expanding parent engagement strategies and opportunities; reviewing and providing input on LCAP goals, objectives, activities and expenditures. HSHMC has established and met goals in our LCAP that includes increased parent participation and capacity by continued development, planning, and advertising a year-long, school-wide calendar of events and activities that includes parent academies, volunteer opportunities, special events, and board meetings.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

To ensure stakeholder presence in decision making, outreach for increased membership in the Principal's Parent Advisory Group will be conducted using a variety of social media forms such as phone calls, emails, texts, and mailings. All communications will be offered to parents in a format and language they are able to understand. Parents are encouraged and invited to attend quarterly School Board meetings to offer feedback and provide input. The ongoing need to effectively communicate with families in a multitude of ways, is necessary to maximize parental involvement and participation

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

With more than 70% of HSHMC students coming from families who speak another language other than English, HSHMC is focused on improving communication to families by using translation services, and investing in software programs that enable communication via email, text, or voice in the student's primary home language.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

HSHMC maintains a welcoming, inclusive climate and culture that honors student voice and family perspectives. Through our continued work in Restorative Practices, efforts to create conditions that support students' aspirations, building student-teacher relationships, honoring student voice both inside and outside the classroom environment, and increasing attendance of parent involvement in leadership and school-wide activities, students will feel welcomed and valued.

HSHMC measures school climate through the use of the MyVoice Survey (Quaglia Institute for School Voice and Aspirations – QISVA) Disaggregated survey data is shared schoolwide and key learnings are used to drive and inform practices and procedures to enhance teaching and learning.

Survey data revealed HSHMC's strength in maintaining a welcoming, inclusive climate and culture that honors student voice and family engagement. Increased support for the use of Restorative Practices and Social-Emotional Learning school-wide to maintain a welcoming school climate and culture is an identified area for growth. In order to meet this need, we have targeted professional development to support teacher implementation of restorative practices. Teachers receive feedback from administration and coaches. In addition, we have implemented a formal restorative practices team, led by our Dean of Students. These members attend to the needs of our staff and students. They check-in with teachers and students daily to help foster a safe learning

environment. They do this by having impromptu conversations and formal restorative conversations. The RP Team logs these interactions to create a more accurate form of data collection for student behaviors that drive conversations with parents and disciplinary outcomes. The RP Team meets at least quarterly to discuss best practices for supporting our school-wide restorative efforts.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

HSHMC measures the percentage of students who complete high school with A-G requirements of study, the percentage of students who graduate with a minimum of 2 semesters of successfully completed college coursework, and the percentage of students who solely meet the CCI indicator by completing a minimum of 300 hours within their identified Career Pathway (including capstone activity). We analyze the outcome data based on unduplicated student groups, including students with disabilities. This includes access to arts classes and other electives.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All HSHMC students have access to, and are enrolled in, a broad course of study, and participation in expanded academic and non-academic opportunities that include college and career development experiences, internships, and college classes. HSHMC provides a school academic counselor and support staff for individualized academic counseling to all students that focuses on completion of coursework to completing the specific A-G requirements. In addition, they review options for student enrollment in simultaneous college courses through Cuyamaca Community College at HSHMC. The college courses include general education courses and other health related courses. All courses are led by a credentialed staff who teach a lab (to support students) for each identified course. In addition to college classes, students participate in a number of internship opportunities. HSHMC has a Fire Technology, Patient Care and a newly developed Business pathways. Career Development staff members and CTE credentialed teachers support the students at the various internship locations. EL students receive supplemental instruction through a 5th period ELD course taught by a designated group of staff members whose professional development focus is on providing effective instruction to English Learners. For

students who are at risk of meeting the A-G graduation requirements, HSHMC implements ongoing support provided through an Academic Recovery system that includes extended day options and in-class supports.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are a number of barriers that we must overcome to ensure that all students access a rigorous and broad course of study, including funds to attend college classes and transportation to internship sites. We provide all college textbooks to address this barrier as well as transportation to internship sites. In addition, attendance is a barrier for some students and we have re-focused our efforts in ensuring all students attend every day. In the summer, we offer an extensive number of courses, including credit recovery and elective classes, that allow students to continue to progress

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

HSHMC has purchased software and hardware to differentiate learning and support learning and student achievement in all core courses. HSHMC provides annual graduation coaching for each student that includes a review of student progress toward A-G completion and advice for students at risk of not completing the program of study. Supplemental instruction and intervention for English learners is provided in all subject areas along with the development of general academic and discipline-specific vocabulary, language and content knowledge. Targeted support and intervention for students who are credit deficient is provided through ISP and summer course offerings. HSHMC purchased community college and attached lab courses (as applicable) for post-secondary aspirations and provides instructional support for college courses. Transportation to, and supervision at, internship sites is provided by HSHMC. Certification level courses that meet Career Pathway Capstone requirements were developed and CTE instructors were hired to teach pathway coursework. HSHMC also provides technology support to track and schedule student pathway coursework, along with curriculum, uniforms, and materials for all CTE related courses and internships. Travel and registration costs are provided for students' opportunities to travel and engage in different off-site experiences.

Coversheet

2023-2024 Preliminary Budget

Section: III. Action Items - Consent Agenda
Item: A. 2023-2024 Preliminary Budget
Purpose: Discuss
Submitted by:
Related Material: 2023-24 Budget - Health Sciences.pdf
Health Sciences High and Middle College - 23-24 Prelim Budget.xlsx

Health Sciences High

NAME		2023-24 Budget		
REVENUE	TOTAL ENROLLMENT		525	
	AVERAGE DAILY ATTENDANCE		496	
	State LCFF Revenue		\$ 7,191,074	
	Federal Revenue		\$ 663,350	
	Other State Revenue		\$ 2,169,969	
	Local Revenue		\$ 353,000	
	TOTAL REVENUE		\$ 10,377,393	
	EXPENSES	Certificated Salaries		\$ 3,161,625
		Classified Salaries		\$ 1,463,090
		Benefits		\$ 1,544,941
<i>TOTAL PERSONNEL EXPENSES</i>			<i>\$ 6,169,656</i>	
Books and Supplies			\$ 691,561	
Services and Other Operating Expenses			\$ 3,290,785	
Capital Outlay			\$ 130,000	
Other Outgoing			\$ -	
<i>TOTAL OTHER EXPENSES</i>		<i>\$ -</i>	<i>\$ 4,112,346</i>	
TOTAL EXPENSES		\$ -	\$ 10,282,002	
FUND BALAI	SURPLUS\(DEFICIT)		\$ 95,391	
	<i>% of LCFF Revenue</i>		<i>1.3%</i>	
	BEGINNING FUND BALANCE	\$ 5,408,446	\$ 5,408,446	
	ENDING BALANCE	\$ 5,408,446	\$ 5,503,837	
	<i>% of Expenses</i>		<i>0.0%</i>	

Notice

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

Health Sciences High and Middle College - 23-24 Prelim Budget.xlsx

Coversheet

2023-2024 LCAP and Budget Overview for Parents

Section: III. Action Items - Consent Agenda
Item: B. 2023-2024 LCAP and Budget Overview for Parents
Purpose: Discuss
Submitted by:
Related Material: Health Sciences Budget Overview for Parents 23-24 LCAP.pdf
HSHMC Final 2023-24 LCAP.pdf

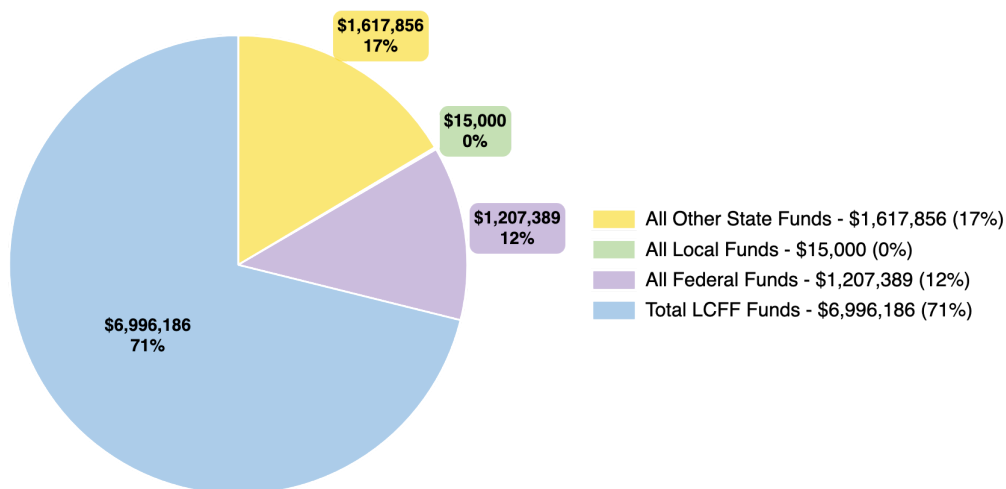
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Health Sciences High
 CDS Code: 37683380114462
 School Year: 2023-24
 LEA Contact Information: Javier Vaca | jvaca@hshmc.org | 619-528-9070

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

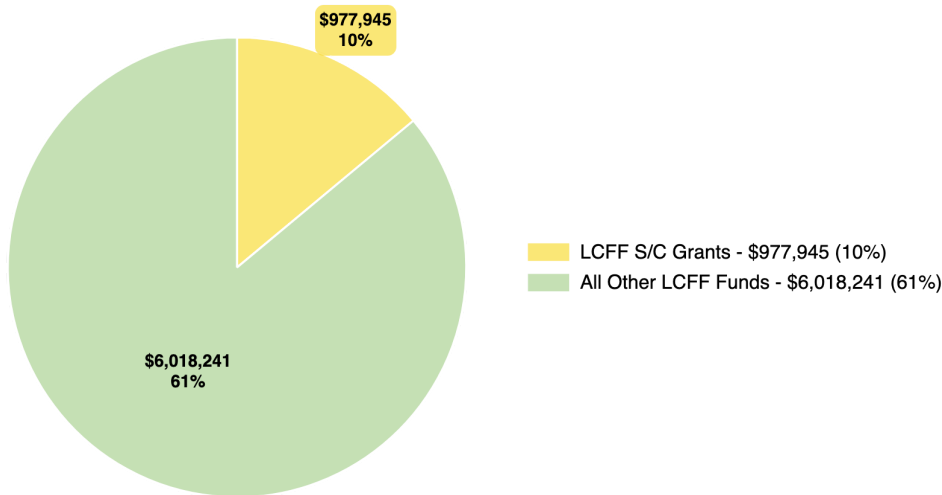
Budget Overview for the 2023-24 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$1,617,856	17%
All Local Funds	\$15,000	0%
All Federal Funds	\$1,207,389	12%
Total LCFF Funds	\$6,996,186	71%

Breakdown of Total LCFF Funds



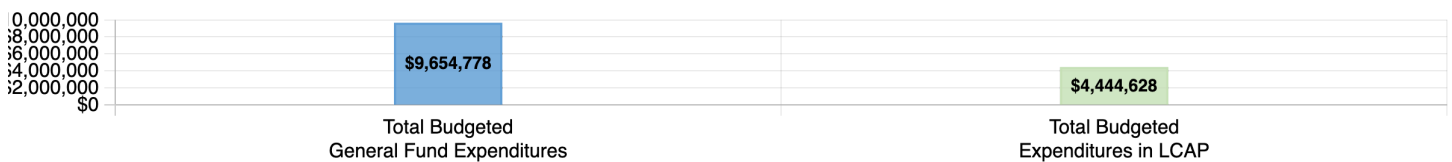
Source	Funds	Percentage
LCFF S/C Grants	\$977,945	10%
All Other LCFF Funds	\$6,018,241	61%

These charts show the total general purpose revenue Health Sciences High expects to receive in the coming year from all sources.

The total revenue projected for Health Sciences High is \$9,836,431, of which \$6,996,186 is Local Control Funding Formula (LCFF), \$1,617,856 is other state funds, \$15,000 is local funds, and \$1,207,389 is federal funds. Of the \$6,996,186 in LCFF Funds, \$977,945 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Health Sciences High plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

Health Sciences High plans to spend \$9,654,778 for the 2023-24 school year. Of that amount, \$4,444,628 is tied to actions/services in the LCAP and \$5,210,150 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

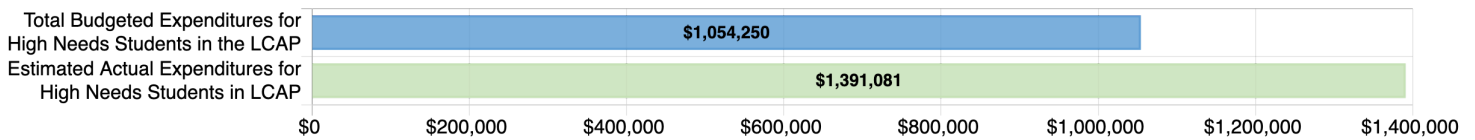
General Fund Budget Expenditure for the school year not included in the Local Control and Accountability Plan (LCAP) include basic operational, fiscal and administrative costs which all contribute to the school's overall function, special education services, or services funded by grants or partnerships.

Increase or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Health Sciences High is projecting it will receive \$977,945 based on the enrollment of foster youth, English learner, and low-income students. Health Sciences High must describe how it intends to increase or improve services for high needs students in the LCAP. Health Sciences High plans to spend \$1,017,250 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Health Sciences High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Health Sciences High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2022-23, Health Sciences High's LCAP budgeted \$1,054,250 for planned actions to increase or improve services for high needs students. Health Sciences High actually spent \$1,391,081 for actions to increase or improve services for high needs students in 2022-23.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" for the 2021–22 school year is greater than the amount in "Actual Expenditures for High Needs Students in LCAP", a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.

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	Javier Vaca Director	jvaca@hshmc.org 619-528-9070

Plan Summary 2023-24

General Information

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

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

We 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 Community Schools Partnership Grant as a guide, the school 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

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

HSHMC has maintained a high graduation rate, including during the pandemic. For 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 here. While there is not a College and Career Readiness Indicator on the Dashboard this year, the percent of students completing CTE Pathways was 21.7%, showing only a small decline from the pre-pandemic numbers. In addition 90.3% of students completed at least one college level course, and 12% earned their Seal of Biliteracy. This is a reflection of the ability of HSHMC to maintain rigorous high-quality instruction for students in any environment.

Reflections: Identified Need

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

Math continues to be an area of concern, with scores dropping (and significantly lagging behind the ELA scores), overall and for significant subgroups. Scores were significantly higher in 2019 before schools closed due to the pandemic. The school will 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 on the 2022 SBAC – 7.53%, as compared to Math for 2021 SBAC – 20.20%

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

ELA – all students – 43.67% met/exceeded

And, like many other schools/districts/charters, attendance here is down (from 97% to 90%), and chronic absenteeism is up to 37.4%. We have 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.

HSHMC looks forward to collaborating with a diverse group of community schools partners to gather different perspectives and original ideas to successfully address the needs listed here.

LCAP Highlights

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

The 2021-24 LCAP embodies the philosophy of looking forward to a new future with additional educational options and ways of working with students, staff and the community. The actions and services in Goal 2 especially reflect an on-going focus on career pathways, and a renewed focus on meeting the needs of English Learners. Student needs will be met through both refocused intervention strategies and the addition of new technology that will allow staff to better differentiate instruction to meet student needs. Social-emotional supports will also be enhanced to create a 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. The Community Schools program will provide the method for working with all members of the educational community to design and implement systems that will support all students in reaching their maximum potential.

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

Comprehensive Support and Improvement

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

Schools Identified

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

None identified

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

HSHMC has built a collaborative and open communication system among all educational partners. 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 our school 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 - 4/7/23 (in English and Spanish)
- Principal Office Hours - via Zoom, twice each week
- Parent Advisory Committee meeting - 4/4/23
- 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 in May 2023. 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

Every time the school reached out to families, the made special efforts to engage families of unduplicated students and of students with disabilities.

A summary of the feedback provided by specific educational partners.

Parent/Community:

- Parents agreed with staff that parent engagement with the school is important and needs to increase
- There was strong agreement about wanting to support teachers with additional professional development to support the success of all students.
- A strong focus, continuing from last year, is the need for more College and Career planning, starting in the 9th grade and including topics such as financial planning for college.

Students:

- Feel respected by teachers and feel that their teachers want the students to be successful
- Would like to receive more positive recognition at school, and communicated with parents.
- Only 25% see them selves as leaders

Staff: Continues to be interested in finding information about how students do after they graduate and continue to value collaboration among staff to share best practices.

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

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

Goal 2, Action 2 includes professional development and the school will look at what additional topics might be needed.

Goal 3 focuses on increasing and improving outreach to families and the community. This will be a focus of not only the LCAP but also of the California Community Schools Partnership Grant. The Community School program will also be working to build leadership groups where families and students are empowered to give input into school decisions.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Local Indicator 1 tools.	100% of teachers are appropriately assigned and fully credentialed	100%	100%	[Intentionally Blank]	100%
Access to Standards aligned instructional materials, as measured by tools in Local Indicator 1.	100% of students have sufficient access to California Standards aligned instructional materials	100%	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) ELD - 5 Math - 5 Science - 5 HIStory- Social Science - 5 CTE - 5 (Full implementation and Sustainability) Health - 5 (Initial Implementation) Physical Education - 5 VAPA - 5 World Languages - 5	[Intentionally Blank]	ELA - 5 ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 4 Physical Education - 4 VAPA - 4 World Languages - 4
Percent of students who have access to a Broad Course of Study, including programs and services provided for unduplicated pupils and individuals with exceptional needs, as measured by the adopted course of study and the narrative in the Local Indicator for Priority 7.	100% of all students, including unduplicated pupils and individuals with exceptional needs	100%	100%	[Intentionally Blank]	100%

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 2022-23

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

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

All actions were implemented as planned, and in Actions 3 and 4 the scope of the planned services was increased and improved with the use of ESSER funds.

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

Actions 3 and 4 had substantive differences between the planned expenditures and the estimated actuals. In both cases that occurred because ESSER funds were used to augment the LCFF funds to complete even more upgrades and maintenance to ensure a safe and healthy environment for current students and staff, and to be well prepared for the future.

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

The actions were effective in maintaining a strong base program as indicated by the maintenance of metrics for teacher credentialing (100%), access to materials (100%), and well maintained, safe and healthy facilities (100%)/

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

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.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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<p>Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results are available again.</p>	<p>English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points below standard Students with Disabilities - 67.9 points below standard Math - (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below standard Socioeconomically Disadvantaged - 128.3 points below standard Students with Disabilities - 148.4 points below standard Data also demonstrates EL access to CCSS and academic content knowledge.</p>	<p>2020-21 (scores not comparable due impact of COVID) ELA - 49.6% met or exceeded standard: EL - 15.8; SWD - 6.6; SED - 47.84 Math - 20.2% met of exceeded standards; EL - 0%; SWD - 0%; SED - 12%</p>	<p>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</p>	<p>[Intentionally Blank]</p>	<p>English Language Arts (SBAC) All students - 15 points above standard EL - at or above standard Socioeconomically Disadvantaged - 10 points above standard Students with Disabilities - at or above standard Math - (SBAC) All students - at standard EL - at or near standard Socioeconomically Disadvantaged - at or near standard Students with Disabilities - at or near standard</p>
<p>Other Pupil Outcomes</p>	<p>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</p>	<p>CST - 27.7% met or exceeded standards Fitness Test results not available at this time</p>	<p>CAST - all students 13.9% met or exceeded standards PFT - not available</p>	<p>[Intentionally Blank]</p>	<p>California Science Test - 25% met or exceeded standards Physical Fitness test - exceed baseline once established</p>
<p>English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.</p>	<p>2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.</p>	<p>EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%</p>	<p>EL Progress - 44.2% making progress toward English Proficiency Reclassification - 14 students (approx. 14%)</p>	<p>[Intentionally Blank]</p>	<p>55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate</p>

<p>Improvement in College and Career Indicators from California Schools Dashboard</p>	<p>A-G completion rate - 98.4% from CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups</p>	<p>A-G completion - 92.2% Percent Prepared - data not available CTE Pathway Completion - 23.4% (2021)</p>	<p>A-G Completion rate: 95.9% Pathway Completion rate: 21.7% completed at least one CTE Pathway</p>	<p>[Intentionally Blank]</p>	<p>A-G completion rate - 98% or above in CCI report Percent Prepared on College and Career Indicator on the California Dashboard - 85% or above CTE Pathway Completion in CCI report - 25% or above *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups</p>
<p>DUPLICATE - See #3 English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.</p>	<p>2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.</p>	<p>EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%</p>		<p>[Intentionally Blank]</p>	<p>55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate</p>
<p>Graduation Rate, disaggregated</p>	<p>2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%</p>	<p>20-21 Graduation Rate - 98.1% EL - 96.8% SED - 97.7% SWD - 94.4%</p>	<p>21-22 Graduation Rate - 99.4% - EL - 100% - SED - 99.4% - SWD - 96.7%</p>	<p>[Intentionally Blank]</p>	<p>Graduation Rate - 98% all students EL - 97% Socioeconomically Disadvantaged - 98% Students with Disabilities - 95%</p>
<p>High School Dropout Rate will decrease, or remain below 1%</p>	<p>High School, All students - 1.3% Dropout rate HSHMC does not have middle school students</p>	<p>2021 = 0.6%</p>	<p>2022 - 0</p>	<p>[Intentionally Blank]</p>	<p>High School - below 1%</p>
<p>Suspensions and Expulsions</p>	<p>2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0</p>	<p>2021 - 0% Suspensions 2021 - 0 Expulsions</p>	<p>Suspensions: 0.2% Expulsions: 0</p>	<p>[Intentionally Blank]</p>	<p>Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0</p>

Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to in-person learning makes this data point hard to compare with other years.	Attendance rate 2021- 22: 90.21% Chronic Absenteeism 2021 = 12.4%	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 - 78.1% of students feel that school is a welcoming and friendly place Safety- 74.8% of students feel respected by teachers at the school and 66.9% feel they have a teacher that they can talk to if they have a problem.	[Intentionally Blank]	Connectedness - 90% Safety - 85%

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, and students with disabilities using the MTSS model. This also includes the Academic Recovery Program and SWAG Lab. c. Supplemental materials, software and personnel (including Instructional/College Coaches and Resource Teachers) will be provided to meet the unique needs identified students such as low-income and homeless students. This may include virtual instruction supports, supplies and materials. (Title 1)	\$429,000.00	Yes
Action #2	Professional Development	Ongoing professional development and Academic Coaching to support instruction for students who are struggling to meet academic benchmarks, including additional strategies for EL students and resources for providing high quality Designated and Integrated ELD across the curriculum. Professional Development and academic coaching focused on supporting research-based instruction to improve the outcomes of all at risk students and especially on meeting the needs of English Learners, students with disabilities and Foster/Homeless students. (Title III, Title II, Title 1)	\$122,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, along with EL and students with disabilities. (Title I)	\$3,700.00	No

Goal Analysis 2022-23

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

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

The planned actions were implemented with fidelity over the last year. Minor changes in methods and amounts of services were integrated into the program as needs became clearer.

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

Where material differences were found, HSHMC expended additional funds in support of implementing actions at their highest and most effective level. Throughout the year the academic and SEL needs of students became clearer, and the school responded by increasing efforts to ensure all students could be successful.

Action 2 - Additional personnel were added to support this action

Action 3 - Additional hours for staff to support student attendance were added

Action 5 - Increased in response to student input

Action 6 - Increased due to additional needs of EL students

Action 7 - /additional personnel costs for SEL and after-school activities were added

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

While data from the last two years is difficult to compare to pre-pandemic data, the educational partners at HSHMC are appreciative with the work the charter has done to keep students engaged in their education, while supporting families during the difficult times resulting from COVID.

Some data to indicate effectiveness of actions is that the a-g completion rate, and pathway completion has stayed close to pre-pandemic data, with only a minor drop. At the same time scores on the California Science Test improved from 27% met or exceeded standards to 27%.

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

The changes will be to continue funding the additional personnel and costs that developed this year in order to implement the actions at the highest level.

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

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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	#11 - Full implementation and Sustainability	[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, Survey (4 strategies) Events held - Principal office hours - weekly survey - annually advisory meetings - 2 Community Partnership planning	[Intentionally Blank]	Outreach strategies - # increases Events held - # increases
DUPLICATE 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				[Intentionally Blank]	

Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish base-line 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 2021: 83% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers. Student Survey - 78.1% feel the school is welcoming and friendly to students	[Intentionally Blank]	Parent/Family Climate Survey - ? MyVoice Student Survey - 2019-20 students feeling welcomed - 90% students feeling valued - 75%
DUPLICATE Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey				[Intentionally Blank]	

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 2022-23

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

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

HSHMC continues to value the engagement of their educational partners. While the pandemic may have changed some of the details about how the engagement was done, two way communication with educational partners has continued as planned over the last two years. Recently the California Community Schools grant work has added breadth and focus to our work.

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

For Goal 3, Action 2 additional funds were spent to meet the increased needs of building community after the pandemic. Working with the Community Partnership Grant the school realized that there were additional barriers to participation that need to be addressed in order to build authentic channels of two-way communication with all members of the education community.

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

HSHMC has continued to maintain parent participation at full implementation, as shown on the Local Indicator. In addition the parent surveys demonstrated a strong positive response from parents regarding the work the school is doing, although all groups would still like to see an increase in parent involvement.

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

The actions will continue to be implemented in the coming year, while continuing to look for additional ways to engage educational partners at high levels. Regarding Action 3, there will be an increased focus on the area of college preparation, per survey results.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$6,018,241.00	\$958,746.00	\$19,199.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.2%	0%	\$0.00	16.2%

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

Required Descriptions

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

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

The following actions/services are provided to the entire school, but will provide support designed specifically for unduplicated students:

Goal 1, Action 2: Beyond Credentialing - Students who are achieving below grade level (typically EL, LI, FY) benefit from the additional training in instructional strategies that will help teachers find ways to reach all students.

Goal 2, Action 1: Supplemental Services for students - these services/materials/personnel support the differentiation of instruction to meet the needs of students at-risk of not meeting academic benchmarks.

Goal 2, Action 2: Professional Development - the focus of the PD is on ways to meet the needs of diverse and struggling learners, with a focus on students who are English Learners, Foster Youth and Homeless students

Goal 2, Action 3: Attendance Support - Chronic absenteeism and attendance are challenges for all students but data shows a larger percent of those not attending are unduplicated students

Goal 2, Action 4: Educational Options - These options are especially helpful for students who may need more time or additional instruction to master required concepts.

Goal 2, Action 5: College and Career - Strategies and support to allow all students to graduate ready to be successful in college or a career. Data shows that EL/LI/FY tend to be less successful in these areas, so the extra support is very important.

Goal 2, Action 7: Positive School Environment - focuses on providing a safe, positive learning environment where all students feel welcome and get the support they need to be successful.

Again, this is usually more of a challenge for unduplicated students who may feel marginalized or less connected to school.

Goal 3, Action 1, 2, 3: Working to include all families and community partners in the school, through a variety of methods of two-way communication, meetings, events and workshops for both staff and parents, with a focus on removing barriers to attendance and making all parents feel welcome. This is especially important for parents of unduplicated students.

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

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

In addition to the services listed above HSHMC has one action that is directed toward on specific student group. That is Goal 2, Action 6 which is focused on English Learner students and providing them with the specialized instruction and intervention that will improve their proficiency in English and support them to access California State Content standards in all areas. All the Increased and Improved Services offered at HSHMC serve to increase the amount of time students have to interact with caring adults who engage the students in learning, or they provide additional and improved supplemental resources specifically designed to meet the differing educational and social/emotional needs of the unduplicated group of students.

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

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		

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	\$6,018,241.00	\$958,746.00	15.93%	0.00%	15.93%

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
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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
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
4	1			No				
5	1			No				
6	1			No	LEA-wide			

2023-24 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	\$0.00	\$0.00	\$0.00	\$3,128,043.00	0%
1	2	\$0.00	\$97,250.00	\$97,250.00	\$0.00	\$0.00	\$0.00	\$97,250.00	0%
1	3	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	0%
1	4	\$0.00	\$4,835.00	\$4,835.00	\$0.00	\$0.00	\$0.00	\$4,835.00	0%
2	1	\$429,000.00	\$0.00	\$282,000.00	\$0.00	\$0.00	\$147,000.00	\$429,000.00	0%
2	2	\$122,500.00	\$0.00	\$93,000.00	\$0.00	\$0.00	\$29,500.00	\$122,500.00	0%
2	3	\$60,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$10,000.00	\$60,000.00	0%
2	4	\$186,000.00	\$0.00	\$160,000.00	\$0.00	\$0.00	\$26,000.00	\$186,000.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
2	5	\$95,000.00	\$0.00	\$95,000.00	\$0.00	\$0.00	\$0.00	\$95,000.00	0%
2	6	\$110,000.00	\$0.00	\$95,000.00	\$0.00	\$0.00	\$15,000.00	\$110,000.00	0%
2	7	\$110,000.00	\$0.00	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00	0%
2	8	\$3,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,700.00	\$3,700.00	0%
3	1	\$30,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$30,000.00	0%
3	2	\$10,527.00	\$4,473.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	0%
3	3	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0%
4	1	\$0.00	\$0.00					\$0.00	0%
5	1	\$0.00	\$0.00					\$0.00	0%
6	1	\$0.00	\$0.00					\$0.00	0%

2023-24 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	\$246,200.00	\$4,411,328.00	\$4,289,770.00	\$121,558.00

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	Low Income, English Learner and Foster Youth	\$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
1	4	Health and Safety	all	\$4,835.00	\$0.00	\$0.00	\$0.00	\$4,835.00
2	1	Supplemental Supports for SEL	All	\$0.00	\$0.00	\$0.00	\$3,700.00	\$3,700.00
2	2	Positive School Environment	English Learner, Low Income and Foster Youth	\$110,000.00	\$0.00	\$0.00	\$0.00	\$110,000.00
2	3	English Learner support	EL	\$95,000.00	\$0.00	\$0.00	\$15,000.00	\$110,000.00
2	4	College and Career	English Learner, Low Income and Foster Youth	\$95,000.00	\$0.00	\$0.00	\$0.00	\$95,000.00
2	5	Educational Options	English Learners, Low Income and Foster Youth	\$160,000.00	\$0.00	\$0.00	\$26,000.00	\$186,000.00
2	6	Attendance support	English Learner, Low Income and Foster Youth	\$50,000.00	\$0.00	\$0.00	\$10,000.00	\$60,000.00
2	7	Professional Development	Low Income, English Learner and Foster Youth	\$93,000.00	\$0.00	\$0.00	\$29,500.00	\$122,500.00
2	8	Supplemental Services for students	English Learners, Low Income and Foster Youth	\$282,000.00	\$0.00	\$0.00	\$147,000.00	\$429,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	Workshops and Trainings	English Learner, Low Income and Foster Youth	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	2	Communication	Low Income, English Learner and Foster Youth	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
3	3	Parent Leadership and Advisory Groups	English Learners, Low Income and Foster Youth	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$30,000.00
4	1			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6	1			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$6,018,241.00	\$958,746.00	15.93%	0.00%	15.93%	\$1,017,250.00	0.00%	16.90%

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%
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%

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	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%
3	3	Workshops and Trainings	Yes	LEA-wide	English Learner, Low Income and Foster Youth	HSHMC	\$5,000.00	0%

2022-23 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals		\$4,444,628.00	\$4,678,485.17

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Basic Services	No	\$3,128,043.00	\$3,169,840.00
1	2	Beyond Credentialing	Yes	\$97,250.00	\$106,773.00
1	3	Facilities	No	\$15,000.00	\$25,706.00
1	4	Health and Safety	No	\$4,835.00	\$9,958.63
2	1	Supplemental Services for students	Yes	\$429,000.00	\$431,575.00
2	2	Professional Development	Yes	\$122,500.00	\$144,279.50
2	3	Attendance support	Yes	\$60,000.00	\$73,246.66
2	4	Educational Options	Yes	\$186,000.00	\$198,177.50
2	5	College and Career	Yes	\$95,000.00	\$130,198.00
2	6	English Learner Support	Yes	\$110,000.00	\$144,540.70
2	7	Positive School Environment	Yes	\$110,000.00	\$140,148.90
2	8	Supplemental Supports for SEL	No	\$37,000.00	\$40,717.87
3	1	Parent Leadership and Advisory Groups	Yes	\$30,000.00	\$43,452.31
3	2	Communication	Yes	\$15,000.00	\$14,484.10
3	3	Workshops and Trainings	Yes	\$5,000.00	\$5,387.00

2022-23 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 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	\$1,259,750.00	\$1,363,809.66	\$-104,059.66	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 for Contributing Actions(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	2	Beyond Credentialing	Yes	\$97,250.00	\$106,773.00	0.00%	0.00%
2	1	Supplemental Services for students	Yes	\$282,000.00	\$431,575.00	0.00%	0.00%
2	2	Professional Development	Yes	\$93,000.00	\$134,279.50	0.00%	0.00%
2	3	Attendance support	Yes	\$50,000.00	\$63,246.66	0.00%	0.00%
2	4	Educational Options	Yes	\$160,000.00	\$188,177.50	0.00%	0.00%
2	5	College and Career	Yes	\$95,000.00	\$130,198.00	0.00%	0.00%
2	6	English Learner Support	Yes	\$95,000.00	\$134,540.00	0.00%	0.00%
2	7	Positive School Environment	Yes	\$110,000.00	\$130,148.90	0.00%	0.00%
3	1	Parent Leadership and Advisory Groups	Yes	\$15,000.00	\$25,000.00	0.00%	0.00%
3	2	Communication	Yes	\$15,000.00	\$14,484.10	0.00%	0.00%
3	3	Workshops and Trainings	Yes	\$5,000.00	\$5,387.00	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior 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%	\$1,363,809.66	0.00%	24.68%	No carryover	No carryover

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved

opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either

quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

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

Measuring and Reporting Results:

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

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

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

rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
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.

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

Principally Directed and Effective:

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

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

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

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

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

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

economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024-25 LCAP, 2024-25 will be the coming LCAP Year and will be the current LCAP Year.

Data Entry Table

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

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

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

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

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

Action Title:

Provide a title of the action.

Student Group(s):

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

Contributing to Increased or Improved Services?:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

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

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

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

LCFF Funds:

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

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

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

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

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

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

Contributing Actions Annual Update Table

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

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

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

7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

5. Total Planned Percentage of Improved Services (%)

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education January 2022

Coversheet

2023-2024 CONAPP

Section: III. Action Items - Consent Agenda
Item: C. 2023-2024 CONAPP
Purpose: Discuss
Submitted by:
Related Material: 2023-24 CONAPP Health Sciences.docx

**HEALTH SCIENCES HIGH AND MIDDLE COLLEGE
BOARD OF DIRECTORS AGENDA ITEM
Action Item**

RECOMMENDATION: Approve application for the 2023-24 Consolidated Application Funds listed below.

BACKGROUND INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Due unknown reasons from the CDE, a 2023-24 Part 1 ConApp is not yet available for completion. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

Part II of the application is submitted in the fall of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

CURRENT INFORMATION:

Title I, Part A Basic Grant- ESSA

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools

Title II, Part A, Teacher Quality

Funds are designated to ensure compliance with professional development activities and to support teachers meeting state and ESSA credentialing requirements.

TITLE III, Language Instruction of English Learners

Funds are to assist EL students to acquire English and meet grade-level achievement and graduation goals.

Title IV. Part A, Student Support

This program provides funding to improve students' academic achievement by increasing school district capacity to:

1. Provide all students with access to a well-rounded education;
2. Improve school conditions for student learning; and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Coversheet

2023-2024 EPA Expenditures

Section: III. Action Items - Consent Agenda
Item: D. 2023-2024 EPA Expenditures
Purpose: Discuss
Submitted by:
Related Material: 2022-23 and 23-24 EPA Resolution Health Sciences.docx

2022-23 and 2023-24 Education Protection Account (EPA)

RESOLUTION OF THE GOVERNING BOARD OF

Health Sciences High and Middle College

BACKGROUND:

The voter's approved Proposition 30, which established the Education Protection Account (EPA). All temporary tax revenues collected from Proposition 30 over the next seven years for income tax and four years for sales tax, will be collected into the Education Protection Account and distributed to K-12 and Higher Education. There are several requirements for spending determination, disclosing and reporting on the use of the EPA funds. The board of directors must determine the use of the EPA funds in an open session of a public meeting through the attached resolution.

The EPA funds must be accounted for separately and not used for administrative costs. Increased cash management planning and analysis should also be emphasized with the establishment of the EPA due to the timing of revenues received. Additionally, the charter is required to annually report on their website an accounting of the EPA funds received and how those funds were spent. The budget implication is additional revenue that cannot be spent on administrative expense.

ACTION:

BE IT RESOLVED that the Education Protection Account funds to be received by Health Sciences High and Middle College

FY 2023-24 in the amount of approximately \$615,578 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

PASSED AND ADOPTED at a meeting of the Board of Directors of The Health Sciences High and Middle College.

In 2022-23, the school received approximately \$290,540 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

Coversheet

2023-2024 School Calendar

Section: III. Action Items - Consent Agenda
Item: E. 2023-2024 School Calendar
Purpose: Discuss
Submitted by:
Related Material: 20223-20234 HSHMC Family Calendar copy.xls [Compatibility Mode].pdf

HEALTH SCIENCES HIGH & MIDDLE COLLEGE, INC.

2023-2024

Academic Year Calendar

Please be sure to call the school at 619-528-9070 every day your student is absent and unable to attend.

August 23						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	★	22	23	24	25	26
27	28	29	30	31		

September 23						
Su	M	Tu	W	Th	F	Sa
					⊗	2
3	⊗	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	⊗	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	★	28
29	30	31				

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	⊗	4
5	6	7	8	9	⊗	11
12	13	14	15	16	17	18
19	⊗	⊗	⊗	⊗	⊗	25
26	27	28	29	30		

December 23						
Su	M	Tu	W	Th	F	Sa
					⊗	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	⊗	⊗	⊗	⊗	⊗	23
24	⊗	⊗	⊗	⊗	⊗	30
31						

January 24						
Su	M	Tu	W	Th	F	Sa
	⊗	⊗	3	4	⊗	6
7	8	9	10	11	12	13
14	⊗	⊗	⊗	⊗	⊗	20
21	22	23	24	25	★	27
28	29	30	31			

February 24						
Su	M	Tu	W	Th	F	Sa
				1	⊗	3
4	5	6	7	8	9	10
11	12	13	14	15	⊗	17
18	⊗	20	21	22	23	24
25	26	27	28	29		

March 24						
Su	M	Tu	W	Th	F	Sa
					⊗	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	★	23
24	25	26	27	28	29	30
31						

April 24						
Su	M	Tu	W	Th	F	Sa
	⊗	⊗	⊗	⊗	⊗	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 24						
Su	M	Tu	W	Th	F	Sa
			1	2	⊗	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	⊗	28	29	30	31	

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	⊗	⊗	7	8

⊗ Early Release Days
12:35 pm

9/1/23, 11/3/23, 12/1/23, 1/5/24,
1/16/24, 1/17/24, 1/18/24, 1/19/24, 2/2/24,
3/1/24, 5/3/24, 6/5/24, 6/6/24

⊗ School Holidays - (No School)

- September 4 - Labor Day
- October 6 - Teacher Work Day - No Students
- November 10 - Veteran's Day
- November 20-24 - Thanksgiving Vacation
- December 18-January 2 - Winter Vacation
- January 15 - Martin Luther King Observance
- February 16-19 - President's Day Weekend
- April 1-5 - Spring Break
- May 27 - Memorial Day

★ Special Dates

- August 21 - First Day of School
- October 27 - First Quarter Ends
- January 19 - End of Quarter 2/Semester 1
- March 22 - Third Quarter Ends
- June 5 - Finals
- June 6 - Finals
Last Day of School

Health Sciences High & Middle College
3910 University Avenue, Suite 100, San Diego, CA 92105
(Office) 619-528-9070 (Fax) 619-528-9084 (Web) www.hshmc.org

Coversheet

2023-2024 Instructional Minutes

Section: III. Action Items - Consent Agenda
Item: F. 2023-2024 Instructional Minutes
Purpose: Discuss
Submitted by:
Related Material: 2023-2024 Instructional Minutes - Signed.pdf

SAN DIEGO CITY SCHOOLS
Financial Accounting Office
Pupil Accounting
2020-2021 Annual Instructional Minutes Schedule

School Location	Health Sciences 221
Track	Traditional

Minimum Requirements: Grades 9-12 **64,800**

Schedule	Start Time	Ending Time	Total minutes per day	Minus excess passing time	Minus minutes of lunch	Instructional minutes per day	Number of days per year	Instructional minutes per year	Excess or (shortage)
Regular Days	08:30 AM	03:10 PM	400	N/A	25	375	167	62,625	
Minimum Days	08:30 AM	01:30 PM	300	N/A	25	275	13	3,575	1,400
							180	66,200	

Regular Days Schedule		Instructional Time		Num Mins Passing		Inst. Mins per period	
Period	from	to	from	to	Passing	Inst. Mins	per period
1	08:30 AM	09:55 AM	08:30 AM	09:35 AM	85	65	65
2	10:00 AM	11:25 AM	09:40 AM	10:45 AM	85	65	65
Tutorial	11:25 AM	11:50 AM	10:50 AM	11:55 AM	0	25	65
Lunch	11:50 AM	12:15 PM	12:00 PM	01:05 PM	0	25	65
3	12:15 PM	01:40 PM	01:05 PM	01:30 PM	85	25	25
4	01:45 PM	03:10 PM	01:05 PM	01:30 PM	85	25	25
					10	390	300
Minus Excess Passing time:					0	-25	
					10	365	275

Refer to Administrative Circular No. 220

I verify that the above is the correct schedule for the 2023-2024 school year.

Signature (Principal)	Date
	6-6-23

**Please return the schedule to musherenko@sandi.net (Pupil Accounting Office) for corrections.
Any revisions done after final approval will require Pupil Accounting's review.

Minimum Days

9/1/23 Fri	2/2/24 Fri
11/3/23 Fri	3/1/24 Fri
12/1/23 Fri	5/3/24 Fri
1/5/24 Fri	6/5/24 Wed
1/16/24 Tues	6/6/24 Thu
1/17/24 Wed	
1/18/24 Thu	
1/19/24 Fri	

Coversheet

SELPA Local Plan Certification

Section: III. Action Items - Consent Agenda
Item: G. SELPA Local Plan Certification
Purpose: Discuss
Submitted by:
Related Material: Certification 5-SELPA.pdf

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA Fiscal Year **Certification 5: Local Educational Agency**

IMPORTANT: Certification 5 is required when the information being submitted to the California Department of Education (CDE) by each participating agency's superintendent (for a district and county office of education (COE) local educational agency (LEA)), or by each chief administrator (for a charter LEA) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

LEA

Cert 5-1. Special Education Local Plan Area Governance Structure

The LEA certifies the SELPA Local Plan is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA must administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations. The superintendent or chief administrator certifies the LEA is participating in a:

- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) *AND* one or more COEs).

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

Local Plan Submission

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Cert 5-2. Local Educational Agency Local Plan Web Posting

The LEA superintendent (for a district or COE LEA) or chief administrator (for a charter LEA) ensures the current Local Plan, Section B: Governance and Administration, Section D: Annual Budget Plan, and Section E: Annual Service Plan, including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA Local Plan, including all sections, is posted.

Cert 5-3. Submission Certification Requirements for LEAs

Certification 5 must be signed by the LEA superintendent (district LEAs) or chief administrator (charter LEAs).

1. All district and charter LEAs must sign a Certification 5 if the Local Plan submission is for an annual amendment (due June 30) for Sections D: Annual Budget Plan, or Section E: Annual Services Plan.
2. If the submission is an amendment to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan submitted during fiscal year **2022–23**, then only the newly affected LEAs are required to submit Certification 5 with the amendment(s).
3. If the submission is an amendment to Local Plan Section B: Governance and Administration, then all SELPA member LEAs must submit a newly signed Certification 5.

Authorized Signature

LEA Superintendent/Chief Administrator

Date

Local Plan Submission