



Health Sciences High and Middle College

June 12, 2024 Board Meeting

Published on June 6, 2024 at 8:29 AM PDT
Amended on June 10, 2024 at 11:40 AM PDT

Date and Time

Wednesday June 12, 2024 at 3:00 PM PDT

Location

HSHMC
3910 University Avenue
San Diego, CA 92105

Join Zoom Meeting

<https://hshmc.zoom.us/j/3720403229>

Meeting ID: 372 040 3229

Passcode: Board

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
A. Record Attendance			1 m
B. Call the Meeting to Order		Frederick Johnson	1 m
C. Approve Minutes	Approve Minutes	Frederick Johnson	1 m

	Purpose	Presenter	Time
Approve minutes for May 13, 2024 Board Meeting on May 13, 2024			
D.	Public Comment	Frederick Johnson	5 m
II.	Information Items		3:08 PM
A.	HSHMC Highlights - Student Report	FYI	Noor Esmailpour 5 m
B.	SELPA Local Plan Certification	FYI	Ian Pumpian 1 m
III.	Action Items		3:14 PM
A.	2023-2024 LCAP Annual Update	Discuss	Javier Vaca 5 m
B.	2024-2025 Preliminary Budget	Discuss	Douglas Fisher 5 m
C.	2024-2025 LCAP and Budget Overview for Parents	Discuss	Javier Vaca 5 m
Overview and public presentation was made at May 13, 2024 board meeting.			
D.	Dashboard Local Indicator Reports	FYI	Javier Vaca 2 m
These will be uploaded to the 2024 State Dashboard at a later date. Does not require board approval, rather just an informational item.			
E.	Uniform Complaint Policy and Form	Discuss	Javier Vaca 1 m
F.	2024-2025 Instructional Minutes	Discuss	Javier Vaca 1 m
G.	2024-2025 School Calendar	Discuss	Javier Vaca 1 m
H.	2024-25 Consolidated Application Funds	Discuss	Javier Vaca 1 m
I.	2023-24 and 2024-25 Education Protection Account (EPA)	Discuss	Javier Vaca 1 m
J.	Workforce Violence Prevention Plan	Discuss	Javier Vaca 1 m
K.	HSHMC Renewal	FYI	Ian Pumpian 5 m
L.	Consent Agenda Vote	Vote	Frederick Johnson 5 m
Consent Agenda Vote on Items A-J			

	Purpose	Presenter	Time
IV. CLOSED SESSION			
V. OPEN SESSION			
VI. Closing Items			3:47 PM
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 May 13, 2024 Board Meeting on May 13, 2024

APPROVED



Health Sciences High and Middle College

Minutes

May 13, 2024 Board Meeting

Date and Time

Monday May 13, 2024 at 8:00 AM

Location

Sharp Prebys Innovation and Education Center
8695 Spectrum Center Blvd.
ROOM 212
San Diego, CA 92123

Join Zoom Meeting

<https://hshmc.zoom.us/j/3720403229>

Meeting ID: 372 040 3229

Passcode: Board

Directors Present

A. Carpenter, B. Steineckert, D. Gross, D. White, F. Johnson, F. McFarlane (remote), J. Broad (remote), J. Kramer, M. Byrd, S. Evans

Directors Absent

M. Hayden-Cook

Ex Officio Members Present

D. Smith, I. Pumpian, N. Esmailpour, S. Johnson

Non Voting Members Present

D. Smith, I. Pumpian, N. Esmailpour, S. Johnson

Guests Present

J. Vaca

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

F. Johnson called a meeting of the board of directors of Health Sciences High and Middle College to order on Monday May 13, 2024 at 8:00 AM.

Given that there were four new board members present, Fred Johnson asked for all those in attendance to introduce themselves.

C. Approve Minutes

D. White made a motion to approve the minutes from February 27, 2024 Board Meeting on 02-27-24.

D. Gross seconded the motion.

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

Roll Call

M. Hayden-Cook	Absent
D. White	Aye
J. Broad	Aye
B. Steineckert	Aye
F. Johnson	Aye
M. Byrd	Aye
F. McFarlane	Aye
A. Carpenter	Aye
D. Gross	Aye
S. Evans	Aye
J. Kramer	Aye

D. Public Comment

No public comment.

II. Information Items

A. Student Report

Noor Esmailpour shared the following information and highlights with the board:

- Upcoming Family/Night Symposium is on June 15 at HSHMC. All board members are invited to attend.
- HSHMC's HOSA (Health Occupations of American) team competed at the state competition where 8 of her fellow students are advancing to the National Competition in Houston this summer. Noor took 1st place and will also be heading to Houston
- Students are preparing for state testing this week.
- Dominique Smith added to Noor's report stating that Graduation is scheduled on June 6 at 5:00 pm at the Town and Country Convention Center in Hotel Circle. Tickets were made available to any board member wanting to attend.

B. CEO Comments

Ian Pumpian's CEO report included:

- welcoming the four newest board members to their first official meeting.
- a discussion about HSHMC's hospital internship commitments along with patient care highlights, including CNA and EMT student successes.
- college acceptance highlights - noting that 2 students were accepted to SDSU's nursing program, along with many other impressive college acceptances across the senior class.
- the plan to revitalize the Mental Health Pathway coursework and internship opportunities. Janie Kramer indicated interest in supporting these efforts along with Alisha Carpenter.
- Dan Gross suggested that HSHMC look into a respiratory therapy pathway.
- the need to leverage school/community resources as HSHMC is becoming a community school that provides multi-tiered levels of supports to students and their families.
- an update on HSHMC's renewal process noting that the school is in a good position to get a 5-year renewal, noting both the strengths and some of the challenges regarding accountability and performance (i.e. testing, attendance, recruiting). Pumpian commended the school's efforts in re-establishing (post covid) norms to improve outcomes in some of these areas.

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

Presentation and discussion of the 2024-2027 LCAP was lead by Javier Vaca.

III. Action Items - Consent Agenda

A. J-13A Principal Apportionment

Ian Pumpian asked the board to approve the J-13A petition to receive a weather-related emergency attendance waiver for the January 22, 2024 flooding in San Diego.

B. SSCE Grant - Diploma Seal Criteria

Ian Pumpian requested approval of the SSCE graduation seal criteria required to earn the distinction.

C. We Can Work (WCW) Grant

Ian Pumpian requested the approval of the We Can Work (WCW) grant/contract that allows HSHMC to be reimbursed for student wages for those who qualify.

D. Consent Agenda Vote

D. Gross made a motion to approve the consent agenda Items A-C.

J. Kramer seconded the motion.

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

Roll Call

F. McFarlane	Aye
M. Hayden-Cook	Absent
D. Gross	Aye
J. Broad	Aye
B. Steineckert	Aye
S. Evans	Aye
D. White	Aye
J. Kramer	Aye
F. Johnson	Aye
A. Carpenter	Aye
M. Byrd	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 9:07 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- 2024-2027 LCAP.pdf
- j13a.pdf

- SSCE Criteria for HSHMC .pdf
- 24-27 WCW Contract.pdf

Coversheet

SELPA Local Plan Certification

Section: II. Information Items
Item: B. SELPA Local Plan Certification
Purpose: FYI
Submitted by:
Related Material: Local Plan Desert Mountain SELPA Summary 2024.docx

Local Plan Information for upcoming Board meeting

Item: Discussion/Information

Subject: Desert Mountain SELPA Special Education Local Plan Update 2024-2025

Background: The Desert Mountain SELPA Special Education Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. Both the current plan and a summary of changes is attached. The CAHELP JPA board approved the Special Education Local Plan at their May 10, 2024, meeting, and are providing information to the local school boards of JPA member districts.

Section B: Governance and Administration

California Education Code requires that the Special Education Local Plan Section B: Governance and Administration be presented for public hearing and approved by the CAHELP JPA

Governance Board prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years.

Section B contains four sections including:

- SELPA Local Plan Requirement
- Policies and Procedures
- Administration of Regionalized Operations and Services
- Special Education Local Plan Services

No major changes were made to the plan. Additional explanations regarding roles and responsibilities of the program specialists, administrative unit, SELPA director and the individual LEAs were included.

Section D: Annual Budget Plan

California Education Code requires that an Annual Budget Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

Section E: Annual Service Plan

California Education Code requires that an Annual Service Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Service Plan describes all special education services currently provided in the Desert Mountain SELPA broken down by type, location, and level of severity. This includes all the services at each and every school in all local education agencies within the SELPA.

Coversheet

2023-2024 LCAP Annual Update

Section: III. Action Items
Item: A. 2023-2024 LCAP Annual Update
Purpose: Discuss
Submitted by:
Related Material: 23-24 LCAP Annual Update 6-4-24.pdf

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Javier Vaca Director	jvaca@hshmc.org 619-528-9070

Goals and Actions

Goal

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

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%	81.1 % of teachers 100% Teachers of English Learners	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%	100% of students have sufficient access	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%	100% of the facilities are safe, clean and functional, and maintained in good repair	100%
Progress in implementing California state academic standards, as measured by	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 History- Social Science - 4 CTE - 5	ELA - 5 (Full Implementation) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5	ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5	ELA - 5 ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 4 Physical

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sections 3 and 4 of the Reflection Tool in the Local Indicator for Priority 2.	(Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	(Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	(Full implementation and Sustainability) Health - 5 (Initial Implementation) Physical Education - 5 VAPA - 5 World Languages - 5	Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5	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%	100% of all students have access, including unduplicated pupils and individuals with exceptional needs	100%

Goal Analysis

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 Basic Services at HSHMC continue to be delivered in a high-quality manner to the benefit of all students and staff. There have been no substantive changes to the implementation plan. All metrics met or exceeded the Desired Outcome, with the exception of the percent of teachers who are appropriately assigned and fully credentialed. It should be noted that the data posted from CDE for this outcome is actually from 2021-2022, and was impacted by the change to a new way of gathering information by CDE, which resulted in 12.6% of the FTEs being classified as unknown/incomplete. HSHMC believes 100% of their teachers have been appropriately assigned and fully credentialed every year.

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

Material differences were found in Action 2, Beyond Credentialing, and Action 3, Repair and Maintenance costs. The increase in expenditures for Action 2 was due to the fact that HSHMC supported additional teachers to earn advanced degrees and certifications to directly impact student learning. The school had a cohort of new educators complete induction to become highly qualified teachers that meet state requirements. The increase in expenditures for Action 3 due to the need for additional, unplanned, building repairs to ensure a safe, clean learning environment for staff and students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions were effective in making progress toward the attainment of Goal 1 of the three year LCAP cycle, as demonstrated by meeting all Desired Outcomes, except one (which was explained above).

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.

Based on discussions with our educational partners, two new actions were added to more clearly distinguish between academic basic services, and social/emotional health and safety basic services. Both are equally important to promoting student success, but had not been as clearly defined and differentiated in the descriptions. By naming them separately it will provide reminders to consider both areas when defining the base program (Tier 1) at HSHMC.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results are available again.	English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points below standard Students with Disabilities - 67.9 points below standard Math - (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below standard Socioeconomically Disadvantaged - 128.3 points below standard Students with Disabilities - 148.4 points below standard Data also demonstrates EL	2020-21 (scores not comparable due impact of COVID) ELA - 49.6% met or exceeded standard: EL - 15.8; SWD - 6.6; SED - 47.84 Math - 20.2% met of exceeded standards; EL - 0%; SWD - 0%; SED - 12%	2022 SBAC: English Language Arts: All students - 44.8 points below standard - EL - 102.8 points below standard - SED - 54.6 points below standard - SWD - unknown, small sample size Math: All students - 145.9 points below standard - EL - 165.2 points below - SED - 146 points below - SWD - 241.4 below	ELA - 62.3 points below standard (all students) <ul style="list-style-type: none"> EL - 140.4 pts below standard Hispanic - 80.9 pts below SED - 77 pts below SWD - 121.9 pts below African Am. - 36.3 pts below Math - 178.7 points below standard (all students) <ul style="list-style-type: none"> EL - 254.5 pts below standard Hispanic - 189.5 pts below 	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	access to CCSS and academic content knowledge.			<ul style="list-style-type: none"> • SED - 188.1 pts below • SWD - 224.3 pts below • African Am. - 156.5 pts below 	
Other Pupil Outcomes	California Science Test - 17.97% met or exceeded standards (grade 12) Physical Fitness Test - set baseline next time the test is given, possibly in 2022	CST - 27.7% met or exceeded standards Fitness Test results not available at this time	CAST - all students 13.9% met or exceeded standards PFT - not available	22.89% met or exceeded standards	California Science Test - 25% met or exceeded standards Physical Fitness test - exceed baseline once established
English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.	EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%	EL Progress - 44.2% making progress toward English Proficiency Reclassification - 14 students (approx. 14%)	31.7% making progress Reclassification rate = 13.3%	55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Improvement in College and Career Indicators from California Schools Dashboard	A-G completion rate - 98.4% from CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor	A-G completion - 92.2% Percent Prepared - data not available CTE Pathway Completion - 23.4% (2021)	A-G Completion rate: 95.9% Pathway Completion rate: 21.7% completed at least one CTE Pathway	% Prepared - 86.9% (Very High on Dashboard) A-G CTE - 23%	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups				disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups
DUPLICATE - See #3 English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%.	EL Progress data not available on Dashboard. EL Proficiency 20-21 was 15.2% Proficient 20-21 Reclassification Rate - 2.2%			55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Graduation Rate, disaggregated	2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%	20-21 Graduation Rate - 98.1% EL - 96.8% SED - 97.7% SWD - 94.4%	21-22 Graduation Rate - 99.4%- EL - 100% - SED - 99.4% - SWD - 96.7%	97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%	Graduation Rate - 98% all students EL - 97% Socioeconomically Disadvantaged - 98% Students with Disabilities - 95%
High School Dropout Rate will decrease, or remain below 1%	High School, All students - 1.3% Dropout rate HSHMC does not have middle school students	2021 = 0.6%	2022 - 0	0.69%	High School - below 1%
Suspensions and Expulsions	2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0	2021 - 0% Suspensions 2021 - 0 Expulsions	Suspensions: 0.2% Expulsions: 0	Suspensions 0.2% Expulsions 0	Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to inperson 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%	Attendance Rate - 90% Chronic Absenteeism - 37.4%	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	HSHMC does not offer Advanced Placement Courses	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.	Safety - 74.4% (I have a teacher I can talk to) Connectedness - 84.2%	Connectedness - 90% Safety - 85%

Goal Analysis

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 included in the 2023-24 LCAP Goal 2 were carried out as planned. In some instances a few minor adjustments were made to improve the implementation based on data. Especially after the 2023 Dashboard release staff worked with educational partners to begin planning on how to improve the actions, so as to improve the outcomes, in the coming year. In some instances staff took a proactive approach and begin small scale implementation of some new ideas in the current school year. (See below for specific examples)

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.

Material differences were found in Actions 2, 7 and 8:

Action 2 - HSHMC provided additional training and professional learning for the staff around ELD instruction integrated in the classroom in response to the data released in the 2023 California School Dashboard.

Action 7 - There was an increase in extra-curricular activities, both as an effort to build community and due to the opening of our new outdoor space, Kippy's. This space opened up more venues and space for student sports activities and community events.

Action 8 - HSHMC recognized a need to provide even more training to staff on best practices when implementing Restorative Practices to support students' social emotional learning and well being.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The academic measures on the California School Dashboard demonstrated a need to reassess the effectiveness of our actions, and to reach out to our educational partners to gain more, and different ideas for lifting student academic achievement.

For English Learner Progress we reached out to the San Diego County Office of Education to consult with us on improving our EL program. Along with this we dropped our previous staff development around English Learner strategies and began a new system of support for teachers that centered around 2 nine-week cycles of PLC (small groups of staff) focusing on different domains of the ELPAC to learn about, practice, and get feedback on different instructional strategies.

For ELA and Math we started by transitioning from our old student tutoring schedule and procedures to a new interventions course based on iReady scores, where students are grouped according to their level and area of need.

Additional changes included: No longer planning our competencies/assessments in isolation by subject or PLC to focus on this more as a whole school while looking at examples from SBAC that included more complex and rigorous content. We mimicked these ideas in projects and assessments in our classrooms while sharing ideas with the whole school.

Also we started focusing on iReady as a whole staff to better learn about the progress of our students throughout the year. The data from iReady was used to alter classroom instruction based on the needs of the students and used to implement more targeted interventions during tutorials.

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.

For the 2024-25 LCAP a new action was added to Goal 1, called Academic Program, which will allow the school to more thoroughly define the expectations for the Tier 1 academic program.

In Goal 2 the actions were reorganized to better distinguish the different types of supplemental support (Tiers II and III) available for both academic and social/emotional support. This resulted in two new actions - Supplemental Support for Students with Disabilities, and Supplemental Support for Social Emotional Learning. These complement the current Actions that we are keeping - Supplemental Support for English Learners and Supplemental Support for At-risk Students. We believe these changes, which incorporate the changed actions listed in the section above will provide a more structured intervention system (MTSS based) that uses student interim data on a regular basis to address the needs of students who are at risk of not achieving at grade level. Targeted, evidence based strategies will be planned and implemented that are related to both the content being addressed and the possible barriers to learning that a student is experiencing. Moving from a more general "extra help" way of supporting students to a more focused, data-informed, approach, we believe will allow us to be more effective in accelerating the learning curve of all students, and especially for those students in the unduplicated student groups, who may have distinctly different challenges to their success.

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.

Goals and Actions

Goal

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

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 LEAs 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	#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	#11 - Full implementation and Sustainability
Promoting Parental Participation in programs for unduplicated students	The baseline for 2020-21 may not be comparable to future years due to COVID	Outreach strategies - principal office hours, parent advisory meetings, Survey (3	Outreach strategies - principal office hours, parent advisory meetings, Survey (4	Outreach strategies - principal office hours, parent advisory meetings, Survey (4	Outreach strategies - # increases Events held - # increases

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held	restrictions. Outreach strategies - 2 Events held - 2	strategies Events held - office hours - weekly survey - annually advisory meetings - 2	strategies) Events held - Principal office hours - weekly survey - annually advisory meetings - 2 Community Partnership planning	strategies) Events held - Principal office hours - weekly survey - annually advisory meetings - 3 Community Partnership planning	
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					
Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%	Parent/Family Climate Survey 2021: 85% of the parents wanted to increase parent involvement at HSHMC, including involvement in work/advisory groups and/or as volunteers.	Parent/Family Climate Survey 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	Parent/Family Climate Survey - <ul style="list-style-type: none"> feeling valued - 77% feeling welcomed - 68% 	90% 75%
DUPLICATE Increase positive responses on Parent/Family Climate					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey Increase feelings of being valued and welcomed on MyVoice student survey					

Goal Analysis

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 in Goal 3 were implemented as planned.

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.

There were no material differences between Budgeted Expenditures and Estimated Actuals for the goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

HSHMC has a history of working effectively with Educational Partners. This is the core of our College and Career program. Additionally our families have many opportunities to engage with the school through organized parent meetings, Principal Office Hours, and school events. There is room for improvement of course, however the biggest challenge we have is in the metrics associated with this goal. So for the 2024-25 LCAP we focused on fine-tuning, and clearly defining, our actions and metrics to try and make our community engagement even more effective, and bring in even more voices to our conversations.

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.

See above,.

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.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Coversheet

2024-2025 Preliminary Budget

Section: III. Action Items
Item: B. 2024-2025 Preliminary Budget
Purpose: Discuss
Submitted by:
Related Material: 2024-25 Budget.pdf
Health Sciences High Budget.xlsx

Health Sciences High

	NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	VARIANCE
	TOTAL ENROLLMENT	528	539	11
	AVERAGE DAILY ATTENDANCE	465	496	31
REVENUE	State LCFF Revenue	\$ 6,765,217	\$ 7,324,900	\$ 559,683
	Federal Revenue	\$ 1,169,041	\$ 871,041	\$ (298,000)
	Other State Revenue	\$ 2,410,438	\$ 2,932,001	\$ 521,563
	Local Revenue	\$ 415,900	\$ 80,000	\$ (335,900)
	TOTAL REVENUE	\$ 10,760,596	\$ 11,207,942	\$ 447,346
	EXPENSES	Certificated Salaries	\$ 3,202,000	\$ 3,528,000
Classified Salaries		\$ 1,750,090	\$ 1,863,440	\$ 113,350
Benefits		\$ 1,455,442	\$ 1,528,138	\$ 72,696
<i>TOTAL PERSONNEL EXPENSES</i>		<i>\$ 6,407,532</i>	<i>\$ 6,919,578</i>	<i>\$ 512,046</i>
Books and Supplies		\$ 451,500	\$ 404,500	\$ (47,000)
Services and Other Operating Expen		\$ 3,685,828	\$ 3,655,536	\$ (30,292)
Capital Outlay		\$ 130,000	\$ 130,000	\$ -
Other Outgoing		\$ -	\$ -	\$ -
<i>TOTAL OTHER EXPENSES</i>		<i>\$ 4,267,328</i>	<i>\$ 4,190,036</i>	<i>\$ (77,292)</i>
TOTAL EXPENSES		\$ 10,674,860	\$ 11,109,614	\$ 434,754
FUND BALANCE	SURPLUS\(DEFICIT)	\$ 85,736	\$ 98,328	
	<i>% of LCFF Revenue</i>	<i>1.3%</i>	<i>1.3%</i>	
	BEGINNING FUND BALANCE	\$ 5,551,952	\$ 5,637,688	
	ENDING BALANCE	\$ 5,637,688	\$ 5,736,015	
	<i>% of Expenses</i>	<i>47%</i>	<i>0%</i>	<i>0.0%</i>

REVENUE INPUT

ACCT	ACCOUNT NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	VARIANCE
LCFF				
8011	LCFF; state aid	2,476,143	2,728,792	252,649
8012	LCFF; EPA	93,000	99,176	6,176
8096	In-Lieu of Property Taxes	4,216,894	4,496,932	280,038
8019	Prior Year Income/Adjustments	(20,820)	-	20,820
TOTAL LCFF REVENUE		\$ 6,765,217	\$ 7,324,900	\$ 559,683
FEDERAL				
8181	Special Education - Federal	139,726	128,433	(11,293)
8220	Federal Child Nutrition	-	-	-
8290-16	We Work Department of Rehab	20,000	20,000	-
8290-3812	CSI	-	163,444	163,444
8290-3213	ESSER III	725,343	-	(725,343)
8290-3214	ESSER III (20% Evidence Based Learning)	49,414	-	(49,414)
8290-35	Perkins	19,582	19,076	(506)
8290-4129	Bipartisan Stronger Connections Grant Progra	-	320,000	320,000
8291	Title I	165,338	173,141	7,803
8292	Title II	20,037	24,800	4,763
8293	Title III	16,224	10,294	(5,930)
8294	Title IV	13,377	11,853	(1,524)
8290	Other Federal Revenue	-	-	-
TOTAL FEDERAL REVENUE		\$ 1,169,041	\$ 871,041	\$ (298,000)
OTHER STATE				
8520	State Child Nutrition Program	-	-	-
8550-K8	MANDATE BLOCK GRANT K-8	-	-	-
8550-912	MANDATE BLOCK GRANT 9-12	26,047	25,973	(74)
8560-12	RESTRICTED LOTTERY	33,454	39,175	5,720
8560-22	LOTTERY	82,241	87,771	5,529
8590-6546	Mental Health	39,527	-	(39,527)
8590	Other State Revenue	25,000	-	(25,000)
8590-7412	A-G Completion Grant	173,496	220,000	46,504
8590-63	CTEIG	504,457	432,800	(71,657)
8590-64	Strong Workforce Partnership (Projected Future Grant)	459,743	300,000	(159,743)
8590-6331	Community Schools Grant	51,324	250,000	198,676
8590-6264	Educator Effectiveness	-	71,000	71,000
8591	SB740	450,000	60,000	(390,000)
8590-7435	Learning Recovery Emergency Block Grant	-	450,000	450,000
8590-6762	Arts and Music Grant	200,000	158,000	(42,000)
8590-6770	Arts and Music Prop 28	-	-	-
8590-7814	California Serves Grant Program	-	450,000	450,000
8792	SPED State/Other Transfers of Apportionment	362,884	387,282	24,398
8599	Prior Year State Income/Adjustments	2,265	-	(2,265)
TOTAL OTHER STATE REVENUE		\$ 2,410,438	\$ 2,932,001	\$ 521,563
LOCAL				
8639	Student Lunch Revenue	-	-	-
8660	Interest Income	100,000	80,000	(20,000)
8682	Donations	22,825	-	(22,825)
8682-0087	Committee for Children	13,398	-	(13,398)
8682-0001	Corwin	237,000	-	(237,000)
8682-0002	Community Service Grant	-	-	-
8685	School Site Fundraising	1,360	-	(1,360)
8699	All Other Local Revenue	41,317	-	(41,317)
TOTAL LOCAL REVENUE		\$ 415,900	\$ 80,000	\$ (335,900)
TOTAL REVENUE		\$ 10,760,596	\$ 11,207,942	\$ 447,346

EXPENSES INPUT

ACCT	ACCOUNT NAME	2023-24 Estimated Actuals	2024-25 Preliminary Budget	VARIANCE
1000 - CERTIFICATED				
1100	Teacher Salaries	2,424,000	2,671,000	247,000
1105	Teach Stipends	-	-	-
1120	Substitute Expense	-	-	-
1200	Certificated Pupil Support Salaries	-	-	-
1300	Certificated Supervisor and Administrator Salaries	617,000	687,000	70,000
1900	Other Certificated Salaries	161,000	170,000	9,000
	Totals	\$ 3,202,000	\$ 3,528,000	\$ 326,000
2000 - CLASSIFIED				
2100	Instructional Aide Salaries	1,114,050	1,339,000	224,950
2200	Classified Support Salaries (Maintenance, Food)	60,000	77,440	17,440
2300	Classified Supervisor and Administrator Salaries	65,000	71,000	6,000
2400	Clerical, Technical and Office Staff Salaries	484,000	356,000	(128,000)
2900	Other Classified Salaries	27,040	20,000	(7,040)
	Totals	\$ 1,750,090	\$ 1,863,440	\$ 113,350
3000 - BENEFITS				
3101	State Teachers' Retirement System, certificated positions	581,582	643,848	62,266
3102	State Teachers' Retirement System, classified positions	30,000	30,000	-
3301	OASI/Medicare Certificated, Unrestricted	108,506	115,533	7,028
3302	OASI/Medicare Classified, Unrestricted	106,805	78,176	(28,629)
3401	Health & Welfare Benefits, Certificated	275,103	275,103	-
3402	Health & Welfare Benefits, Classified	170,459	170,459	-
3403	Health & Welfare Benefits	97,554	122,533	24,979
3501	State Unemployment Insurance Certificated, Unrestricted	8,000	8,000	-
3502	State Unemployment Insurance Classified	22,960	25,180	2,220
3503	State Unemployment Insurance	-	-	-
3601	Worker Compensation Insurance	16,609	16,609	-
3602	Worker Compensation Insurance	8,363	8,363	-
3603	Worker Compensation Insurance	29,501	34,334	4,833
3703	Other Post Employment Benefits	-	-	-
3903	Other Employee Benefits	-	-	-
	Totals	\$ 1,455,442	\$ 1,528,138	\$ 72,696
	TOTAL PERSONEL EXPENSE	\$ 6,407,532	\$ 6,919,578	\$ 512,046
4000 - BOOKS AND SUPPLIES				
4100	Approved Textbooks and Core Curricula Materials	8,000	30,000	22,000
4200	Books and Other Reference Materials	17,000	17,000	-
4300	Materials and Supplies	60,000	60,000	-
4301	Positive Behavior Expenses	-	-	-
4315	Classroom Materials and Supplies	70,000	70,000	-
4342	Materials for School Sponsored Athletics	10,000	10,000	-
4381	Plant/Facilities Maintenance	12,000	12,000	-
4400	Noncapitalized Equipment	210,000	140,000	(70,000)
4405	Non Educational Computer Software	-	-	-
4407	Student Educational Software	-	-	-
4410	Software and Software Licensing	32,000	32,000	-
4430	Noncapitalized Student Equipment	14,000	10,000	(4,000)
4440	Student Events	5,000	10,000	5,000
4700	Food and Food Supplies	13,500	13,500	-
	TOTAL BOOKS AND SUPPLIES	\$ 451,500	\$ 404,500	\$ (47,000)
5000 - SERVICES AND OTHER OPEX				
5100	Subagreements for Services	-	-	-
5200	Travel and Conferences	102,000	80,000	(22,000)
5210	Training and Development Expense	145,000	145,000	-
5300	Dues and Memberships	25,000	25,000	-
5400	Insurance	65,000	65,000	-
5500	Operation and Housekeeping Services	1,100,000	1,100,000	-
5501	Utilities	65,000	65,000	-
5510	Security Services	-	-	-
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	60,000	60,000	-
5601	Building Maintenance	25,000	25,000	-
5602	Other Space Rental	85,000	84,000	(1,000)
5605	Equipment Rental/Lease Expense	60,000	60,000	-
5610	Equipment Repair	3,000	3,000	-
5800	Professional/Consulting Services and Operating Expenditures	450,000	400,000	(50,000)
5803	Banking and Payroll Service Fees	25,000	25,000	-
5805	Legal Services and Audit	8,000	15,000	7,000
5806	Audit Services	18,000	18,000	-
5807	CSMC Fees	-	-	-
5809	Employee Tuition Reimbursement	175,000	200,000	25,000
5810	Educational Consultants	160,000	160,000	-
5811	Student Transportation and Field Trips	30,000	30,000	-
5812	Other Student Activities	15,000	15,000	-
5815	Advertising/Recruiting	100,000	100,000	-
5820	Fundraising Expense	-	-	-
5830	Field Trips	25,000	25,000	-
5836	Transportation Services	455,789	455,789	-
5842	Services Student Athletics	35,000	35,000	-
5873	Financial Services	100,000	115,000	15,000
5874	Personnel Services	5,000	5,000	-
5875	District Oversight Fee	203,581	219,747	16,166
5877	IT Services	100,000	80,000	(20,000)
5890	Interest Expenses/Fees	5,000	5,000	-
5899	Management Fees Expense	-	-	-
5900	Communications (Tele., Internet, Copies, Postage, Messenger)	40,000	40,000	-
5998	MISC	458	-	(458)
	TOTAL SERVICES AND OTHER OPEX	\$ 3,685,828	\$ 3,655,536	\$ (30,292)
6000 - CAPITAL OUTLAY				
6900	Depreciation Expense	130,000	130,000	-
	TOTAL DEPRECIATION	\$ 130,000	\$ 130,000	\$ -
7000 - OTHER OUTGOING				
7438	Debt Service Interest	-	-	-
	TOTAL OTHER OUTGOING	\$ -	\$ -	\$ -
	TOTAL EXPENSES	\$ 10,674,860	\$ 11,109,614	\$ 434,754

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 Budget.xlsx

Coversheet

2024-2025 LCAP and Budget Overview for Parents

Section: III. Action Items
Item: C. 2024-2025 LCAP and Budget Overview for Parents
Purpose: Discuss
Submitted by:
Related Material: 24-25 LCAP 6-4-24.pdf
2024 Budget Overview for Parents.pdf

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Javier Vaca Director	jvaca@hshmc.org 619-528-9070

Plan Summary [2024-25]

General Information

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

Health Sciences High and Middle College (HSHMC) is a charter school serving students in grades 9-12. Students who attend HSHMC 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.

Our Mission Statement is:

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

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.

HSHMC is located in inarguably San Diego’s most densely populated, culturally rich and economically challenged urban neighborhood. City Heights communities, based on annual San Diego Police Department crime statistics and the San Diego County Office Department of Public health data, continue to annually show the highest levels in the city for youth crime and victimization. These data and circumstances underscore the need to make HSHMC a place that promotes health and safety and to organize and deliver a set of interventions that engage family and community to increase trauma-sensitive mental health services related to anger management, sexual and reproductive health, depression, suicide and self-injurious thoughts and behaviors. We will couple this with aspirations-focused career planning through school

practices that are based on relationship building and restoration rather than punishment and removal. And these practices must be well aligned with our responsibility to support advanced instructional practices offered in our classrooms during the school days as well as supplemental interventions in student centers and in an expanded school day and school year.

It is a tribute to the students, community and staff of HSHMC that they have been so successful in an urban school with 79.8% of the students are socioeconomically disadvantaged, 25% are English Learners and 19.2% are Students with Disabilities. The student population of 525 students is 70.7% Hispanic and 16.8% 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.

The school is also moving forward with physical improvements to our campus. We recently opened our new sports and events area, Kippy's Center, and we are looking forward to the completion of our capital improvement project at our facilities, which will open up more classroom space, a science lab, and meeting space in the future.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Health Science is proud of the continued success of its College and Career preparation program. Dashboard data shows that the College/Career metric continues to rate HSHMC "Very High" for All Students and for the 3 significant student groups, with 86.9% of all students rated as Prepared. The Graduation rate is 97.2%, blue on the Dashboard, for all students and Blue for 2 of the 3 student groups. Meanwhile the Suspension rate continued to be very low (blue on the Dashboard), at 0.02% for all students and blue for 4 out of 5 student groups.

HSHMC's mission statement explicitly states that students will earn a diploma that matters. As such, in addition to engaging in rigorous, well-balanced, standards-based curriculum, our students have access to different pathways to prepare them to be college and/or career ready. As a middle college, our pathways include both internship experiences and an array of college courses.

In other metrics on the Dashboard HSHMC recognizes that improvement is needed. The school scored in the lowest performance level (Red) for:

- English Language Arts (ELA) for all students and for the English Learner, Hispanic and Socioeconomically Disadvantaged student groups
- Mathematics for all students and for the English Learner, Hispanic and Socioeconomically Disadvantaged student groups
- English Learner Progress Indicator (ELPI)

These areas have been, and will continue to be, the focus of discussion and research among staff, students, and parents/community at the school, and the key focus of the LCAP development process. Implementation of new strategies is already starting, as a result of MTSS

training, among other things.. As an example, content teachers are identifying transferable skills in the areas of ELA and Math that they can reinforce in the content area classes. And Intervention classes have been put in place in order to accelerate student learning in areas where they may be struggling. A deeper look at the SBAC data reveals the specific areas in ELA and Math that students have had the most success in, and which they have had the least success in, which provides additional information on where to target the improvement strategies. Additionally iReady data provides a look at how students are progressing within the school year, giving staff feedback on areas where some acceleration or reteaching is needed.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

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.

Health Sciences High and Middle College

Support for Identified Schools

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

Health Sciences High and Middle College (HSHMC) will augment the annual LCAP planning process to gather additional, targeted, information regarding reasons why the charter fell into CSI eligibility this year. Additionally, as part of the Needs Assessment process, LCAP Planning meetings are being held with all educational partners, including staff, students, parents, parents of EL students, and community partners. The meetings will focus on identifying areas of concern and methods for improving student outcomes and success. Results will inform the selection and alignment of CSI strategies to goals and actions included in the LCAP.

The three areas on the Dashboard that were Red for All Students were English Language Arts (ELA), Math and English Learner Progress. The staff has already implemented a new intervention class to provide additional support, using a variety of different strategies, for students scoring below grade level on their most recent iReady scores. In addition content area teachers have been more strategic about revisiting and reteaching transferrable ELA and math skills as they connect to the topics being covered in their content classes. The differentiated needs of English Learners (ELs) are being addressed through a unique nine week, small group, evidence based professional development series focused on improving the skills of ELs in reading, writing, listening and speaking in English. A review of evidence based interventions, such as SDAIE, will reinforce strategies that support English Learners as well as other students in content area classes. Also included is

information on the ELPAC test. The work around improving the EL program is being undertaken in partnership with the San Diego County Office of Education.

A key component of upcoming professional development will be discussions with staff about what the iReady and Achieve 3000 scores mean, and how they relate to course competency and test scores. The goal is the creation of a cohesive system that integrates benchmark data analysis with lesson planning, focuses on using evidence based interventions and results in higher levels of student understanding and mastery of identified skills and objectives. Planning instruction in a manner that is sensitive to the diverse strengths and needs of students in the classroom will improve mastery of the content being taught.

This work will be influenced by, and coordinated with, other new initiatives being undertaken at the school, with a focus on Community School development and a structured Multi-Tiered System of Support (MTSS) for our students.

As a single school charter there are no resource inequities to address.

Monitoring and Evaluating Effectiveness

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

The use of the metrics and data on the California Dashboard will continue, and will be the final determination of the effectiveness of the improvement plan. However, instead of waiting for the once-a-year Dashboard results, HSHMC had already begun to establish an interim monitoring process and identify skills that students need more support to master, to more quickly address learning gaps. iReady is one part of that monitoring for ELA and Math, and Achieve 3000 will also be part of the system. As the school completes additional data analysis and needs assessments to respond to CSI identification, these monitoring systems, and possibly others, will be used to respond more quickly, in an organized and timely manner, to improve the achievement of each and every student.

Students at-risk of not meeting grade level standards will be assigned to an intervention course, based on their skill level, where the skills will be taught in different ways and using different inputs. These students will be monitored closely by the intervention teachers to create a more cohesive system that integrates interim assessment results with plans for skill development. The school leadership team will monitor the benchmark assessment results to determine the efficacy of the system and identify changes needed to increase success.

All educational partners will be engaged in the planning, support, monitoring and evaluation processes. Community CTE partners will provide relevant, job-related real life connections to the teaching of the content and skills in the classroom. Parents, students, and other staff will be engaged in a variety of feedback loops which will allow refinement and improvements to the CSI plan strategies to strive toward high levels of success.

Following our school wide MTSS session, we established a formal partnership with the San Diego County office of Education and gained CDE funding to establish our staff's MTSS competence/expertise which will support us in attaining our LCAP goals.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
General Approach	<p>HSHMC has built a collaborative and open communication system among all educational partners that begins in the fall and continues through the LCAP update and revision cycle. Based on lessons learned during the pandemic the school has found a variety of ways to collaborate and engage with all educational partners to ensure they are always part of the conversation and their ideas and concerns matter. Working together we can continually grow and improve, enhancing the educational experiences for all students. The addition of a CCSP Community Coordinator will build the capacity to plan and implement expanded community engagement and involvement among all Educational Partners. As a small campus, all staff are involved in the regular staff meetings, as needed.</p>
Teachers	<p>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. LCAP discussions occurred after the Dashboard release (December, 2023 and more recently as part of the LCAP development process. That feedback informs the LCAP. (April 2024, by department)</p> <p>The Fidelity Integrity Assessment (FIA) was used in October of 2023 to take a deeper dive into the systems and procedures at HSHMC and gather ideas for which areas may to be updated or improved.</p>

Principals	Participate in Teacher/Staff meetings (see above). Principal and other site administrators meet regularly
Administrators	Participate in Teacher/Staff meetings (see above)
Other School Personnel	Participate in Teacher/Staff meetings (see above)
Parents	<ul style="list-style-type: none"> • LCAP parent surveys were administered In English and Spanish (3.25.24) • Parent Advisory Committee meetings (8.30.23, 10.23.23, 3.26.24) • Principal Office Hours each week • English Learner Advisory Committee meetings (8.17.23, 1.25.24) • Open House and Informational Meeting (9.13.23, 5.15.24)
Students	<ul style="list-style-type: none"> • MyVoice Surveys were used to capture student input formally. Results are shared. Surveys were given in November 2023 • Staff also share information with the leadership team about input they receive via informal discussions with students about HSHMC incidents/likes/concerns. • Individual meetings and discussions with small groups of students to get feedback on testing (February 2024)
Board and Community	<ul style="list-style-type: none"> • CTE partners provide regular feedback and ideas to staff at HSHMC • Board Public Hearing - draft LCAP shared with Board and community for feedback (May 2024) • LCAP Survey on Website • Board Meeting for Approval of LCAP (June 2024)

SELPA	Desert Mountain SELPA staff talk regularly (weekly) with the HSHMC Education Specialist that works with the school's Special Education Program. The SELPA is aware of the HSHMC LCAP process and proposals, and provides feedback as needed.
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

For all three LCAP goals, the actions are being implemented with an increased focus on Community School development and a structured Multi-Tiered System of Support (MTSS) for our students. This was based on feedback, discussions and reflections among administrators, staff, parents and students that was a need for organized, and well communicated processes and procedures to support all students on the path to educational success.

Parent/Community:

- Parents, including non English speakers, continue to want more resources for themselves and their students about the preparation for college and financial aid for college. They also suggested possible campus visits. This is addressed in Goal 3, Action 3. Parents believe these actions will help prepare and motivate students to be successful in college and career endeavors.
- Parents also thought additional Professional Development for staff to build skills and knowledge, and create a positive atmosphere were very important. Professional Development is addressed in Goal 2, Action 2.

Students:

- Results from the student surveys and discussions indicate that students don't always see the connection between the learning that occurs in school and what is happening in their everyday life. Teachers will discuss in content meetings how to better demonstrate the relevance of school learning. (Goal 2, Action 2).
- Students also indicate that they don't understand the purpose of interim and summative tests. HSHMC began a process this year of helping students and teachers understand how the results from iReady and other assessments relate to determining areas the students still need to focus on to improve. (Goal 1, Action 4)

Staff:

- In reviewing the FIA and the Staff Survey there is a feeling that there needs to be more communication among the school community around mental health and social emotional supports, including more training for teachers in SEL strategies. This is included in Goal 2, Action 2.
- Feedback on the LCAP Goals and Actions indicates that staff wants more information on strategies to support EL students, and especially more push in support. This is addressed in Goal 2, Action 7.
- Similarly, staff are requesting more support around motivating and meeting the needs of at-risk students. This is addressed in Goal 2, Action 6.



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will benefit from the maintenance of a strong base program that is foundational to building student academic and soial/emotional success at HSHMC.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 other Educational Partners have determined this is a Maintenance of Progress Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Dashboard Local Indicator - Basics.	81.1 % of teachers (2021-2022 Data) 100% Teachers of English Learners			All teachers - 100% Teacher of English Learners - 100%	
1.2	Access to Standards aligned instructional materials, as measured by tools in Local Indicator -Basics.	100% of students have sufficient access			100%	

1.3	School facilities are in good repair, as measured by Local Indicator 1 - Basics.	100% of the facilities are safe, clean and functional, and maintained in good repair.			100%	
1.4	Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Implementation of Academic Standards This includes programs to enable English Learner students to access ELD standards	ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5			ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5	
1.5	Percent of students who have access to a Broad Course of Study, as measured by the narrative in the Local Indicator for this metric.	100% of all students have access, including unduplicated pupils and individuals with exceptional needs			100%	
1.6	Student Voice Survey Results	Survey Question # 1. School is a welcoming and friendly place - 84.2% agree 10. Teachers respect students - 80.2% agree			#1 - 90% #10 - 88%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.A	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. (General Funded (GF) expenses such as classroom teacher salaries; some admin and classified staff salaries, basic standards based textbooks)	\$3,120,000.00	No
1.B	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their	\$110,000.00	No

		<p>growth and education by earning advanced degrees, and/or certifications such as Apple Teacher Certification, and Induction.</p> <p>(GF, Title II)</p>		
1.C	Facilities and Safety	<p>Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs</p> <p>HSHMC will maintain safe, clean and functional facilities to ensure students and staff are learning in a safe and healthy environment, and are prepared for future needs.</p> <p>(GF)</p>	\$30,000.00	No
1.D	Academic Program	<p>All students will benefit from the rigorous and relevant standards aligned academic base program provided in all classrooms and grade-levels at HSHMC</p> <p>English Learner students will be appropriately placed and benefit from both Designated and Integrated ELD instruction in the classroom, along with primary language support when needed.</p> <p>Professional Development on the state standards and creating a positive educational environment will create a strong foundation on which to build more focused interventions. Additional work to to establish our staff's MTSS competence/expertise will be ongoing.</p> <p>(MTSS Tier 1)</p> <p>(GF; EL teacher, Counselor, basic school supplies,)</p>	\$17,000.00	No

<p>1.E</p>	<p>Social/emotional Safety</p>	<p>Ensure a school culture where all students and staff feel emotionally safe at school. (MTSS, Tier 1) (GF - counselor)</p>	<p>\$20,000.00</p>	<p>No</p>
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement through a defined system of evidence based, high-quality instructional and social-emotional programs, supported by appropriate supplemental strategies and interventions for at-risk student groups.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Results as shown on Dashboard - in math and English Language Arts (ELA), disaggregated by student groups	ELA - 62.3 points below standard (all students) <ul style="list-style-type: none"> • EL - 140.4 pts below standard • Hispanic - 80.9 pts below • SED - 77 pts below 			ELA - 17 points below standard <ul style="list-style-type: none"> • EL - 65 pts below • Hispanic - 27 pts below • SED - 23 pts below 	

		<ul style="list-style-type: none"> • SWD - 121.9 pts below • African Am. - 36.3 pts below <p>Math - 178.7 points below standard (all students)</p> <ul style="list-style-type: none"> • EL - 254.5 pts below standard • Hispanic - 189.5 pts below • SED - 188.1 pts below • SWD - 224.3 pts below • African Am. - 156.5 pts below 			<ul style="list-style-type: none"> • SWD - 68 pts below • African Am.- 47 pts below <p>Math - 113 pts below standard</p> <ul style="list-style-type: none"> • EL - 164 pts below • Hispanic - 114 pts below • SED - 113 pts below • SWD - 134 pts below • African Am.- 90 pt below 	
2.2	Other Pupil Outcomes - California Science Test (CAST) results, disaggregated by student groups if available	22.89% met or exceeded standards			35% met or exceeded standards	
2.3	English Learner Progress - - results on the Dashboard <ul style="list-style-type: none"> • Reclassification rate (%) 	31.7% making progress Reclassification rate = 13.3%			52 % making progress Reclassification rate = 25%	

2.4	<p>College and Career Indicators- results from Dashboard (disaggregated if statistically appropriate):</p> <ul style="list-style-type: none"> • % Prepared on Dashboard • A-G Completion rate • CTE Pathway Completion rate • Advanced Placement (not offered) 	<p>% Prepared: All students - 86.9% (Very High on Dashboard)</p> <ul style="list-style-type: none"> • EL - 80% • Hispanic - 85% • SED - 87 % • SWD - 54% • African Am. - 89% <p>A-G - 89.7%</p> <p>CTE - 26.7%</p>			<p>% Prepared: All students - 88% (Very High on Dashboard)</p> <ul style="list-style-type: none"> • EL - 83% • Hispanic - 88% • SED - 88 % • SWD - 60% • African Am. - 89% <p>A-G - 95% for all students</p> <p>CTE Pathway Completion - above 28% for all students</p>	
2.5	<p>Graduation Rate, disaggregated</p>	<p>97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%</p>			<p>98% all students 97% EL 98% SED 95% SWD</p>	
2.6	<p>High School Dropout Rate</p>	<p>0.69%</p>			<p>maintain below 1%</p>	
2.7	<p>Suspensions and Expulsions</p>	<p>Suspensions 0.2% Expulsions 0</p>			<p>Suspensions < 1% Expulsions - < 1%</p>	

2.8	Attendance Rate Chronic Absenteeism rates	Attendance Rate - 90% Chronic Absenteeism - 37.4%			Attendance rate > 95% Chronic Absenteeism < 10%	
2.9	Student Voice Surveys on students' and family's feelings of connectedness to school, and feeling respected at school	Safety - 74.4% (I have a teacher I can talk to) Connectedness - 84.2%			Safety - 85% Connectedness - 90%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.A	Attendance Support	<p>Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.</p> <p>(Title 1 and LCFF S/C; Dean of Students - a % of salary)</p>	\$60,000.00	Yes
2.B	Professional Development	<p>Staff will receive professional development and support for integrating effective, research-based strategies into their lessons to meet the needs of students who are struggling to meet academic benchmarks. The staff development will focus on those areas that scored Red on the California School Dashboard - ELA, Math, and English Learners. Another focus, based on student and parent feedback will be to work in content groups on activities that reinforce the relevance of school learning to the world outside of school. (Groups in the red included all students, and EL, Hispanic and SED students groups)</p> <p>Department and content PLCs will support staff in methods to identify student needs, based on interim assessments, and implement strategies to address those needs.</p> <p>Professional Development will also be provided to support HSHMC in building a positive school culture.</p> <p>MTSS Tier 2 supports will be planned, implemented and monitored for success.</p> <p>(Academic Coach and staff time; Title III, Title II, Title , LCFF S/C))</p>	\$140,500.00	Yes
2.C	Educational Options	<p>Students will benefit from access to a variety of learning formats and environments that will meet the needs of diverse learners and outside</p>	\$200,000.00	Yes

		<p>circumstances. This includes options for Extended Day and Year programs for interventions, and programs such as Independent Study.</p> <p>Also included are summer sessions, Saturday School and other types of interventions for students needing additional support.</p> <p>Staff will continue to investigate new and innovative options to meet student needs. (Title 1, LCFF S/C)</p>		
2.D	College and Career	<p>HSHMC will 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.</p> <p>Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve.</p> <p>Students will benefit from additional resources and workshops on preparing for college, preparing for a career, how to be successful in college, and financial literacy</p> <p>(Career Counselor, College Team Coordinator; LCFF S/C, CTE)</p>	\$115,000.00	Yes
2.E	Positive School Environment	<p>Students and staff will benefit from a schoolwide focus on maintaining a safe, positive learning environment through the use of SEL strategies, such as restorative practices.</p> <p>The work of the Climate Team will focus on ensuring equitable practices, and the appreciation of diversity among all students and staff. On-going workshops will be provided to support these actions.</p> <p>Support for Foster Youth and students who are homeless will continue through the Dean of Students.</p>	\$140,000.00	Yes

		<p>A variety of clubs, sports and extra-curricular activities will provide positive experiences for students to engage in beyond the school day and will increase their connection to school.</p> <p>(Dean of Students; LCFF S/C)</p>		
2.F	Supplemental Support for at-risk students	<p>a. Provide supplemental materials, software or hardware to differentiate instruction to meet the needs of students at-risk of not meeting academic benchmarks. Increased emphasis will be placed on accelerating student learning in the areas of Math and English Language Arts in order to propel All Students, EL, Hispanic and SED students out of the Red in those areas on the California Schools Dashboard.</p> <p>b. Provide supplemental personnel (ie.Instructional Coaches, Graduation coach, Intervention Coordinator, Student Support Staff etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and Intervention classes.</p> <p>c. Supplemental professional development and supplies will be provided to meet the unique needs of identified students such as low income and homeless students. This may include virtual instruction supports, supplies and materials.</p> <p>MTSS Tier 2 supports will be developed and implemented.</p> <p>(Title 1, LCFF S/C, CSI)</p>	\$404,000.00	Yes
2.G	Supplemental Support for English Learners	<p>English Learner students will receive supplemental support from ELD Specialists who will supply push-in support, ELD classes and individual conferencing for EL students who are struggling academically to improve the success of that student group. (English Learner Progress = Red on the California School Dashboard)</p>	\$130,000.00	Yes

		<p>ELD Specialists and teachers will use a variety of literacy and language supports and assessments to monitor EL student progress and respond to identified needs (ie - iReady, StudySync, etc...).</p> <p>Professional development and coaching will support teachers on how to use needs assessments and research proven strategies to meet the needs of ELs, including LTELs. in content area classes. HSHMC will work with SDCOE to identify processes and services to support ELs, and focus on promoting success among LTELs.</p> <p>(ELD Coordinator; Title III, LCFF S/C)</p>		
2.H	Supplemental Support for Students with Disabilities	Support will be provided to students with an IEP or 504 plan, consistent with supports identified in the plans.	\$5,000.00	No
2.I	Supplemental Support for SEL	<p>Counselors will work with students who are struggling socially or emotionally and need extra support..</p> <p>Focused supports will be provided for students in Foster Care, or who are experiencing homelessness.</p> <p>HSHMC will work with community partners and organizations to provide higher levels of targeted support to students and families in need. This will include coordination of trauma-informed health, mental health and social services for students and families.</p> <p>Plans and support for this work will be provided through MTSS training and plan development, and through the Community Schools planned outreach to our educational partners.</p> <p>(Restorative Practices Support; Title I, LCFF S/C, CCSP)</p>	\$55,000.00	Yes

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Goals and Actions

Goal

Goal #	Description	Type of 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	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The Local Indicator on Parent and Family Engagement ,for Seeking Input in Decision Making, #10 and #11.	#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability			#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	
3.2	Number of outreach events held Number of parents who attended either one, or more, events	New metric - baseline to be established in Year 1. Outreach event number - 2			Outreach event number - increase Percent of parents who attended at least one event = increase	

		<p>Percent of parents who attended at least one event - 20%</p> <p>Percent of parents who attended more than one event - 10%</p>			<p>Percent of parents who attended more than one event = increase</p>	
3.3	<p>Responses on Parent/Family Survey regarding -</p> <ul style="list-style-type: none"> feeling valued feeling welcomed 	<p>Parent/Family Climate Survey -</p> <ul style="list-style-type: none"> feeling valued - 77% Agree or Strongly Agree feeling welcomed - 68% Agree or Strongly Agree 			<ul style="list-style-type: none"> feeling valued - 83% Agree or Strongly Agree feeling welcomed - 74% Agree or Strongly Agree 	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.A	Parent Leadership and Advisory Groups	<p>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.</p> <p>Training in the work of the advisory groups will be provided.</p> <p>Also increase meaningful involvement by parents, students and community in Leadership groups and in school events by improving communication and offering topics of interest to each group.</p> <p>New Parent Liaison position (LCFF, Title I)</p>	\$30,000.00	No
3.B	Communication and Outreach	<p>Promote Parent Participation among all parents, including parents of unduplicated students and individuals with exceptional needs. 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.</p> <p>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..</p>	\$20,000.00	Yes

		<p>Community outreach will continue with College and Career programs (Sharp, Cuyamaca/Grossmont), and expand into other areas as well.</p> <p>HSHMC will build a strong, positive reputation in the local community through student volunteer work, such as helping with community food drives.</p> <p>Staff with appropriate expertise are committed to the implementation of a community school program via staffing and contracting agreements between our school board, LCAP stakeholders, and community partners. In addition to a Community School Coordinator we have committed and leveraged resources for a licensed social worker; academic, vocational and mental health counselors; a restorative practices facilitator; parent coordinators; and a community schools evaluator.</p> <p>(Community Engagement Instructor, LCFF S/C, Title 1, or grant)</p>		
<p>3.C</p>	<p>Workshops and Trainings</p>	<p>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...</p> <p>(Community Engagement Instructor; training time; LCFF S/C)</p>	<p>\$30,000.00</p>	<p>Yes</p>

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,146,235	\$\$41,428

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
18.551%	0.000%	\$\$0.00	18.551%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.A	<p>Action: Attendance Support</p> <p>Need: Attendance rates have dropped to 90% and Chronic Absenteeism has risen to 37%. Students can not learn if they aren't in school</p>	Chronic absenteeism and attendance are challenges for all students but data shows a larger percent of those not attending are unduplicated students. Attendance procedures and protocols that work with all students and parents to improve attendance will benefit all students.	Attendance and Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.B</p>	<p>Action: Professional Development</p> <p>Need: While overall scores in ELA declined 14.7 points, the ELA scores of ELs declined by 34 points, and the scores for Socioeconomically Disadvantaged declined by 18.4 points. Therefore HSHMC needs to find strategies to improve student results for these identified groups, which will also benefit other students. Math scores showed similar trends.</p> <p>Scope: LEA-wide</p>	<p>The focus of the PD is on ways to meet the needs of diverse and struggling learners, with a focus on students who are Socioeconomically Disadvantaged, English Learners, Foster Youth or Homeless students. All students can benefit from these additional strategies.</p>	<p>Academic Achievement improvement in ELA and Math, with disaggregated scores.</p>
<p>2.C</p>	<p>Action: Educational Options</p> <p>Need: Students with more educational challenges have been more strongly impacted by the pandemic and subsequent loss of learning. This has made their attendance at school more problematic. Educational Options may meet their needs and help them to succeed.</p> <p>Scope: LEA-wide</p>	<p>These options are especially helpful for students who may need more time or additional instruction to master required concepts, or need a different environment and more individualized instruction. HSHMC staff will work to meet all students where they are and help them grow to be successful in their future.</p>	<p>Academic Achievement improvement in ELA and Math, with disaggregated scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.D</p>	<p>Action: College and Career</p> <p>Need: Longitudinal data going back for decades has shown that unduplicated student groups tend to be less likely to go to college, or to get specialized career certificates or degrees.</p> <p>Scope: LEA-wide</p>	<p>Strategies and support by dedicated staff will 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, but all students can benefit from these actions.</p>	<p>Disaggregated Graduation and College/Career Indicator results</p>
<p>2.E</p>	<p>Action: Positive School Environment</p> <p>Need: Survey results for feelings of connectedness to the school, and feeling respected at the school demonstrate there is a need for improvement in this area.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>My Voice Student Survey</p>
<p>2.F</p>	<p>Action: Supplemental Support for at-risk students</p> <p>Need: See test data in Action 2.2</p> <p>Scope: LEA-wide</p>	<p>These services/materials/personnel support the differentiation of instruction to meet the needs of students at-risk of not meeting academic benchmarks, however all students may also benefit. MTSS Tier 2 strategies.</p>	<p>Academic Achievement improvement in ELA and Math, with disaggregated scores.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.I</p>	<p>Action: Supplemental Support for SEL</p> <p>Need: Attendance and Chronic Absenteeism rates seem to indicate that some students need additional, more targeted, interventions to feel safe and connected to school</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Counselors will work with students to provide higher levels for support to students and families in need, including reaching out to community partners as needed. Research shows that the students with higher level needs are more likely to come from one of the unduplicated student groups.</p>	<p>Attendance and Chronic Absenteeism, along with student and family surveys</p>
<p>3.B</p>	<p>Action: Communication and Outreach</p> <p>Need: Parents of unduplicated students attend fewer school events and tend to be less involved in their children's education, for a variety of reasons, including available time, or not feeling comfortable in an education setting,</p> <p>Scope: LEA-wide</p>	<p>HSHMC wants to increase the participation and involvement of all parents, their Educational Partners, and of their surrounding community.</p>	<p># of events and attendance # at those events</p>
<p>3.C</p>	<p>Action: Workshops and Trainings</p> <p>Need: To increase the understanding and knowledge base of parents of unduplicated students in HSHMC via workshops and trainings, so they are better able to help their children in school and as they move on to college and career.</p>	<p>All parents could benefit from the information shared at the workshops.</p>	<p>Workshop attendance and parent survey results.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Current parents have requested more of these types of workshops</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.G	<p>Action: Supplemental Support for English Learners</p> <p>Need: English Learners are scoring far below other student groups on the ELA and Math SBAC tests.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action is focused on English Learner students and providing them with additional specialized instruction and intervention strategies that will support their improvement in English proficiency and support them to access California State Content standards in all areas.</p>	<p>English Learner Progress Indicator results on the California Schools Dashboard.</p>

For any limited 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, as applicable.

NA

Additional Concentration Grant Funding

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 80.57%, 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 HUB lab that serve students in grades 91-2.

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

HSHMC is a single school charter, so the chart below is not applicable.

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

2024-25 Total Expenditures Table

LCAP Year	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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	6,178,665	1,146,235	18.551%	0.000%	18.551%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,470,000.00			\$156,500.00	\$4,626,500.00	\$4,378,500.00	\$248,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.A	Basic Services	All	No					\$3,100,000.00	\$20,000.00	\$3,120,000.00				\$3,120,000.00
1	1.B	Beyond Credentialing	All	No					\$0.00	\$110,000.00	\$110,000.00				\$110,000.00
1	1.C	Facilities and Safety	All	No					\$0.00	\$30,000.00	\$30,000.00				\$30,000.00
1	1.D	Academic Program	All	No					\$15,000.00	\$2,000.00	\$17,000.00				\$17,000.00
1	1.E	Social/emotional Safety	All	No					\$20,000.00	\$0.00	\$20,000.00				\$20,000.00
2	2.A	Attendance Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$60,000.00	\$0.00	\$55,000.00			\$5,000.00	\$60,000.00
2	2.B	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$140,500.00	\$0.00	\$115,000.00			\$25,500.00	\$140,500.00
2	2.C	Educational Options	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$150,000.00	\$50,000.00	\$184,000.00			\$16,000.00	\$200,000.00
2	2.D	College and Career	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$110,000.00	\$5,000.00	\$115,000.00				\$115,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.E	Positive School Environment	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$125,000.00	\$15,000.00	\$140,000.00				\$140,000.00
2	2.F	Supplemental Support for at-risk students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$404,000.00	\$0.00	\$314,000.00			\$90,000.00	\$404,000.00
2	2.G	Supplemental Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$130,000.00	\$0.00	\$120,000.00			\$10,000.00	\$130,000.00
2	2.H	Supplemental Support for Students with Disabilities	Students with Disabilities	No					\$5,000.00	\$0.00	\$5,000.00				\$5,000.00
2	2.I	Supplemental Support for SEL	English Foster Low Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$50,000.00	\$5,000.00	\$55,000.00				\$55,000.00
3	3.A	Parent Leadership and Advisory Groups	All	No					\$25,000.00	\$5,000.00	\$20,000.00			\$10,000.00	\$30,000.00
3	3.B	Communication and Outreach	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$19,000.00	\$1,000.00	\$20,000.00				\$20,000.00
3	3.C	Workshops and Trainings	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$25,000.00	\$5,000.00	\$30,000.00				\$30,000.00

2024-25 Contributing Actions Table

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)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
6,178,665	1,146,235	18.551%	0.000%	18.551%	\$1,148,000.00	0.000%	18.580 %	Total:	\$1,148,000.00
								LEA-wide Total:	\$1,028,000.00
								Limited Total:	\$120,000.00
								Schoolwide Total:	\$55,000.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
2	2.A	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
2	2.B	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.C	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,000.00	
2	2.D	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
2	2.E	Positive School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
2	2.F	Supplemental Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$314,000.00	

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 (%)
					Low Income			
2	2.G	Supplemental Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$120,000.00	
2	2.I	Supplemental Support for SEL	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	
3	3.B	Communication and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.C	Workshops and Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,411,328.00	\$4,554,493.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Basic Services	No	\$3,128,043.00	\$3,132,855
1	2	Beyond Credentialing	Yes	\$97,250.00	\$125,840
1	3	Facilities	No	\$15,000.00	\$35,062
1	4	Health and Safety	No	\$4,835.00	\$5,315
2	1	Supplemental Services for students	Yes	\$429,000.00	\$386,000
2	2	Professional Development	Yes	\$122,500.00	\$142,193
2	3	Attendance support	Yes	\$60,000.00	\$60,612
2	4	Educational Options	Yes	\$186,000.00	\$200,197
2	5	College and Career	Yes	\$95,000.00	\$100,833
2	6	English Learner support	Yes	\$110,000.00	\$120,037

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	7	Positive School Environment	Yes	\$110,000.00	\$139,431
2	8	Supplemental Supports for SEL	Yes	\$3,700.00	\$55,120
3	1	Parent Leadership and Advisory Groups	Yes	\$30,000.00	\$30,516
3	2	Communication	Yes	\$15,000.00	\$15,007
3	3	Workshops and Trainings	Yes	\$5,000.00	\$5,475

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$958,746	\$1,017,250.00	\$1,045,871.00	(\$28,621.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's 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	125,840		
2	1	Supplemental Services for students	Yes	\$282,000.00	282,000		
2	2	Professional Development	Yes	\$93,000.00	112,693		
2	3	Attendance support	Yes	\$50,000.00	50,612		
2	4	Educational Options	Yes	\$160,000.00	174,197		
2	5	College and Career	Yes	\$95,000.00	100,833		
2	6	English Learner support	Yes	\$95,000.00	105,000		
2	7	Positive School Environment	Yes	\$110,000.00	139,431		
2	8	Supplemental Supports for SEL	Yes	0	20,000		
3	1	Parent Leadership and Advisory Groups	Yes	\$15,000.00	15,516		
3	2	Communication	Yes	\$15,000.00	15,007		
3	3	Workshops and Trainings	Yes	\$5,000.00	5,475		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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)
\$6,018,241	\$958,746	0.00%	15.931%	\$1,045,871.00	0.000%	17.378%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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 district-level goals. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.*

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 tables are required to be included as part of the LCAP 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 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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."
- **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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

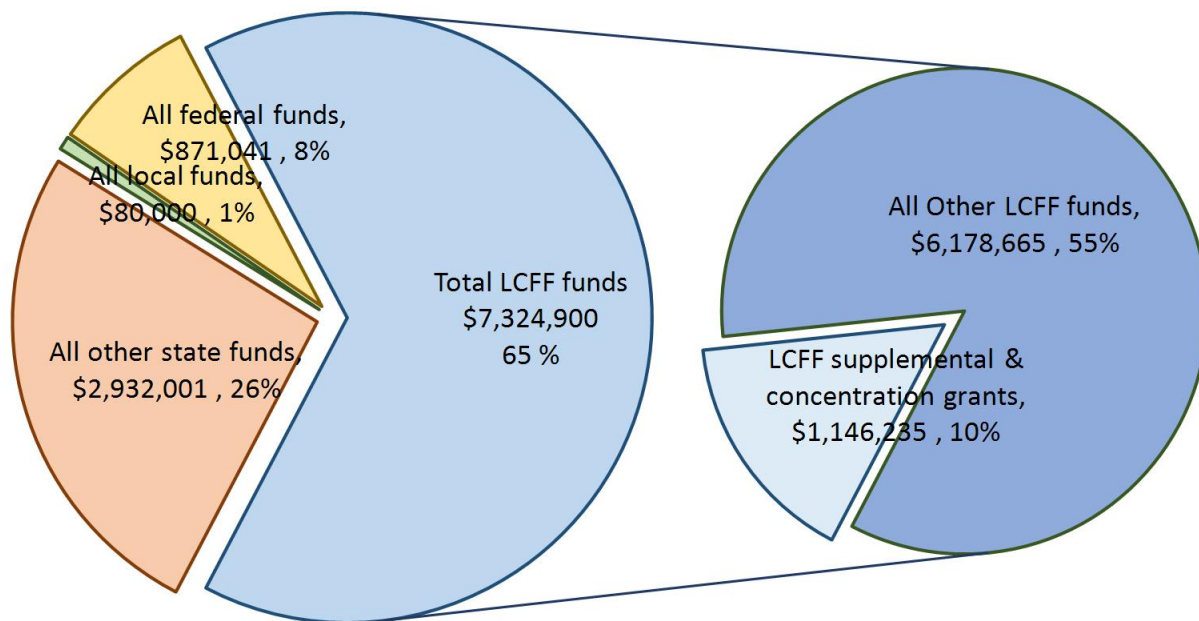
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Health Sciences High and Middle College
 CDS Code: 37683380114462
 School Year: 2024-25
 LEA contact information:
 Javier Vaca
 Director
 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 2024-25 School Year

Projected Revenue by Fund Source

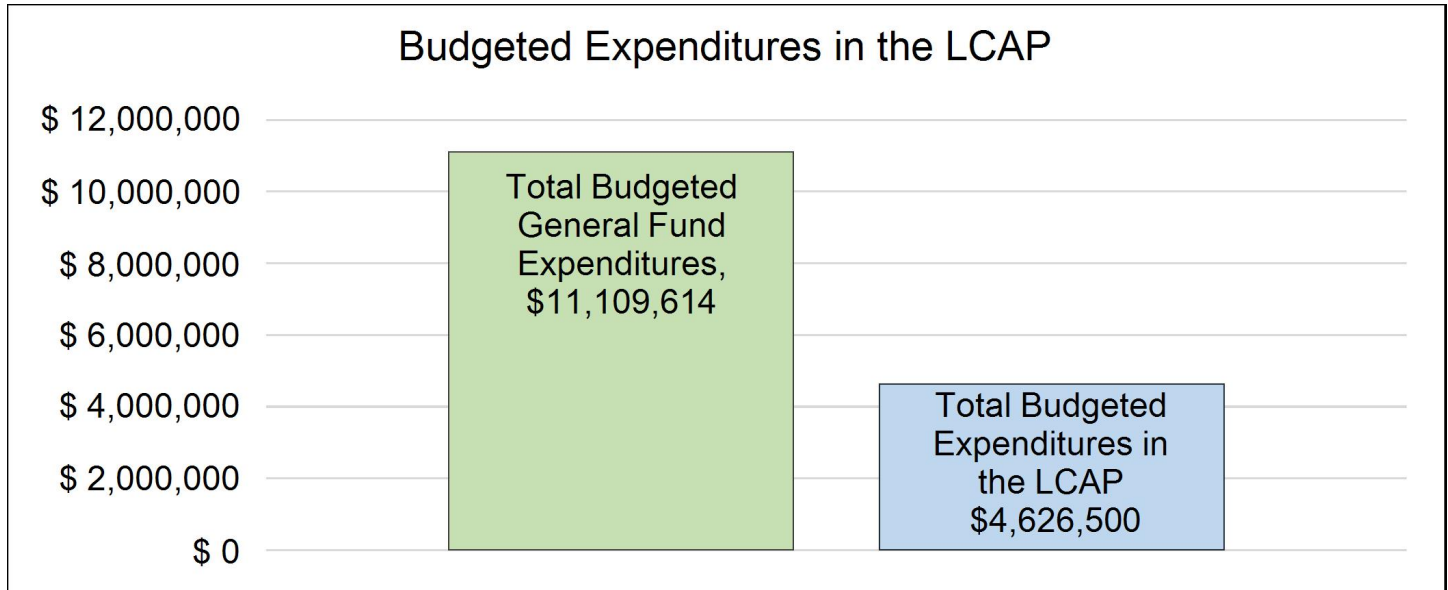


This chart shows the total general purpose revenue Health Sciences High and Middle College expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Health Sciences High and Middle College is \$11,207,942, of which \$7,324,900 is Local Control Funding Formula (LCFF), \$2,932,001 is other state funds, \$80,000 is local funds, and \$871,041 is federal funds. Of the \$7,324,900 in LCFF Funds, \$1,146,235 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Health Sciences High and Middle College plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Health Sciences High and Middle College plans to spend \$11,109,614 for the 2024-25 school year. Of that amount, \$4,626,500 is tied to actions/services in the LCAP and \$6,483,114 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

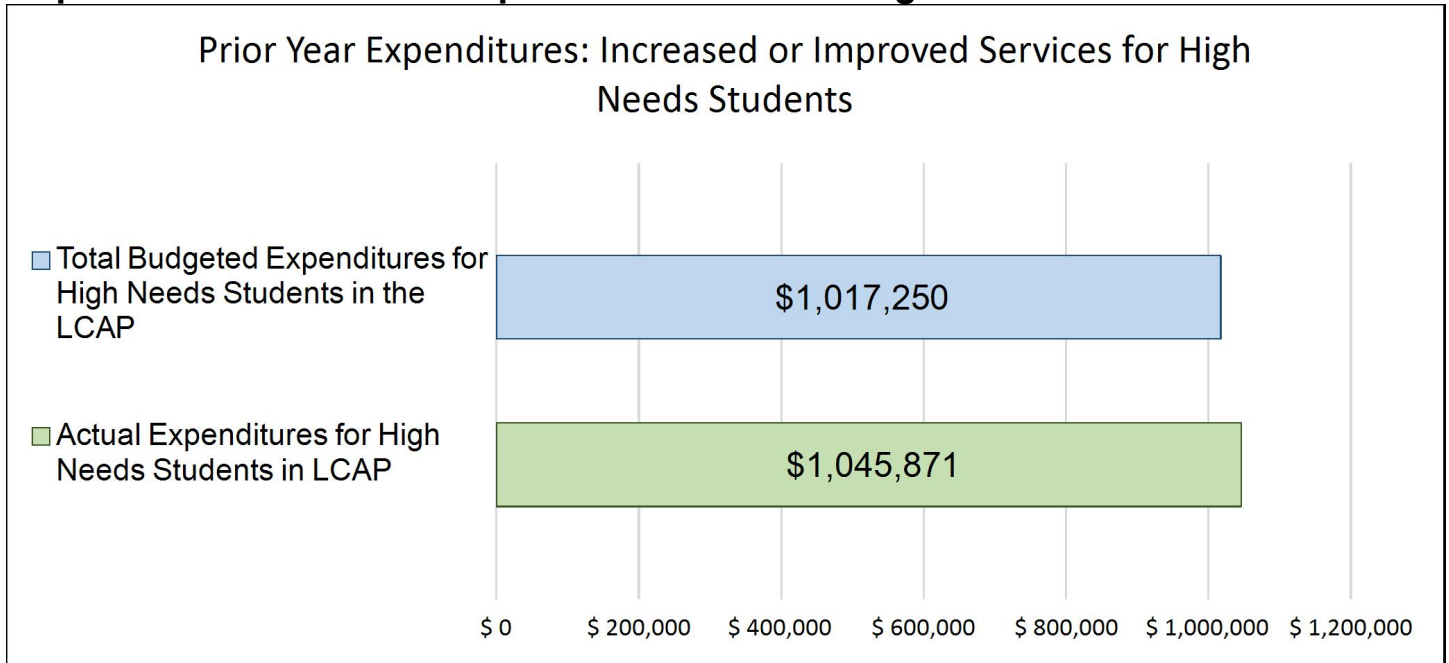
The HSHMC LCAP does not include any operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Health Sciences High and Middle College is projecting it will receive \$1,146,235 based on the enrollment of foster youth, English learner, and low-income students. Health Sciences High and Middle College must describe how it intends to increase or improve services for high needs students in the LCAP. Health Sciences High and Middle College plans to spend \$1,148,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Health Sciences High and Middle College's LCAP budgeted \$1,017,250 for planned actions to increase or improve services for high needs students. Health Sciences High and Middle College actually spent \$1,045,871 for actions to increase or improve services for high needs students in 2023-24.

Coversheet

Dashboard Local Indicator Reports

Section: III. Action Items
Item: D. Dashboard Local Indicator Reports
Purpose: FYI
Submitted by:
Related Material: 2024 Local Indicators.pdf

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Javier Vaca Director	jvaca@hshmc.org 619-528-9070

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	30	81.10	0.8	2.5	2.9	7.2	5.4	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. 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

2. 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
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
World Language					5

Support for Teachers and Administrators

5. 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

Academic Standards	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)

6. 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 regularly each month to participate in Professional Development with a focus for the 2023-2024 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 for further professional learning, including content PLCs and grade level PLCs to work on improving teaching and learning. Data analysis drove the focus of these PLCs to include numeracy and effective literacy strategies, such as close reading, and targeted strategies to support our Multilingual Learners. The coaching cycles support this through regular meetings with coplanning and coteaching, supported by the analysis of student data to ensure student 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 Phase
- 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.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4
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)

- 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.

Based on input from our educational partners one of our strengths is the HSHMC Parent Advisory Group. 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. The group goal is improve achievement and attendance, college and career readiness, and provide 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. Our new Parent Liaison is focused on building relationships and gathering critical information from parents to better serve our students. 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. Our new Kippy's outdoor space is used to host numerous community events, including Family Nights and our annual Symposium, bringing more neighborhood families to our school. HSHMC is also reaching out to students and the community through murals that are inclusive and celebrate diversity.

- 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 will continue to build connections between school staff and families. Workshops and trainings will be available to staff on how to work effectively with parents, and why doing outreach can have a positive impact on school culture and student achievement. Staff time and resources will be available to reach out and connect with families through emails, phone calls and possibly home visits.

- 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.

A variety of communication processes are already in place to reach out to families (see #1 above), and we do so in a variety of languages and hold meetings at various times to give parents options for attending. Our hope is that the additional work in this area that will happen as part of both the CSI process and the implementation of the California Community School Partnership (CCSP) grant will generate new ideas and strategies for building even stronger relationships among all our educational partners. Currently the role of parent liaison is growing and will be gathering more information in the coming year to provide more needed services, and build relationships between staff and families.

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 Phase
- 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)

- 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.

HSHMC has built strong and effective partnerships with many community partners to provide positive outcomes for students. The health sciences program provides both motivation and training to our students to prepare them to be successful in world of health care. These partnerships with Sharp Healthcare and local community colleges give students real life experiences and a strong foundational knowledge that will allow them to be successful in joining that career field, or in continuing their education in that area. The same is true for our relationships in area of Fire Sciences. Teachers help students to see the relevance of what they are learning in high school to their future path to a related career in health or fire science. The same is true for the families of our students who have requested

additional information on they support their children in both being successful and school and preparing for the next steps on their college/career path. HSHMC is now providing more information to families on the college application process, and the financial-aid opportunities available.

- 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 already has a strong culture of restorative practices and a Social Emotional Learning (SEL) lens that helps staff communicate more effectively with students and families, while also creating more empathy. We now need to build on that strength to engage families and students more effectively as systems designers invested in how services are prioritized, how best practices are shared and how our efforts are evaluated. This is our current focus and it will be supported by the CCSPP grant, and by our on-going work on Multi-Tiered Systems of Support (MTSS) trainings and planning.

- 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.

Family outreach communication is organized with the intent to remove as many barriers to family involvement in the schools as possible. Multiple forms of communication through a variety of media, in several languages is a starting point. Meetings and trainings for families are usually offered at different times of the day, and when possible may be available virtually. And we have a parent liaison that focuses on getting to know the families and determining how to best meet their needs and connect with them so they feel comfortable coming to meetings and events.

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 Phase
- 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 building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. 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
4. 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. Additionally there is a ELAC/DELAC that meets to support the English Learner students and programs at the school

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.

Continue outreach to families and establish stronger connections with the community to ensure that parents, students and community partners know their input is valued and respected.

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.

Among other things a focus on including reflection and feedback at every event or meeting, and reminding all partners of the importance of providing feedback through the annual surveys. The parent liaison will be focusing on ensuring this happens and following up with parents with any questions or responses to their feedback.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

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. Additionally, ??we analyze this data at retreats. This informs actions to build mentorships. We also have students analyze the data and give feedback or gather more data from other students.

Specifically the 2023-24 Student data demonstrated that students feel welcome at school (84.2%) and listened to by adults at the school (77.3%). Parents also feel welcome at the school (77%) and believe that their voice is heard while in meetings (68%).

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

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 Restorative Practices Facilitator. 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. Additionally there is a behavior huddle that occurs weekly to discuss students that need help with behaviors. This huddle includes admin, RP facilitator, teacher, and a counselor.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

HSHMC will strive to increase the number of responses from the surveys, and to gather information from a broader, representative group of educational partners. There will also be increased sharing of the responses and more reflection on their meaning. Our focus will center on increasing student involvement with the data to better understand what the data results mean through student discussion, circles, focus groups and more.

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. We are fully inclusive, all students have access to all classes.

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 attended by an HSHMC staff who assist with additional time during the class day to provide supports to the students including studying tools, review strategies, and feedback. The students have additional seat hours to those required by the college where the high school level supports are provided 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 an ELD course taught by a designated group of staff members whose professional development focus is on providing effective instruction to English Learners. ELs are offered push in supports from ELD instructors as well as pulled out during independent working time to provide reading support.

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. When available, the disaggregated data shows a minimal difference between student groups in access to our measurements of a broad course of study.

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 (Achieve 300 and iReady). 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 has CCAP with Grossmont/Cuyamaca Community College District to provide courses to the students at the community college. 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

Uniform Complaint Policy and Form

Section: III. Action Items
Item: E. Uniform Complaint Policy and Form
Purpose: Discuss
Submitted by:
Related Material: Uniform Complaint Procedures_Policy.rev5.24.pdf
HSHMC Uniform Complaint Form - For Board Approval June 12, 2024 .pdf



UNIFORM COMPLAINT POLICY

Compliance Officers

The Governing Board designates the following administrative designee to serve as compliance officer to receive and investigate complaints relative to programs contained in this policy and ensure Charter compliance with the law:

Dr. Javier Vaca, Director of Human Resources, Uniform Complaint Officer
Health Sciences High School and Middle College Charter
3910 University Avenue, San Diego, 92105
619-528-9070

Notifications

The Director or her/his designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination to students, employees, parents or guardians, Charter/school advisory committees, and interested parties of Charter complaint procedures and information about available appeals, civil law remedies, and conditions under which a complaint may be taken directly to the California Department of Education (CDE).

Procedures

The following procedures shall be used to address all complaints which allege that the Charter has violated Federal or State laws or regulations governing educational programs. The administrative designee shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632: The Charter will use its uniform complaint procedures when addressing all complaints regarding gender equity.

Complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures

Investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts (Title 5, Section 4630).

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of alleged noncompliance with the appropriate compliance officer designated above.

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

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

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

The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination (Title 5, Section 4630).

Step 2: Mediation

Within five days of receiving the complaint, the compliance officer shall informally discuss with the complainant the possibility of using mediation.

If all parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter's time lines for investigating and resolving the complaint unless the complainant agrees in writing to such an

extension of time.

Step 3: Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of receiving the complaint or attempting to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative and the Charter's representatives to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses (Title 5, Section 4631).

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

Step 4: Response

Within 20 days of receiving the complaint, the compliance officer shall prepare and send to the complainant, and upon request, to the CDE and disposition of the complainant, a written report of the Charter's findings as described in Step 5 below.

Step 5: Final Written Decision

The report of the Charter's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the Charter will arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any.
2. The rationale for the above disposition.
3. Notice of the complainant's right to appeal the decision to the California Department of Education and procedures to be followed for initiating such an appeal.

Appeal to the Governing Board

If a complainant is dissatisfied with the administrative designee's decision he/she may, within five days, file his/her complaint in writing with the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the decision of the compliance officer shall be the Charter's final written decision. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the Charter's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

Appeals to the California Department of Education

If a complainant is dissatisfied with the Charter's decision, the complainant will be given notice regarding his/her right to appeal in writing to the California Department of Education within 15 days of receiving the Charter's decision. For good cause, the State Superintendent of Public Instruction may grant an extension of filing appeals. When appealing the California Department of Education, the complainant must specify the reason(s) for appealing the Charter's decision and must include a copy of the locally filed complaint and the Charter's

decision (Title 5, Section 4652). If dissatisfied with the California Department of Education's resolution of a complaint regarding a Title 1 program, the complainant may request its review by the U.S. Secretary of Education (34 Code of Federal Regulations).

Basis of Direct State Intervention

California Administrative Code, Title 5, Section 4650, provides for direct intervention into complaints by the California State Superintendent of Public Instruction, without waiting for local school Charter action if one or more of the following conditions exist:

1. The complaint includes an allegation, and the Department verifies, that a local educational agency failed to comply with the complaint procedures required by this policy.
2. Discrimination is alleged by the complainant and the facts alleged indicate that the complainant will suffer an immediate loss of some benefit such as employment or education if the Department does not intervene. However, nothing in this section gives the Department jurisdiction over employment discrimination claims.
3. The complaint relates to agencies other than local educational agencies funded through the Child Development and Child Nutrition Programs.
4. The complainant requests anonymity and presents clear and convincing evidence and the Department verifies that he/she would be in danger of retaliation if a complaint were filed locally, or has been retaliated against because of past or present complaints.
5. The complainant alleges that the local educational agency failed or refused to implement the final decision resulting from its local investigation or local mediation agreement
6. The local agency refuses to respond to the California State Superintendent's

request for information regarding a complaint.

7. The complainant alleges and the California Department of Education verifies, or the Department has information that no action has been taken by the local educational agency within 60 calendar days of the date the complaint was filed locally.

8. For complaints relating to Special Education, the following shall also be conditions for direct State intervention:

a. The complainant alleges that a public agency, other than a local educational agency, as specified in Government Code Section 7570 et seq. fails or refuses to comply with an applicable law or regulation relating to the provision of free appropriate public education to handicapped individuals.

b. The complainant alleges that the local educational agency or public agency fails or refuses to comply with the due process procedures established pursuant to Federal and State laws and regulations; or has failed or refused to implement a due process hearing order.

c. The complainant alleges facts that indicate that the child or group of children may be in immediate physical danger or that the health, safety, or welfare of a child or group of children is threatened.

d. The complainant alleges that a handicapped pupil is not receiving the Special Education or related services specified in his/her Individualized Educational Program (IEP).

e. The complaint involves a violation of Federal law governing Special Education, 20 U.S.C. Section 1400 et seq., or it's implementing regulations. The complaint shall identify upon basis of the section that direct filing to the California Department of Education is being made. Referring Complaint Issues to Appropriate State or Federal Agencies California Administrative Code, Title 5, Section 4611, mandates that the complaints listed below shall be referred to the specified agencies for appropriate resolution and are not subject to the local and California Department of Education's complaint procedures as set forth in this policy unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (CAC Section 4650).

2. Health and safety complaints regarding a Child Development Program shall

be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing exempt facilities.

3. Discrimination issues involving Child Nutrition Programs of Title IX of the Educational Amendments of 1972 shall be referred to the U.S. Office of Civil Rights (OCR). Title IX complainants will only be referred to the OCR if there is not State discrimination law or regulation at issue. Unless otherwise negotiated through a memorandum of understanding/agreement, a preliminary inquiry and/or investigation concerning these complaints will be conducted by OCR. The complainant shall be notified by certified mail if his/her complaint is transferred to OCR by the State Superintendent of Public Instruction.

4. Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH) pursuant to Title 22, CCR, Section 98410. The complainant shall be notified by certified mail of any DFEH transferal.

5. Allegations of fraud shall be referred to the responsible Department Division Director and the Department's Legal Office.

TIMELINE CHART OF UNIFORM COMPLAINT PROCESS

Within 60 days:

1. LEA initiates an investigation or mediation process if agreeable to all parties. • Within five (5) calendar days of receiving complaint
2. Written decision is sent to complainant within twenty (20) calendar days by certified mail and includes:
 - Findings and disposition of complaint (any corrective actions)
 - Rationale for disposition
 - Right to appeal to Board and how to appeal
3. Appeal Compliance Officer's decision to Board in writing.
 - Within five (5) calendar days of receiving written decision.
 - Board decides:
 - A. NOT to hear appeal – decision stands
 - complainant may appeal to SDE
 - B. To hear appeal in closed session – responds in writing to complainant

Within 15 Days

4. Appeal to the State Department of Education (SDE) within fifteen (15) calendar days of receiving Charter's decision.

Within 60 Days

5. The SDE has sixty (60) calendar days to decide whether to uphold the Charter decision or proceed to a state level investigation.

HEALTH SCIENCES HIGH AND MIDDLE COLLEGE, INC.
UNIFORM COMPLAINT FORM

TO: HUMAN RESOURCES DEPARTMENT

3910 University Avenue, Suite 100
San Diego, CA 92105

FROM: Name(s) _____

Address _____ Zip Code _____

Telephone (Home) _____ (Work) _____

PROGRAM(S) CONCERNED (please check below):

1) ___ A violation of federal or state law or regulation governing the following program(s):

- ___ Adult Education (Education Code Sections 8500-8538 and 52500-52616.5)
- ___ Child Nutrition (Education Code Sections 49490-49560)
- ___ Child Care and Development (Education Code Section 8200-8493)
- ___ Consolidated Categorical Aid (Education Code Section 64000(a))
- ___ Migrant Education (Education Code Sections 54440-54445)
- ___ Special Education (Education Code Sections 56000-56885 and 59000-59300)
- ___ Vocational Education (Education Code Sections 52300-52480)
- ___ No Child Left Behind Act (school safety planning, 20 U.S.C. Section 7114(d)(7))
- ___ Local Control and Accountability Plan (Education Code Section 52075)
- ___ Use, or prohibited use, of instructional materials, books, etc...

OR

2) ___ Discrimination, harassment, intimidation and bullying in programs receiving state financial assistance based on one of the following actual or perceived characteristics:

- ___ Ethnic group identification
- ___ Religion
- ___ Age
- ___ Gender
- ___ Nationality
- ___ Sex
- ___ Color
- ___ Gender Expression
- ___ Disability
- ___ Sexual orientation
- ___ Race
- ___ Ancestry
- ___ National origin
- ___ Ethnicity
- ___ Physical or mental disability
- ___ Actual or perceived sex
- ___ Gender identity

___ Association with person/group listed above

NATURE OF COMPLAINT. (This should be a description in your own words of the grounds of your complaint, including all names, dates, and places necessary for a complete understanding of your complaint. (Attach additional sheets, if necessary.):

Have you spoken with any school personnel regarding this complaint? ___ Yes ___ No

If so, what are their names?

What was the result of the discussion?

Signature:

Date:

PLEASE RETURN THIS FORM TO:
HEALTH SCIENCES HIGH AND MIDDLE COLLEGE, INC.
HUMAN RESOURCES DEPARTMENT
Attn: Dr. Javier Vaca
3910 University Avenue, Suite 100
San Diego, CA 92105

Coversheet

2024-2025 Instructional Minutes

Section: III. Action Items
Item: F. 2024-2025 Instructional Minutes
Purpose: Discuss
Submitted by:
Related Material: 2024-2025(3) Instructional Minutes.xls [Compatibility Mode].pdf

SAN DIEGO CITY SCHOOLS

Financial Accounting Office

Pupil Accounting

2024-2025 Annual Instructional Minutes Schedule

School	Health Sciences
Location	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 AM	400	N/A	30	370	173	64,010	
Minimum Days	08:30 AM	12:50 PM	265	N/A	30	235	7	1,645	
							180	65,655	855

Regular Days

Schedule	Period	Instructional Time from	Instructional Time to	Num Mins Passing	Inst. Mins per period	
	1	08:30 AM	09:55 AM		85	
	2	10:00 AM	11:25 AM	5	85	
Tutorial		11:25 AM	11:50 AM	0	20	
Lunch		11:50 AM	12:15 PM	0	30	
	3	12:15 PM	01:40 PM	0	85	
	4	01:45 PM	03:10 PM	5	85	
				10	390	400
				0	-30	
				10	360	370

Minimum Days

Schedule	Period	Instructional Time from	Instructional Time to	Num Mins Passing	Inst. Mins per period	
	1	08:30 AM	09:25 AM		55	
	2	09:30 AM	10:25 AM	5	55	
	3	10:30 AM	11:25 AM	5	55	
	4	11:30 AM	12:25 PM	5	55	
Lunch		12:25 PM	12:50 PM	0	30	
				15	250	265
				0	-30	
				15	220	235

I verify that the above is the correct schedule for the 2024-2025 school year.	
Signature (Principal)	Date

Minimum days		
9/6/24 Fri		
12/19/24 Thurs		
12/20/24 Fri		
2/7/25 Fri		
4/11/25 Fri		
5/28/25 Wed		
5/29/25 Thurs		

Coversheet

2024-2025 School Calendar

Section: III. Action Items
Item: G. 2024-2025 School Calendar
Purpose: Discuss
Submitted by:
Related Material:
2024-2025 HSHMC Family Calendar Updated 6-4-24.xls [Compatibility Mode].pdf

HEALTH SCIENCES HIGH & MIDDLE COLLEGE, INC.

2024-2025

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 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	★	6	7	8	9	10
11	★	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 24						
Su	M	Tu	W	Th	F	Sa
1	⊗	3	4	5	⊗	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 24						
Su	M	Tu	W	Th	F	Sa
		1	2	3	⊗	5
6	7	8	9	10	★	12
13	14	15	16	17	★	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	⊗	12	13	14	15	16
17	18	19	20	21	22	23
24	⊗	⊗	⊗	⊗	⊗	30

December 24						
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	⊗	★	21
22	⊗	⊗	⊗	⊗	⊗	28
29	⊗	⊗	⊗	⊗	⊗	

January 25						
Su	M	Tu	W	Th	F	Sa
	⊗	⊗	⊗	⊗	⊗	4
5	⊗	7	8	9	10	11
12	13	14	15	16	17	18
19	⊗	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	⊗	8
9	10	11	12	13	⊗	15
16	⊗	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	⊗	8
9	10	11	12	13	★	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	⊗					

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

May 25						
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	21	22	23	24
25	⊗	27	⊗	⊗	30	31

⊗ Early Release Days

9/6/24, 12/19/24, 12/20/25,
2/7/25, 4/11/25, 05/28/25, 5/29/25

⊗ School Holidays - (No School)

- September 2** - Labor Day
- October 4** - Teacher Work Day - No Students
- November 11** - Veteran's Day
- November 25-29** - Holiday Vacation
- December 23-January 6** - Winter Vacation
- January 20** - Martin Luther King Observance
- February 14-17** - President's Day Weekend
- March 7** - Teacher Work Day- No Students
- May 31-April 4** - Spring Break
- May 26** - Memorial Day

★ Special Dates

- August 12** - First Day of School
- October 11** - First Quarter Ends
- December 20** - End of Quarter 2/Semester 1
- March 14** - Third Quarter Ends
- May 28** - Finals
- May 29** - Finals
Last Day of School
Senior Graduation

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

2024-25 Consolidated Application Funds

Section: III. Action Items
Item: H. 2024-25 Consolidated Application Funds
Purpose: Discuss
Submitted by:
Related Material: 2024-25 CONAPP Health Sciences.docx

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

RECOMMENDATION: Approve application for the 2024-25 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. 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

2023-24 and 2024-25 Education Protection Account (EPA)

Section: III. Action Items
Item: I. 2023-24 and 2024-25 Education Protection Account (EPA)
Purpose: Discuss
Submitted by:
Related Material: 2023-24 and 24-25 EPA Resolution Health Sciences.docx

2023-24 and 2024-25 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 2024-25 in the amount of approximately \$93,000 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 2023-24, the school received approximately \$99,176 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

Coversheet

Workforce Violence Prevention Plan

Section: III. Action Items
Item: J. Workforce Violence Prevention Plan
Purpose: Discuss
Submitted by:
Related Material: Workforce Violence Prevention Plan.pdf

BECOMING FULLY COMPLIANT WITH CALIFORNIA SB 553

Compliance Due Date: June 30, 2024

On September 30, 2023, Governor Gavin Newsom signed [SB 553](#) into law, establishing a new written Workplace Violence Prevention Plan (“WVPP”) requirement for nearly all California employers. The WVPP requirement, which becomes effective on July 1, 2024, is the first of its kind in the nation to apply to employers across industries.

Who is Covered and Exemptions:

This law applies to all California employers, with exceptions for healthcare facilities, teleworking employees not under employer control, facilities operated by the California Department of Corrections and Rehabilitation and law enforcement agencies, and workplaces with less than 10 employees that are not accessible to the public.

Who Enforces California SB 553? The law’s requirements will be enforced by California’s Division of Occupational Safety and Health (“Cal/OSHA”)

At WILL Interactive, we are fully committed to helping you achieve full compliance with California’s new Workplace Violence Prevention law. The customized Workplace Violence Prevention Plan, Violent Incident Log page template, and online Training Course included in this package puts you in an excellent place for full compliance. Nevertheless, your future compliance with SB 553 does not stop here. There are certain aspects that you need to know, now and in the future, to remain compliant. The compliance checklist below explains what [WILL’s solution covers](#), and the [additional steps you need to take](#) to be California compliant.

COMPLIANCE CHECKLIST

Employers must create and adopt a **Workplace Violence Prevention Plan**:

- ✓ Names or job titles of the persons responsible for implementing the WVPP
[Covered in your WVP Plan](#)
- ✓ Active employee involvement in plan development and review
[Completed during the development of the company’s WVP Plan using WILL’s Development Tool](#)
- ✓ Your company’s response protocol to reports of workplace violence
[Covered in your WVP Plan](#)
- ✓ Corrective procedures when hazards are identified
[Covered in your WVP Plan](#)
- ✓ Post-incident response and investigation practices
[Covered in your WVP Plan](#)
- ✓ Compliance assurance procedures and communication strategies

- ✓ **Covered in your WVP Plan**
Plans for ongoing workplace violence prevention assessment, required inspections, and identification of potential hazards
- ✓ **Covered in your WVP Plan**
Protocol for the workplace to obtain assistance from law enforcement, evacuation plans, and responding to workplace violence emergencies
- ✓ **Covered in your WVP Plan**
Annual Employee training
Covered when your employees complete the online training program and receive their completion certificates. The training program will provide a copy of your WVP Plan to all employees and require that your employees confirm that they have received it.
- ✓ Details regarding ongoing employee communication about workplace violence including how an employee can report concerns without fear of retaliation
- ✓ **Covered in your WVP Plan**
Procedures for ensuring compliance with the plan such as recognition for those who follow and exhibit safe work practices and disciplinary actions when necessary
- ✓ **Covered in your WVP Plan**
Annual evaluation of the plan
It is your responsibility to review and update your workplace violence prevention plan annually. Additionally, you must provide evaluations of incidents and maintain records of previously identified workplace violence hazards. When your annual update is completed, it is also your responsibility to distribute this plan to your employees and make sure they are informed of the updates you have made. If you make updates to your plan, you should upload your new plan into the WILL Interactive platform so it will be included in your online training course. Therefore, when your employees complete their annual training requirement, you will have completed the WVP Plan distribution requirement as well.

Employers must create and maintain a **Violent Incident Log**.

Incident Logging Requirements: You must maintain a violent incident log, recording details such as date, time, location, incident description, perpetrator classification, circumstances, incident type, consequences, and contact information for the individual completing the log.

Covered with your Violent Incident Log template. It is your responsibility to print out copies of your Log pages and complete them for any violent incidents that occur in your workplace(s). Keep these pages together in a binder. You must keep these records for a minimum of five years.

Legal Disclaimer: Workplace Violence Prevention Plan and Violent Incident Log Template

The following legal disclaimer is provided for the creation and implementation of a Workplace Violence Prevention Plan ("the Plan") and Violent Incident Log ("the Log"). This disclaimer outlines important terms and conditions to be considered:

1. **Legal Compliance:** The information provided in this Workplace Violence Prevention Plan and Violent Incident Log Template are intended to assist companies in developing their own comprehensive strategies to prevent workplace violence. It is essential for companies to ensure that their plans comply with all relevant local, state, and federal laws and regulations.
2. **Consultation with Legal Professionals:** Companies should seek the advice of legal professionals or consultants experienced in employment law and workplace safety when developing and implementing their Plan and Log. This disclaimer does not constitute legal advice, and companies should not rely solely on the information contained herein without consulting legal experts.
3. **Customization and Adaptation:** Every workplace is unique, and the risks associated with workplace violence may vary significantly depending on factors such as industry, geographic location, company size, and nature of operations. Companies are responsible for customizing and adapting the information provided in this Plan to suit their specific needs and circumstances. The Hazards and Hazard Corrections in the Workplace Violence Prevention Plan Template are illustrative and may not address all Hazards and Hazard Corrections appropriate for a specific workplace. They must be selected, edited, and augmented to address each company's workplace realities.
4. **No Guarantee of Effectiveness:** While a well-designed Workplace Violence Prevention Plan and Violent Incident Log can mitigate risks and promote a safer work environment, it cannot guarantee complete prevention of workplace violence. Companies must recognize that no plan can eliminate all risks associated with workplace violence, and ongoing evaluation and adaptation of strategies may be necessary.
5. **Limitation of Liability:** The creators of this Workplace Violence Prevention Plan and Violent Incident Log Template disclaim any liability for damages, losses, or injuries arising from the use or implementation of the information provided herein. Companies assume all risks associated with the development, implementation, and enforcement of their Plan and Log.
6. **Employee Training and Awareness:** Companies should ensure that all employees are trained in the provisions of the Workplace Violence Prevention Plan and are aware of reporting procedures, emergency protocols, and resources available for assistance. Regular training, communication, and awareness initiatives are essential components of an effective prevention strategy.
7. **Continuous Improvement:** Companies should commit to continuously evaluating and improving their Plan and Log in response to changes in the workplace environment, emerging risks, and evolving best practices in violence prevention and workplace safety.

By utilizing WILL Interactive's Workplace Violence Prevention Plan and Violent Incident Log Template development tool, companies acknowledge that they have read, understood, and agreed to the terms of this legal disclaimer. Companies are encouraged to regularly review and update their Plan and Log to ensure its ongoing effectiveness and compliance with applicable laws and regulations.

SUBJECT: Workplace Violence Prevention Plan

PURPOSE: Health Sciences High & Middle College (HSHMC) is committed to providing a safe and healthy workplace for all employees and other persons who spend time on our premises. This Workplace Violence Prevention Program (WVPP) describes our policies and procedures to ensure all persons who enter our workspace are free from threats, intimidation, and violence.

DEFINITIONS

Employee - all persons in HSHMC’s physical premises during the conduct of normal business. Collectively, persons doing the work of HSHMC and subject to its policies are referred to as “Employees.”

Workplace Violence - any act of physical force at HSHMC’s workplace against an employee, partner, or customer that results in, or is likely to produce, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury. This includes incidents involving the use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.

Threat of Violence - any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose. This includes threats made in jest, but which others could perceive as serious.

Harassment - unwelcome words, actions, or physical contact producing a hostile work environment not resulting in physical harm. Verbal harassment may include disparaging or derogatory comments or slurs, unreasonable or excessive criticism, or name calling.

Intimidation - words or actions that frighten, alarm, annoy, or scare in order to force a person into, or deter them from, some action.

Stalking - willfully, maliciously, and repeatedly following or harassing other persons to place them in reasonable fear for their safety or the safety of their immediate family.

Workplace - a workplace shall be anywhere an employee of HSHMC is conducting authorized business of HSHMC.

HSHMC

Workplace Violence Prevention Plan

Types of Workplace Violence - The major types of workplace violence are:

Type I - workplace violence committed by a person who has no legitimate business at HSHMC and includes violent acts by anyone who enters the workplace or approaches workers with the intent to commit a crime.

Type II - violence directed at employees by customers, clients, or visitors.

Type III - violence against an employee by a present or former employee, supervisor, or manager.

Type IV - violence committed in the workplace by a person who does not work there but has or is known to have had a personal relationship with an employee.

RESPONSIBILITIES

Under California law, HSHMC is required to maintain a “Workplace Violence Prevention Program.” The key roles for HSHMC’s WVPP are:

Program Coordinator - The WVPP Coordinator receives and documents reports of potential or actual workplace violence, maintains the incident log, and advises HSHMC’s leadership in policy development, revision of the Workplace Violence Prevention Program, and conduct of training.

Name: **Javier A. Vaca**

Phone: **619-528-9070**

Title: **Director of Human Resources**

Email: **jvaca@hshmc.org**

Managers/Supervisors - Managers and supervisors ensure compliance with the WVPP. They receive reports and concerns, participate in management initiatives to develop and implement policies, provide guidance on safe behaviors, ensure reports of concerns are received without any reprisal and are taken seriously, and implement corrective actions.

Employees - All employees comply with the WVPP. They act professionally, courteously, and responsibly at all times. They immediately report any and all acts of workplace violence to their supervisor or manager without fear of reprisal. All reports are taken seriously. Initial verbal reports are recorded with written documentation which includes: names of the involved parties (i.e., perpetrator, victim, and witnesses), exactly what occurred, when the incident occurred, where the event took place, and if known why it happened.

HSHMC

Workplace Violence Prevention Plan

WVPP PLANNING GROUP

HSHMC maintains a WVPP Planning Group to assess hazards in the workplace and to recommend policies and mitigation measures to management for the prevention of threats of violence. The WVPP Planning Group will also assess the WVPP annually and propose revisions to improve safety and performance.

The WVPP Planning Group will consist of the following:

Name: **Javier A. Vaca**

Phone: **619-528-9070**

Title: **Director of Human Resources**

Email: **jvaca@hshmc.org**

Name: **Dominique Smith**

Phone: **619-528-9070**

Title: **Principal**

Email: **dsmith@hshmc.org**

GETTING HELP

If you are or someone else is threatened with violence, or if you have a concern about safety and security at HSHMC, immediately contact:

Name: **Javier A. Vaca**

Phone: **619-528-9070**

Title: **Director of Human Resources**

Email: **jvaca@hshmc.org**

If this person is not immediately reachable, contact your WVPP Coordinator, another member of the WVPP Planning Group, or your manager or supervisor.

DEVELOPING AND IMPLEMENTING THE WORKPLACE VIOLENCE PREVENTION PLAN

HSHMC developed and implemented this WVPP through the following steps:

1. Hazard Assessment
2. Hazard Correction
3. Communication and Training

1. Hazard Assessment. HSHMC prepared a hazard assessment with the participation of the WVPP Coordinator, Managers, and Employees that considers the risk of workplace violence incidents using the four Types of workplace violence incidents. This assessment consists of scenarios that generically describe plausible indicators of potential violence and actual incidents of violence. These scenarios help define measures to mitigate the risk in each incident scenario. This assessment will be routinely updated.

HSHMC

Workplace Violence Prevention Plan

At HSHMC, we have identified the following potential workplace violence hazards that are either universal to all organizations and/or specific to our school's locale, business activity, physical infrastructure, size, and/or history.

Type I Hazards – Criminal Intent Violence by an outsider entering the school with criminal intent.

- a. Threatening racial or anti-ethnic graffiti is left on the exterior entrance of the school building.
- b. The school receives a bomb threat or other threatening message from an unknown person.
- c. Demonstrators gather outside the entrance of the school, hold signs protesting the school, block the approach, and/or verbally intimidate employees and students trying to enter the building.
- d. A person enters with a hostile demeanor, demands people surrender school or personal property, and threatens to have or displays a weapon. (E.g., armed robbery.)
- e. A person (not previously known) enters the school and makes confusing or irrational statements and threatens to harm self or others. (E.g., a person under the influence of drugs or alcohol, or a potentially mentally unstable person.)
- f. A person enters the premises with a weapon and shoots at random people.

Type II Hazards – Visitors: Violence directed against a school employee by a visitor.

- a. A visitor becomes angry and threatens employees (without a weapon) during normal school activities. (E.g., angry customer at check-out counter or at customer service desk.)
- b. A visitor becomes angry and pulls a weapon, makes threatening statements and gestures, and actively intends to harm an employee.

Type III Hazards – Employee on Employee: Violence directed against a school employee by another school employee.

- a. An employee who is experiencing a stressful family situation is highly irritable and hostile toward other employees at work.
- b. Two employees have a "personality conflict" and repeatedly make hostile and threatening statements to each other.
- c. An employee reports they were groped by a coworker in an isolated area of the school's building.
- d. Employees report that a recently terminated coworker said they were going to bring a gun to work and shoot someone.
- e. An employee (or former employee) enters the premises and makes intimidating or threatening statements to another employee without mention or display of any weapon.
- f. An employee (or former employee) enters the premises and makes intimidating or threatening statements to another employee while threatening to have or displaying a weapon.

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Type IV Hazards – Personal Relationship: A relative or acquaintance of a school employee entering the school to commit violence.

- a. Employee reports an “ex-” is stalking or harassing them outside of work.
- b. Employee gets repeated, harassing phone calls at work from an “ex-.”
- c. An abusive domestic partner or an “ex-” enters the premises seeking to confront an employee without mention or display of any weapon.
- d. An abusive domestic partner or an “ex-” enters the premises seeking to confront an employee while threatening to have or displaying a weapon.

2. Hazard Correction. Based upon the scenarios described in the Hazard Assessment, HSHMC will implement the following measures to reduce the likelihood of workplace violence, enhance speed of response to incidents, and mitigate the possible consequences of incidents. These measures may include school policies for how employees should respond to indications of emerging and actual threats, and physical measures to prevent or impede the development of violent incidents.

Access Control Measures

- a. Exterior doors are locked during the day except during the start of the school day and during lunch time.
- a. A sign at the main entrance will instruct visitors to push a doorbell button (or intercom button) to be given access.
- b. Visitors will be given a name badge.
- c. A security guard will be on patrol during normal school hours.

Deterrence Measures

- a. Video surveillance cameras will be positioned to monitor entrances and common areas.
- b. Employees will carry a Centegix badge at all times.
- c. Workers should not enter any space where they do not feel safe. Inform your supervisor of any concerns for safety and security.
- d. Fences and signs will direct visitors to the controlled entry door.

Planning Measures

- a. The school will establish liaison with local police and state prosecutors and provide floor plans of facilities to facilitate response and investigations.
- b. Supervisors will ensure all keys are accounted for in the key control system. Lost keys will be reported to the Director of Human Resources immediately.
- c. Floor plans showing emergency routes and exits will be posted to be visible only to employees.

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Workplace Violence Prevention Plan

Reporting Measures

- a. Employees will immediately report any spoken or written threat of violence or intimidation (graffiti, email, speech, phone message, bomb threat) to [WVPP Coordinator (Director of Human Resources), or any other school leader].
- b. Employees will call 9-1-1 if physical harm is imminent, threatened, or experienced.
- c. Employees will report to [their supervisor or the WVPP Coordinator] any concerns about safety and security in the workplace.
- d. Employees will be alert for and report any escalating behaviors such as confrontational speech, hostile attitudes, and erratic or uncontrolled emotional behaviors.
- e. Employees will report suspicious activities, such as unknown individuals asking questions about the school's practices, or potential surveillance such as video or photos.
- f. Employees will report to a supervisor any evidence in a coworker of mental or emotional instability, erratic behavior, or statements threatening themselves or another person.
- g. Employees will maintain a professional demeanor on the job. Employees will immediately report any unprofessional behavior that may deteriorate into disputes or violence.
- h. Employees will report to a supervisor any information concerning any person (such as a disgruntled current or former employee, or personal acquaintance of an employee) communicating any threat or intent to harm.
- i. If an employee obtains a Temporary Restraining Order (TRO) against a non-work person, they will inform management to ensure proper awareness, preparation, and response if that person comes to the facility in violation of the TRO.
- j. If an employee receives threatening phone calls or messages from a personal relationship (such as an ex-"), they will report this to management for appropriate awareness and response.
- k. Any employee experiencing or witnessing harassment, intimidation, sexual harassment, or abuse will report this immediately to management.

Response Measures

- a. If an individual enters the facility and threatens to have or presents a weapon, leave the area immediately. Do not confront an armed individual.
- b. If a person displays a weapon in a threatening manner or fires a weapon, seek cover, put barriers between yourself and the threat, attempt to escape.
- c. If a person enters the facility and makes confusing or irrational statements, employees may try to calm the situation, but if this situation persists or escalates into threats or potential violence, leave the area immediately and call 9-1-1 and notify management.
- d. If a personal relationship (e.g., an "ex-") enters the facility to confront an employee, employees may try to calm the situation, but if this becomes loud or abusive, employees will separate themselves and others from the confrontation, notify management immediately, and call 9-1-1 if there is violence or the threat of violence.

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- e. Provide immediate medical aid for injured persons and call 9-1-1.
- f. HSHMC will treat seriously all reports of concern or incidents of violence. No employee will experience any form of retaliation for making a report.
- g. HSHMC will properly investigate all incidents of threats or violence. This will be done in coordination with police if law enforcement is involved.
- h. HSHMC will maintain a log of all violent incidents.
- i. Each staff member will carry a badge with a button for immediate support.

Training Measures

- a. Implement routine practices to ensure security measures are operable: e.g., check locks, lighting, security cameras, etc.
- b. Rehearse proper use of physical measures such as physical barriers, enclosures, pass-through windows, etc.
- c. Rehearse emergency response measures such as calling 9-1-1, triggering alarm, identifying escape routes, providing first aid, etc.
- d. Advise employees of the school policy for requesting police assistance and filing charges for acts of violence
- e. Floor plans showing emergency routes and exits will be posted to be visible only to employees.
- f. Regular training on Centegix badge use.

3. Communication and Training. HSHMC publishes this WVPP to inform all employees and other stakeholders of the actions undertaken to address hazards of workplace violence, and to ensure they are aware of their responsibilities described in the plan. HSHMC conducts training to ensure all employees and other stakeholders are aware of the appropriate actions to take if concerns about safety and security arise and in response to incidents of threatened or actual violence.

- a. Distribution of WVPP. Each employee will receive a copy of this plan [by email] and will acknowledge they have reviewed and understand the Plan (by signature). Questions will be directed to their managers, supervisors, or the WVPP Coordinator.
- b. HSHMC's WVPP will be shared with other stakeholders such as external partners, vendors, suppliers, or other persons with a routine presence in HSHMC's workplaces.
- c. All employees will complete online Active Threat Response (ATR) awareness training to enhance awareness of potential hazards and to promote a mindset for effective response to threats of violence. Employees are encouraged to discuss this training with each other and their supervisors.

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- d. Managers and supervisors will ensure all employees understand and comply with the provisions of this WVPP. Discussion of the WVPP and potential hazards presents an opportunity to help employees visualize their response in their typical workspaces. This may include awareness of specific evacuation routes, shelter-in-place alternatives, etc. Managers and supervisors will elicit and report concerns and suggestions from their employees for consideration by HSHMC's leadership.
- e. Managers and supervisors will recognize employees who perform practices that promote security and safety in our workplaces and will implement corrective and disciplinary actions as needed to ensure employees comply with workplace safety measures.

4. Periodic Inspections and Plan Reviews. The WVPP Coordinator will schedule periodic inspections and plan reviews of HSHMC's workplace practices to assess compliance with the WVPP and to identify areas for improvement. Inspections and plan reviews will be conducted following each incident of reported violence and at least annually.

These inspections will cover the following subjects:

- a. **Compliance.** Are current WVPP measures implemented? Have past deficiencies been corrected?
- b. **Sufficiency.** Are current WVPP measures sufficient for the hazards currently noted? How should current measures be improved? What new measures are needed?
- c. **Awareness and Training.** Are employees trained and do they demonstrate understanding of their role in maintaining a secure and safe workplace? Do employees understand they will be protected from any form of retaliation if they report a concern or incident? What new training is needed in light of current deficiencies and new measures required?
- d. **Reporting.** Do employees express security-related concerns? If so, have they reported those concerns to a manager, supervisor, or the WVPP Coordinator? Have all incidents of threats or violence been reported, documented, and investigated? Have all incidents been recorded in the Violent Incident Log (see Appendix 1)?

Deficiencies identified during inspections will be addressed through revisions to the WVPP, training, and additional hazard mitigation measures, as needed. If imminent hazards cannot be immediately mitigated, employees will be removed from that location until the hazard is removed and appropriate measures are implemented.

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INVESTIGATIONS

All reported concerns, emergent threats, and violent acts will be documented with a written report and investigated to confirm the facts.

- a. Incident reports will be completed (Appendix X) to record all relevant facts. Incident reports will not contain any personally identifiable information (PII) to ensure privacy to the greatest extent possible.
- b. If the incident involves potentially criminal acts with police response, HSHMC will ensure cooperation with the police investigation. An internal investigation will be conducted in a manner that does not conflict with the police investigation to document facts relevant to business decisions, support personnel decisions, and assess and revise WVPP measures and training.
- c. If the incident or reported concern does not involve police response, HSHMC will conduct an appropriate internal investigation to confirm facts, determine disciplinary or corrective measures, and modifications to the WVPP.
- d. For internal investigations, HSHMC will designate a lead person selected for objectivity and discretionary judgment for the purpose of gathering relevant facts and preparing recommendations for HSHMC's senior leadership. Written statements may be requested from employees with relevant information and insights.
- e. The internal investigation may include these activities, as appropriate: visit the location of the incident, gather/preserve evidence, and interview persons who were threatened or injured or who witnessed the incident. The internal investigation will consider risk factors associated with the incident, history of similar incidents and behaviors involving the perpetrator, etc.
- f. Documentation of incidents will be maintained, to include investigation findings and corrective actions implemented.
- g. Care will be taken to protect privacy in accordance with California and Federal law. Privacy cannot be guaranteed, but all employees will be treated with dignity and respect.
- h. Findings and modifications of the WVPP will be briefed to employees in a manner consistent with the privacy of affected individuals.

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COORDINATION WITH OUTSIDE STAKEHOLDERS

HSHMC will coordinate the WVPP with external stakeholders such as partnering organizations, vendors, suppliers, and others that supply personnel who routinely access HSHMC's workplaces. In this coordination, HSHMC will seek to ensure that all persons routinely accessing our premises are aware of our WVPP and receive appropriate training. This coordination will ensure that all workplace violence threats and incidents are reported, investigated, and recorded.

HANDLING OF REPORTS OF INTIMIDATION, THREATS, OR VIOLENCE

Maintaining a safe and productive workplace is a shared responsibility. Prevention is the best course of action. Managers and supervisors will maintain open communications with employees concerning our workplace safety and security. All employees will immediately report any concern, threat, or actual violence in the workplace environment to their manager, supervisor, or HSHMC WVPP Coordinator.

1. Reporting Scenarios. The following situations and procedures should be considered as appropriate:

- a. **Proactive Reporting.** The priority in proactive reporting is to anticipate and address any future threats or violence. Vulnerabilities or threats not already addressed in the Workplace Violence Prevention Plan should be addressed to a manager, supervisor, or the WVPP Coordinator. For example, if any persons (employee, partner, customer) display attitudes that may imply a propensity to harm themselves or another person, HSHMC will seek to address those attitudes in a tactful and decisive manner. The report will be received with discretion and privacy maintained to the extent possible. All persons will be treated with respect and all reports will be treated seriously.
- b. **Reporting of Emergent Threats.** The priorities in responding to emergent threats is to protect self, protect others, and notify appropriate authorities. If there is a threat of imminent violence, separate or shield yourself from the imminent threat, call 9-1-1, and notify a manager or supervisor. If it is a threat of future action, calling 9-1-1 may not be necessary or appropriate, but it must be reported to a manager or supervisor immediately. Threats made through electronic media must be immediately reported to a manager or supervisor. HSHMC will take appropriate action to remove the person making threats from HSHMC's premises and notify police as appropriate.
- c. **Reporting of Violent Acts.** The priorities in responding to violent acts are to protect self, protect others, and notify appropriate authorities. Call 9-1-1 and notify HSHMC's managers and supervisors.

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Workplace Violence Prevention Plan

2. Reporting Methods. Persons may report threats and violence by any means available - in-person, telephone, email, text, etc. Upon receiving a report, the manager, supervisor, or WVPP Coordinator will ensure that imminent dangers to persons are addressed. When there is no imminent danger (or has passed), the reporting individual will complete an incident report (Appendix X). This report will be handled in a confidential manner to ensure privacy to ensure only essential members of HSHMC's leadership are engaged to determine the appropriate response by HSHMC.

3. No Retaliation. The manager, supervisor, or WVPP Coordinator receiving the report will inform the reporting person:

“You will be free from any form of retaliation. If you believe you are experiencing any negative consequence from making this report, you should immediately inform the Director of Human Resources or other members of the HSHMC leadership team. The facts of the report and related circumstances will be discreetly investigated. To the extent possible, your identity will remain private, but privacy cannot be guaranteed. By making this report, you are helping HSHMC ensure we have a safe workplace.”

4. Corrective Actions. When the incident investigation is complete, HSHMC will take appropriate action which may include some or all of the following:

- a. Modification of the WVPP to prevent future incidents and improve workplace safety
- b. Disciplinary action or termination of individuals found responsible for compromising safety
- c. Additional information briefings and training for HSHMC's employees to enhance awareness and compliance with existing and new WVPP measures
- d. Recognition of individuals who contribution to a safe workplace
- e. Post-incident medical attention and counseling for individuals adversely impacted by the incident

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RESPONSE TO WORKPLACE VIOLENCE

When preventive measures fail, employees must take appropriate action to protect themselves and others from violence.

1. Immediate action to protect oneself.
 - a. Put distance between the threat and self
 - b. Evacuate, if possible
 - c. Shelter in place, lock doors, close blinds

2. Immediate action to protect others.
 - a. Assist others in evacuation
 - b. Assist others to shelter in place
 - c. Assist others with first aid

3. Contact authorities
 - a. Call 9-1-1
 - b. Activate Centegix badge
 - c. Assist security staff, cooperate with first responders

Approved: _____

Date: _____

Appendices:

- A - Violent Incident Log Template
- B - Workplace Violence Prevention Poster Template
- C - Workplace Prevention Training Record Template

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Appendix A - Violent Incident Log (Template)

Instructions: A Violent Incident Form will be completed for every report of violence or threat of violence. Focus on facts, not speculation. When completed, this form will remain Confidential and used only for use by HSHMC leadership to determine appropriate corrective actions.

No Retaliation: Individuals submitting a report will be free from any form of retaliation. Any perceived adverse action resulting from submitting a report must be reported immediately to a manager or supervisor.

Privacy: No personally identifiable information (PII) will be included in this report such as a person's name, address, electronic email address, telephone number, social security number, or other information that, alone or in combination with publicly available information, reveals a person's identity. When necessary to refer to specific individuals, use "Person A, Person B, etc."

Distribution: After incident reports have been reviewed, a final report will be submitted to HSHMC's leadership for preservation and appropriate action. HSHMC may produce appropriate information briefings for employees, as appropriate, to enhance awareness and compliance with the Workplace Violence Prevention Plan.

Coversheet

HSHMC Renewal

Section: III. Action Items
Item: K. HSHMC Renewal
Purpose: FYI
Submitted by:
Related Material: HSHMC Renewal draft 5.31.2024.docx

A CHARTER SCHOOL RENEWAL PETITION
(DRAFT)

Developed by Health Sciences High and Middle College

July 2024

May 29, 2024 version - Draft

Health Sciences High School and Middle College: Charter Petition Renewal July 2024 - Draft

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Renewal Letter

CHARTER INTRODUCTION:

Health Sciences High and Middle College is proud to submit this Charter Renewal Petition to the San Diego Unified School District Board of Education. Our school is proud to provide a strong College and Career preparation program that engages students by connecting with their interests and making the learning rigorous and relevant.

STATEMENT OF AFFIRMATIONS AND ASSURANCES

Health Science High and Middle College shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Health Sciences High and Middle College (HSHMC). (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of HSHMC, determine attendance by a public random drawing if the number of pupils who wish to attend HSHMC exceeds their capacity. Preference shall be extended to pupils currently attending HSHMC and pupils who reside in the San Diego Unified School District. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- HSHMC shall not encourage a pupil currently attending the school to disenroll from HSHMC or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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- If a pupil is expelled or leaves HSHMC without graduating or completing the school year for any reason, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with HSHMC's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)
- HSHMC hereby declares that the school, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of HSHMC's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. HSHMC shall comply with all provisions of the EERA and shall act independently from SDUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

HSHMC HISTORY

Health Sciences High and Middle College, Inc., represents an independent 501(c) 3 formed in 2006. HSHMC offers this renewal petition to continue to operate this health sciences themed charter school. HSHMC has successfully supported educational programming for San Diego youth for the past 18 years. The original founders, as well as partners who have since joined the Health Sciences team, are proud and excited to offer this renewal petition to the San Diego Unified School District Board of Directors. This renewal petition has been carefully constructed based on the lessons learned from both the success and challenges throughout our history of operations, and our collective aspirations for how we believe we can enhance our effort, impact, and effectiveness over the next five years.

Our original petition relied heavily on collaboration between Sharp HealthCare, San Diego area community college districts, a team of San Diego State University education experts, and a growing list of prospective families and interested others. In retrospect, our partnerships with Sharp HealthCare and San Diego area Community College Districts have matured and been further formalized and have led to partnerships with numerous community businesses and service providers. Additionally, a new career pathway for Fire Science has been developed. The team of SDSU faculty who helped found the school has grown to include a well recognized, credentialed and cohesive group of committed educational experts and support staff. Health Sciences was designed to improve student learning and achievement through a small school design and a curriculum that is rigorous, relevant, standards-based and contextually grounded in real world experiences. We continue to offer such a curriculum. We

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proposed an educational experience methodically designed to lead to high school graduation and college and career preparation. We now provide such a program.

Health Sciences Charter shall continue to be nonsectarian in its programs, admission policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate against any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or association with an individual who has any of the aforementioned characteristics. Admissions shall not be determined according to the place of residence of the student, or of his or her parent or guardian, within this state. When the number of applicants exceeds the number of available openings for a program, a public random drawing, as described under Article IV, shall be conducted. Applicants not selected in the public drawing may choose to be added on a waiting list.

In our original petition, we proposed Health Sciences would serve a population that was representative of San Diego's diversity. Our original budget was based on serving a free and reduced lunch rate of 40%. In 2010/11 our free and reduced lunch rate exceeded 60% and that rate now exceeds 70%. We proposed we would receive WASC accreditation and Health Sciences has received WASC's highest recommendations. We proposed Health Sciences' teachers would be highly prepared and fully credentialed, and as of the date of this writing Health Sciences employs a fully accredited and highly qualified staff. HSHMC budgets considerable resources to support its annual professional development plan and also to allow its faculty and staff to pursue advanced degrees in education and National Board certification. At this time, 67% of our teaching staff hold graduate degrees, 27% of our teaching staff hold Apple Teaching Certification, and 20% of our teachers are Nationally Board Certified. We also have two Apple Learning Coaches. Health Sciences has the personnel, institutional expertise, resources, and commitments to lead, operate, and manage the school, employing the best of educational and business practices. Health Sciences received a 2014-2016 federal public charter school dissemination grant to disseminate proven and promising practices, and entered a partnership with SDUSD to use this grant to support the District's own goals to advance common core, restorative practice and school culture initiatives. The level of collaboration between the district staff and schools and HSHMC received notice and acclamation throughout the District and recognized in a presentation to the SDUSD Board of Education in 2015.

More recent awards included:

In 2007, our school joined Health Occupations Students of America (HOSA), a global organization that promotes student leadership in the healthcare industry. Our students compete annually against students from other schools across the state of California. On average, 50-60 students represent Health Sciences High & Middle College at HOSA competitions. Most recently our students have been recognized for the following achievements in HOSA:

2016 2nd place in Public Health
3rd place in Medical Spelling
3rd place in EMT
3rd place in Health Education

2017 1st place in Public Health
1st and 3rd place in EMT
2nd place in Medical Innovations
3rd place in Biomedical Debate

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- 2018 1st place in Biomedical Debate
1st and 3rd place in Health Education

- 2019 1st place in Health Education
1st and 3rd place in Biomedical Debate
1st, 2nd, and 3rd place in EMT

- 2022 1st place in Prepared Speaking
3rd place in EMT

In 2017, Health Sciences High & Middle College was one of only eight schools from across the country to receive recognition as a “School of Opportunity,” a designation honoring excellent public high schools that engage in research-based practices that build on students’ strengths and create rich, challenging learning opportunities for all students.

In 2019, our Science PLC won the Shirley Hord Learning Team Award. This annual award distinguishes professional learning communities that demonstrate and reflect on a cycle of continuous improvement. HSHMC’s Science PLC won this award for their impact on student learning as they implemented different literacy strategies. They specifically studied the impact of close reading and reciprocal teaching on their students’ abilities to identify evidence from various science texts to support their claims.

In 2020, the school earned the distinction of being a Visible Learning Plus certified school. To earn this award, we underwent a rigorous process where we committed to ongoing professional development to deepen our understanding of research-based strategies (Hattie, 2008), engaged in action research, and wrote a schoolwide case study to analyze the impact of our efforts on student learning. As a Visible Learning Plus certified school, we intentionally make learning visible in all classrooms.

The Classroom of the Future Foundation’s Achieve Award in 2020 recognized successful, innovative programs with evidence of student achievement. HSHMC’s Fire Academy program was recognized and has empowered more than 630 students to become emergency medical technicians, paramedics, and firefighters.

The Classroom of the Future Foundation’s prestigious Impact Award recognizes only one program per year. HSHMC won this award for our outstanding college and career pathway. According to the Classroom of the Future Foundation (2022), the winning program “exceeds all others in its ability to impact students and teachers through inspiring, innovative, exceptional, unprecedented and/or extraordinary program components that are verified by quantitative and sustained results. HSHMC is very proud that we have earned two different Classroom of the Future Foundation awards, one for the pathway and one for college support.

In 2023, we were an awardee for America's Healthiest School from the Alliance for a Healthier Generation. This program honors schools for the key role they play in advancing the health and well-being of students, staff, and families. By promoting the health and well being of students, staff and the community through evidence-based practices HSHMC is supporting a positive learning environment within the school community.

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The persons and organizations involved in the ongoing design of Health Sciences bring together a diversified set of educational, managerial, financial, and legal skills, backed by experience. Our combined expertise and commitment of resources has resulted in operationalizing the exciting and unique design and operational plan we originally committed to. This renewal process has once again provided us a formal opportunity to regroup, revisit, and affirm our mission and vision, reflect on the experience of 18 years of operation and create a vision and plan for our continuing work together.

In summary, over our 18 years of operation Health Sciences has demonstrated operational, fiscal, and programmatic capacity to operate and maintain a successful school. Interest and support for the school is strong among educators as evidenced by our staff, the business community as evidenced by our partners, and among families as evidenced by those that make us their school of choice. In this renewal petition, we demonstrate the fact that our program will continue to be rigorous and relevant and aligned to state standards and real world challenges. Our budget will be realistically presented and demonstrate our continued fiscal solvency. And our operations and procedures will be sound and guided by related rules, regulations and authorizing structures. The coming years in the operation and expansion of Health Sciences will be value added to our students, their families and the educational community at large.

VISION, MISSION AND EDUCATIONAL PROGRAM

STUDENTS SERVED

HSHMC is a Title I school with a diverse student body. The school’s diverse ethnic population reflects that of the City of San Diego. Over the years, the majority of students attending HSHMC have been Hispanic, with the second largest group being African American students. We believe that our diversity is a strength, and work hard to create a culture of respect and belonging for all students, staff and parents/guardians.

STUDENT POPULATION:

Our current student body reflects the diversity of our neighborhood and district. We are a Title 1 school, and recognize the student needs that implies by offering a variety of ways for students to receive additional support when needed.

Our overall student population was growing between 2018-19 and 2020-21, but since COVID has shown a decrease. For the future, our goal is for our school to continue to grow and to flourish. Our planned remodeling and expansion will provide additional classroom space to accommodate additional students.

Number of Students Enrolled:

	9th	10th	11th	12th	Total
2018/2019	154	142	138	141	575
2019/2020	160	171	143	132	606
2020/2021	124	160	177	144	615
2021/2022	139	131	159	169	598
2022-2023	111	142	136	136	525
2023-2024	108	130	155	124	517

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Student Groups for 2022-23:

- Socioeconomically Disadvantaged - 79.8%
- English Learner - 25%
- Students with Disabilities - 19.2%

Race/Ethnicity:

- African American - 16.8%
- Asian - 2.5%
- Filipino - 2.5%
- Hispanic - 70.7%
- Two or more races - 4.2%
- White - 2.1%
- Less than 1% American Indian and Pacific Islander

These percentages have remained fairly consistent over the last few years. As with many schools in the San Diego Area, HSHMC has a large population of students (71.9%) who speak a language other than English at home. The majority of these students speak Spanish (58.1%), followed by Somali (8%), Other Non-English (5%) include Vietnamese (.07%). Even though most students speak another language at home, only 23% of students are identified as English Learners during the 2022/2023 school year. This demographic fact has implications throughout the curriculum and influences how we use instructional time.

The needs of our student population are the driving force behind our Mission Statement:

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

We believe this mission statement drives our commitment to continue to organize and operate our school in ways that better advance student learning, performance, inclusion, and achievement. Our experience over the past years has demonstrated schools can be more inclusive and that schools serving students from traditionally under-performing subgroups can reduce dropout rates and increase performance in any accountability system. Our focus now defines our brand. Our attention to creating a culture of achievement throughout the school and an uncompromising commitment to effective instructional delivery is ever apparent.

ATTENDANCE:

HSHMC operates with a school year academic calendar similar to our authorizing district, San Diego Unified School District. The school year begins in mid-August each year, includes four quarters, and ends in late May. School holidays and early release days are noted on the school calendar, which meets all legal requirements of instructional days and minutes.

- Instructional days = 180
- Instructional minutes = 65,655

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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	21	22	23	24	25	26
27	28	29	30	31		

September 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	21	22	23
24	25	26	27	28	29	30

October 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	21
22	23	24	25	26	27	28
29	30	31				

November 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	21	22	23	24	25
26	27	28	29	30		

December 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	21	22	23
24	25	26	27	28	29	30
31						

January 24						
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	21	22	23
24	25	26	27	28	29	30
31						

February 24						
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	21	22	23
24	25	26	27	28	29	

March 24						
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	21	22	23
24	25	26	27	28	29	30
31						

April 24						
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	21	22
23	24	25	26	27	28	29
30						

May 24						
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	21	22
23	24	25	26	27	28	29
30	31					

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8

 **Early Release Days**
12:30 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
Senior Graduation

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

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The daily schedule at HSHMC is unique. School operates between the hours of 8:30 AM and 3:10 PM. Within these hours students collaborate with their peers around meaningful learning experiences, learn about relevant topics connected to their community and lived-experiences, read engaging texts accessed through evidence-based literacy strategies, and demonstrate their knowledge on summative competency-based assessments. Students are guided to enhance their professional skills and learning through their internship experiences. Our school provides students with significant responsibilities while supporting them to manage their internships, core classes and college courses to help prepare students for life in the postsecondary world.

HSHMC requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical, as they culminate in student exhibitions, presentations, and examinations used by faculty as a part of their final assessments. Additionally, state accountability tests must be administered during specific dates. When a student has a planned absence, they must obtain a Contract for Independent Study (CIS) in advance of the absence and must complete the contract terms.

We work diligently to maintain high attendance rates, on par with higher socio-economic schools. Teachers regularly discuss the importance of attendance with students. For students struggling to attend school regularly, teams of faculty work with students to create individualized plans to support and maintain ongoing attendance. These efforts have helped us to achieve, and ultimately exceed, our goal of at least 95% attendance during the 2018/2019, 2019/2020, and 2020/2021 school year. It should be noted that attendance during the 2020/2021 school year still exceeded our goal of 95%, despite the issues of COVID-19. However, the transitions into and out of distance learning presented challenges with attendance. During the 2021/2022 school year, our average daily attendance dropped to 89.7%, and for 2022-23 it rose slightly to 90%.

The relevant, engaging and rigorous nature of the HSHMC program makes daily attendance extremely important. School attendance is a primary responsibility of every student and family. Attendance is directly related to student success and demonstrates family commitment to HSHMC and its program of study. Therefore, students are expected to maintain 100% attendance. Significant absences, repeated unexcused absences or tardiness will lead to academic and disciplinary consequences, which may include removal from school. We want the limited number of openings at HSHMC to be available to students who will make the appropriate effort and commitment to attend school.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Some concepts have met the test of time. Education has always been about learning to access, analyze, communicate and apply information. Elevation of a populace through and by informed decision makers has always been the bedrock of democratic societies. Jefferson and Monroe stressed in the Federalist Papers that, in a society in which the “governed govern,” public education is needed to ensure that ordinary citizens had the skills and knowledge to be informed decision makers. The Nation’s founders believed that informed decision making would allow for the pursuit of life, liberty and happiness while also promoting the common and public good. These core education principles have stood the test of time. Thus, effective access, use, and application of information are a primary means of meeting individual, spiritual, social, environmental, economic, national and global interests and challenges. The concept of an

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educated person presumes an ability to integrate skills and knowledge such that their confidence, character, and competence are elevated for his/her benefit and the world he/she shares with the rest of life. In 1818, Jefferson wrote about the outcomes he believed were necessary for the public education of a democracy's citizens:

- "To give every citizen the information he needs for the transaction of his own business;
- To enable him to calculate for himself, and to express and preserve his ideas, his contracts, and accounts, in writing;
- To improve, by reading, his morals and faculties;
- To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;
- To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;
- And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed." (Cited in Loudon, 2010, p. 35)

Jeffersonian beliefs about public education in a democracy imply developing competence and skills within the context of moral and ethical behavior. Exemplars of these virtues might include respect, courtesy, healthy lifestyle choices, and environmental stewardship. While these core educational principles and values are timeless, an educated person in the 21st century functions in a very different context than our Nation's founders. Health Sciences High and Middle College, Inc. (HSHMC) has expanded on these ageless Jeffersonian beliefs and aligned these beliefs with our mission and within the context of the 21st Century. Effective information access, analysis, communication, and application today require a newly defined set of skills and knowledge. A rapidly growing and changing global economy spurred by unprecedented access to information has radically challenged our assumptions about who is educated and how well we are prepared to survive and thrive. Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce, a 2006 report sponsored the National Center on Education and the Economy describe this centuries performance demands, "This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job and creativity and innovations are the key to a good life." (p. 6).

Achieve, Inc. prepared a complementary report called Creating a High School Diploma That Counts: Ready or Not (2004) as part of the American Diploma Project. In it they delineate a set of benchmarks for specific English and mathematics knowledge and skills that add to our definition of what it means to be educated in the 21st century. The report integrates the rigorous academic benchmarks into actual workplace tasks/applications and postsecondary demands. The ADP benchmarks are ambitious. In mathematics, they reflect content typically taught in Algebra I, Algebra II and Geometry, as well as Data Analysis and Statistics. The English benchmarks demand strong oral and written communication skills because these skills are staples in college classrooms and most 21st century jobs. They also contain analytic and reasoning skills that formerly were associated with advanced or honors courses in high school. Today, however, colleges and employers agree that all high school graduates need these essential skills (pp. 4 - 5). The report provides the petitioners an excellent foundational understanding of what and how prerequisite English and mathematics knowledge and skills are related and can be thematically and pedagogically integrated into our curriculum, career

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exploration, project based learning and successful studies in the sciences, the social sciences, arts and humanities.

The demand for technology literacy is obvious as we enter the 21st Century. Over the past five-year renewal period, HSHMC has fulfilled its commitments to advance its integration of instructional technologies into our expanded learning environments. Evidence of that achievement is highlighted by the school's prestigious 2016 and 2020 Classroom of the Future award. Building off these accomplishments HSHMC commits to continue to integrate and enhance instructional technologies and literacy throughout the school and its programs. David Thornburg writes in his book *The New Basics*, "a digital tornado of epic proportions is sweeping across the planet at light speed, transforming everything it touches. It has affected work, education, play, and virtually every other aspect of our life by allowing open access to information". Consistent with this observation, the 21st Century Workforce Commission concluded that "the current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy – "21'st Century Literacy" that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology". HSHMC commits to this level of 21st Century learning. Continuing this focus on proficiency in using technology HSHMC is proud that we were recommended to apply for an Apple Distinguished School and recently submitted that application.

The implications of these democratic concepts and future forecasting reports must be considered by all responsible for educational policy and programming of the 21st Century learner. These implications have been fodder for our original charter petition and this renewal petition. Some of the implications are particularly noteworthy. First literacy must be broadly defined and applied to all forms of written, verbal, and technological communications. This concept of literacy must be taught and applied throughout a student's educational experience. Second, the ability to access, synthesize and utilize information to create, generate solutions, market ideas and engage with others has replaced the need to simply record and memorize information. Third, choosing what information to seek and how to evaluate and use that information responsibly has changed traditional notions of censorship, plagiarism, and abuse. The fact is students have access to endless amount of information and communicate with a limitless number of others means their ability to: 1) make responsible choices is a matter of building character, ethics and values and students must learn that these attributes apply to information access and communication; 2) use information in creative and purposeful ways which require an ever increasing set of technical skill sets, knowledge and interests; and, 3) connect their learning to their personal health, the health of others and the health of the world. A 21st century education experience must build competencies to choose a healthy lifestyle, understand and impact our healthcare system and assume roles in environmental stewardship. All in all, educators need to support the development of values, skills, and knowledge recognized by Thomas Jefferson and help students apply those in a world now described by Thomas Freidman in order to enable all students to be self-motivated, competent, lifelong learners.

Specific goals, and actions to achieve those goals, are part of the HSHMC LCAP and will be referenced in later sections, and included in the appendix of this document.

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DESCRIPTION OF HOW LEARNING BEST OCCURS

In our original petition, HSHMC proposed offering a program that was relevant and rigorous. HSHMC's curriculum has been based on the standards of the State framework, which have evolved into the California Common Core State Standards. The curriculum offered to all grades 9-12 students includes access to A-G coursework, honors coursework, and community college coursework. Many of the convening circumstances for our original petition remain today, and continue to be a focus. As we move forward during this renewal process, our overarching goals and beliefs continue to guide us. This includes the need to continue to organize and operate in a way that better advances student learning, performance, inclusion, and achievement. Our experience has demonstrated schools can be more inclusive and that schools serving students from traditionally under-performing subgroups can reduce dropout rates and increase graduation rates.

As the name implies, Health Sciences has a strong and vibrant Health Science related career pathway. Additionally, students have the opportunity to engage with a Fire Sciences pathway. A variety of options are open to students, and HSHMC recognizes that students learn at different rates and in different ways. Students' interests develop as they go through our 9-12 experience. In 9th grade, students take health related college courses and have a health internship, while some have selected Fire Science as their pathway. In 10th grade, there is a similar experience to 9th grade. In 11th and 12th grade, some students choose to only take college courses and not do internships. Others may take college coursework that is more general, while some take health-focused courses and/or do the health internship pathway.

Here are the current programs offered and the number of students involved in each:

- Fire Science = 79 per year
- Health Internship Pathway = 173 per year
- Community Engagement Pathway = 118
- College Courses = 311 students currently taking college courses

Additionally, every student has access to organized tutoring and mentoring in their coursework, community college courses, and internships. The instructional materials and educational technology we employ complements our focus on curriculum, instruction, health sciences, college-going skills, and career development. Every student is provided an education in which written and verbal literacy, communication and numeracy is established throughout the curriculum, and in which a career and world perspective is provided through the lens of advances and opportunities in healthcare and other career-focused areas. In addition, every student has had an individualized, personalized educational experience complete with a four-year plan and annual benchmarks that clarify and track academic and developmental growth and achievement. In other words, we have lived our 2007 stated mission to guarantee a high school diploma that truly matters, a diploma that counts.

Clear attention to the state curriculum framework and a strong development of literacy and numeracy skills have become irreversible programmatic features HSHMC is known to effectively address. HSHMC will continue and be enhanced through vertical curriculum planning. We offer access to the core curriculum coupled with a pathway themed experience, which allows us to design a school program that encourages students to think about responsible choices for themselves and the world. Our culture, our instructional technologies and our relevant, standards based curriculum have proven to engage our student body as active learners. Our

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awards celebrate this assertion and our achievement data support it. These will be reviewed in the subsequent section.

The Health Sciences curriculum is first and foremost based on the California Common Core State Standards. Health Sciences staff has been involved in the Common Core State Standards Initiative (CCSSI) in the following ways: 1) reviewers of the draft standards; 2) writers of sample lessons used by school systems across the US; 3) developers of an online professional development course produced by Knowledge Delivery Systems; and 4) authors of a series of professional books about implementing the Common Core State Standards. Therefore, Health Sciences remains committed to base our English/language arts and mathematics program on the Common Core State Standards. We are engaged in a similar process with the Next Generation Science Standards. HSHMC has staff that have worked on the development and review of the standards that guide these efforts. The same process will be used as the new History/Social Studies framework is adopted. We will complement these standards with rich and robust instruction based on California framework standards in all other core areas and in each grade level.

The report *Creating a High School Diploma That Counts* (2004) calls for the teaching and learning of prerequisite English and mathematics knowledge and skills that are related and integrated into career exploration, project based learning, and successful studies in the sciences, social sciences, arts and humanities. This knowledge can be vertically organized and rationally developed over a students' entire educational experience. Each year, teachers can build on the prior knowledge gained from the standards taught, the projects created and the field activities the cohort previously experienced. That is, the school will build cultural capital for students that will propel them into the next year of learning and achievement and eventually adulthood. For the past five years, Health Sciences has offered this in an organized and comprehensive sequence of studies on-site, with our Community College partners, and through field experiences. Health Sciences faculty are committed to offer an academic program in which standards-based academic course content can be integrated and tied to health and health care courses, field experiences, projects and themes vertically aligned in our program. But this responsibility to integrate and apply curriculum does not rest with the Health Sciences faculty alone, it will also be the responsibility of the student to make and explore these connections. In 2014, the school launched a major focus on student voice and student aspirations and our work to empower students in their educational experience is the foundation of our current work in school equity. Each year, Health Sciences students will engage in activities related to community engagement and civic learning linked to their careers and aspirations. Starting this year students will be able to work toward earning a State Seal of Civic Engagement (SSCE) at HSHMC, if they meet the criteria established by the State Board of Education and enacted in a local context at HSHMC. The criteria ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement. According to established career development models, students will create a portfolio as a centerpiece product in which the student manages a collection of achievements that show progress toward articulating academic and career goals. At Health Sciences, the portfolio will evolve at the high school level into a student prepared professional résumé.

The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

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HSHMC provides a rigorous, relevant, and coherent standards-based curriculum. For example, the English Department uses McGraw-Hill California StudySync with ELA supports, which offers scaffolds and online accessibility for all learners. Our Mathematics Department has been drawing from multiple standards-aligned curricular sources, including the Illustrative Mathematics curriculum, authored by William McCallum, a co-author of the CCSS Mathematics standards. The Science and Social Studies teachers utilize Achieve3000 to support students' reading comprehension.

Further, all courses are aligned to the Common Core, NGSS, and California State Standards. Courses also meet California UC A-G requirements.

Each course is aligned with content area standards and courses are reviewed bi-annually by Dr. Doug Fisher.

Curriculum is also based on Next Generation Science Standards. Social Studies instructors develop curriculum with the California History- Social Science Content Standards as a foundation.

Our educators have been involved in the development of expanded internship/pathway options and new community college courses. The majority of the community college classes offered are taught by HSHMC staff, who are also employed by Cuyamaca Community College. We now offer a wide variety of college classes that are available to 9th-12th graders. In addition, we currently have 16 staff members with CTE credentials to support our pathways.

HSHMC has offered college coursework for grades 9-12 since the school opened. We continued to have a strong partnership with the Grossmont-Cuyamaca Community College District. Students can begin college coursework in the 9th grade. The courses offered provide a variety of opportunities from a wide range of departments including English, Health Education, Mathematics, Biology, Environment Health, Kinesiology, Political Science, Social Justice, Psychology, Arts, Communication, and Business. HSHMC currently offers over 30 direct transfer community college courses. It is also worth noting that we offer students the opportunity to complete community college programs to become registered certified nursing assistants (CNAs) and certified EMTs.

The scope and sequence of coursework will be individually tailored to meet the students' interests and needs. However each student's program will be designed to meet Common Core State Standards and vertically sequenced to lead each student to earning a high school diploma. Health Sciences high school students will continue to earn community college credit, to meet A-G requirements, and to earn honors and transferable college credits. The school's health science mission will be an organizing principle that facilitates collaboration among teachers and the design and delivery of an integrated curriculum. Data will be used to continually inform our attempts to improve curriculum and instruction. Each student will be involved in career internships and relevant, engaging and rigorous projects that engage them in making connections between their academic curricula and real world applications. Students will have multiple ways to be connected with teachers and other adults. Students will be tutored and mentored in ways to support their academic progress and mentored in ways to support their intellectual and social maturation. In addition, HSHMC has several formalized career pathways with capstone courses, including pathways with industry-recognized certificates. These pathways allow students to make additional connections between academic content and the world of work.

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Independent Study (IS) is a voluntary optional educational alternative in which no pupil may be required to participate. The Independent Study option is available to students as approved by the San Diego Unified School District in HSHMC's current charter. The content will be aligned to grade level standards and be substantially equivalent to in-person instruction. This shall include access to all courses offered by HSHMC for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. In addition, Independent Study is currently being implemented consistent with the HSHMC board approved (9/10/2020) Continuity of Learning Plan, and in alignment with recent changes in EC that are effective commencing in the 2022-23 school year. All resources and services of the school are also available to IS students. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work. At the end of the semester an evaluation will be made to determine a placement for the next semester. Academic and other supports will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs (consistent with the student's IEP or 504 Plan), students in foster care or experiencing homelessness, and students requiring mental health supports. 3) The level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether the pupil should return to the regular school program, is found in the Master Agreement. A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700). Tiered reengagement strategies may be required for students not meeting current attendance requirements (EC 51747(d)), and in those situations shall also include local programs intended to address chronic absenteeism.

PLANS FOR ENGLISH LEARNERS

English Learner students will be appropriately identified using the Home Language Survey and the Initial English Language Proficiency Assessment for California (ELPAC). Students who are identified as English Learners will benefit from instruction that includes both Designated ELD and Integrated ELD Instruction. Teachers utilize the ELD standards and strategies such as SDAIE, to provide bridges to proficiency for students through actively using academic language with their peers through discussion protocols and collaborative conversations. Focused instruction on English language skills in listening, speaking, reading and writing will be provided each day to support the students on the progress toward English proficiency. The ELD team at HSHMC works with students as they move toward the goal of reclassification, and towards mastering core curriculum standards.

We have staff designated as ELD specialists. While all classroom teachers receive a list of their EL students at the beginning of the school year, ELD specialists also assist in content classes by supporting teachers with their curriculum and working with students during classroom instruction. These ELD specialists collect and analyze data regularly to monitor student growth. These specialists also send monthly reports on student progress to administration. The ELD specialists participate in PLCs with content teachers and Ed Specialists to analyze teaching and learning. For example, we leverage microteaching to advance teachers' instructional practices. Additional PD around the ELD standards and EL strategies to use in the classroom (i.e., language supports and emphasis on collaborative learning through GRR model) is provided for

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the whole staff. Staff also analyze ELPAC test items and student data to inform instructional practice.

Our ELD instructors and interventionists help students reading significantly below grade level, with a focus on English Learners. They meet with students 1-2 times a week to provide reading intervention for these targeted students. We also have dually identified students who are EL learners and have a special need, which requires SAI (Specialized Academic Instruction) support in reading from an Ed Specialist. The collaboration and monitoring between the ELD, General Education teachers, and the Special Education department is vital to success for these specific students. The special education accommodations are similar to the ELD strategies, but can also be more individualized to their specific academic needs.

English Learners are given the option to take college classes. HSHMC provides extra supports for students in college classes through our College Support Lab. We also have HSHMC staff members pushing into college classes to provide ongoing support. Our College Success Team Coordinator monitors student progress in each college class and communicates with students and families when interventions are needed.

ELD specialists provide ongoing support and targeted skills development during ELD classes and through extended day/year learning opportunities. Students receive focused instruction based on formative assessments and interim diagnostics to support acquisition of listening, speaking, reading, and writing skills in English. These skills are reinforced within the subject area classes where ELD strategies are also used

STUDENTS WITH DISABILITIES

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, these students can expect access to appropriate special education and related services. As a public charter school, HSHMC, Inc. is responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)]. Health Sciences complies with all State and Federal laws for special education including Child Search/Find efforts. These efforts will include:

1. The establishment of a Student Study Team process to exhaust all general education alternatives before a referral to Special Education is made;
2. The inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities, including a responsiveness-to-instruction and intervention (RtI2) model of proactive support and determination of specific learning disabilities;
3. Annual inservice for faculty regarding the identification of children with disabilities.

AT RISK STUDENTS

If a student does not demonstrate competency in a course (earning a grade of C or higher), the school uses an innovative process of tutoring called Academic Recovery and Advancement (ARA). Support for students receiving ARA occurs through the HUB (Helping, Understanding and Believing). The room is reserved for tutoring and reteaching content to students who need to complete coursework to clear their Incomplete (assignments, assessments, etc.). When a student holds an incomplete in a course, their completion is closely monitored using three-, six-, and eight-week timeframes as indicators for stages of intervention that range from lunch-time

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tutoring during office hours, assigned after school tutoring in the HUB Lab, and/or specific modifications that allow students to more accurately demonstrate competency. Additionally, teachers use the ARA process when a large percentage of students in a given period don't pass a test. Teachers offer a re-teach day to students in need of help, and students who passed the test are sent to the HUB Lab to work on honors, accelerated work, or SAT prep.

MATERIALS AND TECHNOLOGY

The instructional materials and educational technology we employ complements our focus on curriculum, instruction, and health services. All students will have access to standards-based textbooks. In addition, we house hundreds of primary source documents and texts in each discipline at the school such that students have opportunities to read what they can and want to read. The range of instructional materials students will interact with on a daily basis includes core textbooks, trade books, primary source documents, current informational texts, web sources, and a variety of digital and visual media. In terms of educational technology, students will use a wide range of equipment in their internships and field placements. The healthcare world is filled with computers, PDAs, cameras, and the like. To ensure that they are prepared for this, Health Sciences provides students access to such technology as wireless laptops, iPads, document cameras and data projectors, and hardware and software specific to the health professions. Our technology is very current and teachers are trained in how to use the technology to maximize the educational experience for students on a daily basis. All classrooms are equipped with a "smart" screen and each student has a school-issued Apple MacBook. Technology use is in alignment with the Common Core Technology Standards, and includes the use of digital assessments.

Adaptive technology is a source of support for some SPED students and may provide them with avenues to success that were not previously available. HSHMC works with our Special Education and our SELPA to provide needed technology for identified students.

ANNUAL GOALS AND ACTIONS

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. There is an updated action entitled "Communication and Outreach" which will support the Community Schools program by providing a 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.

HSHMC has made it a priority to ensure that all documents and programs at the school have a common focus, a common set of priorities, and agreed upon outcomes. The LCAP is the guiding document, and it is strengthened by the robust involvement of all aspects of the educational community in its development and annual review. Students, parents, staff and community partners are all involved in the LCAP process. Since the LCAP also serves as the

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

HSHMC is continuing the common focus, by making only a few, clarifying, changes to the goals and actions for the new 2024-2027 LCAP. All eight state priorities and required metrics are included in the LCAP, and additional interim metrics are used to monitor progress through the year.

LCAP Goal 1

All students will benefit from the maintenance of a strong base program that is foundational to building student academic and social/emotional success.

- Addresses state priorities 1, 2, 7
- Metrics include Student access to appropriate facilities, instructional materials and a Broad Course of Study, Standards Implementation, and more

LCAP Goal 2

Improve student achievement through a defined system of evidence based, high-quality instructional and social- emotional programs, supported by appropriate supplemental strategies and interventions for at-risk student groups, in the core subject areas.

- Addresses state priorities 4, 5, 6, 8
- Metrics include CAASPP scores (disaggregated when available), English Learner Progress, Graduation Rate and more

LCAP 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

- Addresses state priority 3
- Metrics include survey results and community attendance at events

ADDITIONAL REQUIREMENTS FOR CHARTER HIGH SCHOOLS

HSHMC offers several career pathway opportunities through internships. These pathway opportunities are health care, education, fire technology, business, military cadet, exercise science, EMT, and independent internship opportunities curtailed to student interests. Students can choose and begin their pathway of interest in 9th grade. Counselors/Advisors meet with students to discuss options based on their interests and experience. Over the four-year experience, internships become increasingly specialized and students select a range of experiences that allow them to consider various careers more carefully. Each internship experience combines classroom instruction with hands-on skills and graded assignments to provide each student with targeted academic and career skill sets tailored specifically to their pathway. Our career pathways are also site-based in terms of instruction and rely on teachers who have designated subject credentials. The healthcare internship class now meets the “elective” course requirement for CSU/UC admission. Several of the courses in each pathway provide students with community college course credit. All HSHMC High School core courses are approved or are in the process of being approved by the University of California.

Information for parents on these issues is found in the student handbook, which is part of the original enrollment information about the school. Parents can contact the school counselors for

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more information and to be sure their high school student is on-track for graduation. Counselors also work with students of FAFSA and California Dream Act applications.

HSHMC does not offer the same courses or the same sequence of courses as many other schools. In some instances, this may cause 11th and 12th grade students transferring to other schools to need to make up courses that were not offered in the traditional sequence. Students and parents/guardians are advised to take the unique academic program into account when making decisions to enroll at HSHMC, or if considering a transfer to another school.

Further, our students will have access to a number of community college classes as part of the Middle College design. This approach ensures that our students can earn AA degrees and advanced healthcare certifications while completing high school diploma requirements. We expect our students to exceed high school graduation requirements determined by California Education Code (section 51225.3), as well as A-G requirements determined by California State University and the University of California for freshman admissions.

In accordance with Assembly Bills, AB 167/216, 1806, 2306, 265, and 2121, HSHMC accepts coursework satisfactorily completed by the student populations listed below while the student was attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course:

- AB 167/216 students in foster care
- AB 1806 students who are experiencing homelessness
- AB 2306 students formally enrolled in juvenile court school
- AB 365 students of active duty military parents/guardians
- AB2121 currently migratory and newly arrived immigrant students who are participating in English language proficiency/newcomer program

Students with formal education:

- Students in transition who identified as foster youth, students in homeless situations, those transitioning from the juvenile justice system, active duty military dependents or migratory and newly arrived immigrant students who are participating in English language proficiency programs who are newly enrolled in HSHMC after their second year of high school may be eligible to graduate by completing the minimum California state graduation requirements if they are not reasonably able to complete all HSHMC graduation requirements by the end of their fourth year of high school.

Students without formal education:

- Students in transition (in their 3rd or 4th year of high school) who are migratory or newly arrived immigrant students who are participating in English language proficiency programs and are newly enrolled in HSHMC with no history of formal education may be eligible to graduate by completing the minimum California state graduation requirements, if they are not reasonably able to complete all HSHMC graduation requirements by the end of their fourth year of high school.

Carnegie Unit Conversion Table:

The Carnegie Unit will be used by HSHMC, Inc., schools to convert partial credits for both students entering and exiting HSHMC managed schools. One Carnegie Unit is defined as a total of 120 hours in one subject.

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Implementation when entering HSHMC

1. HSHMC, Inc. will complete the partial credit processing within Two (2) Business Days upon receipt of school transcripts to determine eligibility for partial credits.
2. HSHMC, Inc. will load the partial credits and grades earned into student’s transcripts, as appropriate.
3. HSHMC Inc. will provide a transcript to the student/guardian.

Implementation when Exiting HSHM:

1. HSHMC, Inc. will complete partial credit processing within Two (2) Business Days upon student exiting.
2. HSHMC, Inc. will determine whether the student is eligible for partial credits based on student seat time and withdrawal grades signed by each teacher of record.
3. Once the partial credits are recorded, HSHMC, Inc. will provide student/guardian and requesting high school a copy of the transcript.

MEASURABLE STUDENT OUTCOMES

The California School Dashboard provides a snapshot of the state's measurable student outcomes for all HSHMC pupils, and significant student subgroups, related to the California state priorities (EC 52060(d)). These outcomes are displayed from the last three years that have statistically reliable data. While these results are from the years after the COVID-based, mandated, school closures, there was definitely still a noticeable impact from the continuing turmoil of on-and-off closures, mix of virtual and in-person instruction, and societal stresses caused by the pandemic, and especially the extended time away from school. HSHMC is proud that even in the face of the afore-mentioned turmoil our College and Career results remain high.

College and Career Measures

College and Career (LCAP Goal 2; State Priority 4)	86.9% of HSHMC high school graduates were “Prepared” on College and Career Indicator; Earned a “Very High” on the Dashboard <i>Target for Year 3 – 88%</i>
Graduation Rate (LCAP Goal 2; State Priority 5)	97.2% graduated <i>Target for Year 3 – 98%</i>

Academic Achievement Measures

English Language Arts Data– (LCAP Goal 2; State Priority 4)

SED- Socio-economically Disadvantaged; SWD – Students With Disabilities, EL – English Learner;
AA-African American

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State SBAC test	2019 SBAC (spring)	2021 SBAC*	2022 SBAC*	2023 SBAC Scores and Targets
From CAASPP website – % meeting or exceeding standards	Schoolwide: 57.03% Hispanic: 51.16% SED: 48.34% SWD: 36.36% ELs: <i>no report</i>	Schoolwide: 49.16% Hispanic: 46.25% SED: 47.78% SWD: 6.67% ELs: 15.38%	Schoolwide: 43.67% Hispanic: 40% SED: 39.05 % SWD: 4.1% ELs: 27.27%	Schoolwide: 40.0%. Hispanic: 36.71 SED: 36.59 % SWD: 10.71% ELs: 5.88
California Schools Dashboard	All Students 2019: 5.3 points above standard	2021: * (no Dashboard)	2022 -All students: 44.8 points below standard Hispanic: 48.7 points below SED: 54.6 points below EL: 102.8 points below	2023 – All Students: 62.3 points below standard. *Hispanic: 80.9 points below *SED: 77 points below *EL: 140.4 points below *AA. - 36.3 pts below LCAP Year 3 Outcome Target All - 17 points below standard - EL - 65 pts below - Hispanic - 27 pts below - SED - 23 pts below - SWD - 68 pts below - AA - 47 pts below

English Learners- (LCAP Goal 2; State Priority 4)

English Learner Progress and Reclassification Rate 2023:

- 31.7% making progress toward English Language Proficiency, Declined 12.5%
- 13.3% Reclassification Rate

English Learner Progress and Reclassification Rate 3 Year Target:

- 52 % making progress
- 25% Reclassification rate

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MATH Data – (LCAP Goal 2; State Priority 4)

State SBAC test	2019 SBAC (spring)	2021 SBAC*	2022 SBAC	2023 SBAC Scores and Targets
CAASPP Data % meeting or exceeding standards	Schoolwide: 17.19% Hispanic: 13.96% SED: 10.16% SWD: 13.64% ELs: (no data)	Schoolwide: 20.20% Hispanic: 20.90% SED: 12% SWD: 0% ELs: 0%	Schoolwide: 7.53% Hispanic: 2.97% SED: 6.48 % SWD: 0% ELs: 8.34%	<i>Schoolwide: 6.96% Hispanic: 9.33% SED: 5.06% SWD: 0% ELs: 0%</i>
California Schools Dashboard	All Students 2019: 108.2 points below standard	2021: * no Dashboard	All students 2022: 145.9 points below standard	2023 <i>All – 178.7 points below average *Hispanic: 189.5 points below *SED: 181.1 points below *SWD: 224.3 points below *ELs: 254.5 points below *AA: 156.5 points below</i> LCAP Year 3 Target Outcome <i>All - 113 pts below standard - EL - 164 pts below - Hispanic - 114 pts below - SED - 113 pts below - SWD - 134 pts below - African Am.- 90 pt below</i>

Looking deeper into the CAASPP/SBAC Data will provide additional information to guide changes to instruction and focus. For example, in ELA the Highest Achievement Area Concept was Research and Inquiry, while the Lowest Achievement Area was Writing. This is a topic for discussion in ELA PLC meetings. In Math the Highest Achievement Area was Problem Solving and Modeling Data Analysis and the Lowest Achievement Area was Concepts and Procedures. As the Math PLC plans lessons and instructional strategies, this data will inform their work.

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California Science Test (CAST) - (LCAP Goal 2; State Priority 8)

On the 2023 California Science Test 13.79% of the students taking the exam had test scores that met or exceeded the standard.

Target for Year 3 - 35% will meet or exceeded standards

Additional Measures

In addition to the data in the Dashboard there are also Local Indicators, for which a narrative is included on the California School Dashboard site, and other artifacts such as surveys, meeting agendas and interviews that provide depth and context to this data. The HSHMC LCAP (found in the appendix) also addresses specific desired outcomes for each state priority and assessment, along with the actions that will be taken to monitor and meet those expected outcomes. The alignment of this charter renewal document with the LCAP strengthens the focus and resources of the school on the attainment of the listed outcomes using the strategies defined in the LCAP.

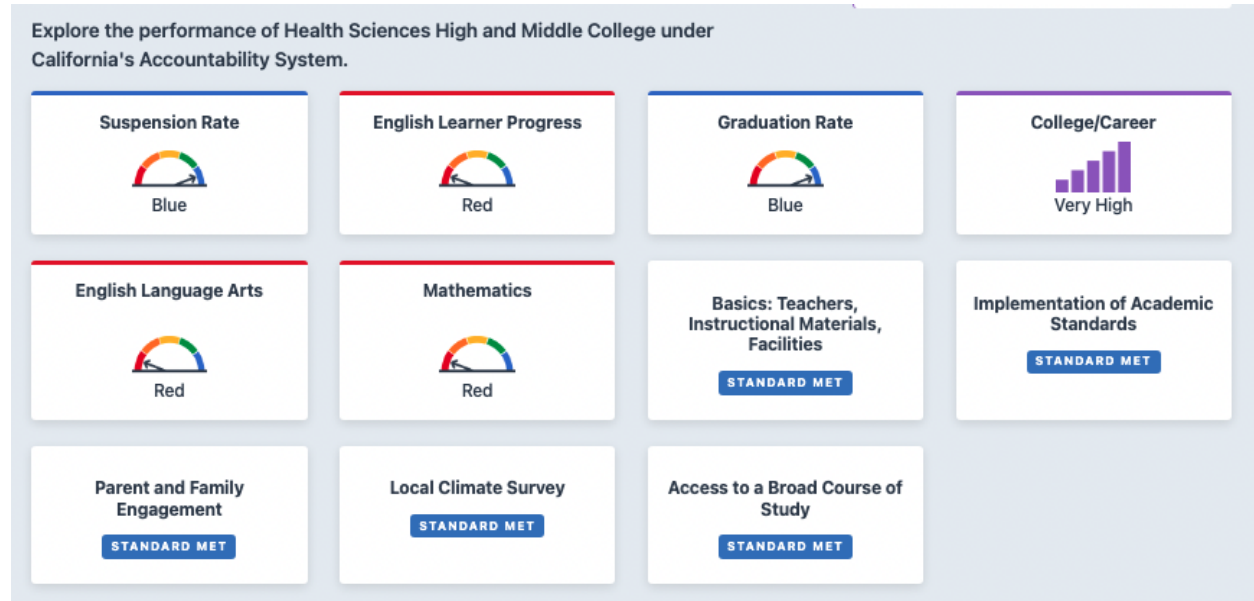
Basics: teachers, instructional materials, facilities (LCAP Goal 1; State Priority 1)	Standard Met
Implementation of State Academic Standards (LCAP Goal 1; State Priority 2)	Standard Met
Parent & Family Engagement (LCAP Goal 3; State Priority 3)	Standard Met
Parent Involvement in Decision Making and Participation in Programs (LCAP Goal 3; State Priority 3)	Full implementation and sustainability, with a continued increase in participation in 2022-23
Access to a Broad Course of Study. (LCAP Goal 1; State Priority 7)	Standard Met
Suspension Rate. (LCAP Goal 2) Expulsion Rate. (State Priority 6)	Maintained rate of 0.2% (Blue on Dashboard) Maintained at 0 Target for Year 3 – maintain at < 1%
Dropout Rate. (LCAP Goal 2; State Priority 5)	0.69%
Attendance and Chronic Absenteeism. (LCAP Goal 2; State Priority 5)	Attendance = 90% Chronic Absenteeism – 37.4% Target for Year 3 – Attendance = 95% Chronic Absenteeism – 10%

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Local Climate Survey – Based on the Student Voice Survey 2023-24:

- Students feel safe at school and believe it is a welcoming and friendly place – 84.2%
- Students believe they have a voice in school decisions – 73.8%
- Students feel connected to the school and have a teacher they can talk to – 74.4%

California Schools Dashboard 2023:



The HSHMC LCAP includes all of these measures and the goals for improved outcomes for 2024-27 LCAP cycle. Along with the metrics are actions and strategies to define the improvement process and describe the plans for supporting each and every student in accessing the core curriculum and achieving state content and performance standards. School staff teams will review these actions and improvement goals to decide on interim benchmarks and data tracking that will guide and inform the instructional design and the academic responses to meet the learning needs of each student.

HSHMC is committed to focus programs, services and resources on the expected annual measurable outcomes specified in our LCAP; and in each subsequent year, is 1) responsible for adjusting programs and resources when outcome expectations are not met; and, 2) producing new annual measurable outcomes when performance data identifies new unmet needs.

STUDENT PROGRESS MEASUREMENT

The previous section showed how the HSHMC LCAP includes metrics and outcome goals for all state and federal assessment requirements and all state priorities. The state priorities reference those standards and skills that students are expected to learn in grades 9-12. The information on state mandated assessments is also included in the School Accountability Report Card. In addition, the school gathers information and data related to our focus on preparing students for the next step on the road of life-long learning - College and/or Career. Much of this data is gathered from our community and business partners, and the National Student Clearinghouse.

The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success. Data from state summative CAASPP assessments (Smarter Balanced Summative Assessments and the California Science Test, and ELPAC) are analyzed annually by the staff, typically during the beginning of the school year staff retreat. We follow a data analysis protocol to identify patterns, celebrate successes, identify areas of growth, and create an action plan for the school year. This protocol involves individually reviewing data, small group discussion of data, and whole faculty analysis of data. Through this process, areas of achievement, areas of need, and next steps are determined

Each school year begins with an all-staff retreat. The retreat begins with a presentation and review of the previous year's performance data, both interim and summative. A thorough data review process includes aggregating and disaggregating data by grade level and student cohort groups. Data is compared to previous years, as well as district and state performance. During this collaborative process, interventions are proposed, priorities are established, and consensus is reached on an instructional focus for the year. At the retreat we also look at the persistence data as well as college courses and students' completion data.

The staff meets every morning with a focus on 3 areas: Academics, Sports/Extracurricular, and College/Pathways. People also share "glows and grows" about students, and highlight staff related to student learning. This daily event allows for voices to be heard and various stakeholders to share their perspectives.

Weekly grade level meetings and PLCs occur during teachers' planning day. Given our college class and internship schedule, teachers have one day per week to collaborate and plan with teachers on their grade level team. Administrators attend the meetings each week to gain a better understanding of the needs of the grade level, including students who need additional support. PLCs for each department are also ways that staff collaborate to make data-driven decisions.

Interim Assessments that support the continuous improvement cycle include iReady and Achieve 3000. Core content teachers use adaptive software programs to support literacy development (Achieve 3000 and Study Sync). Students' Lexile levels and progress toward goals are monitored and tracked in Achieve3000. While all teachers have access to this data, social science teachers embed the reading program into their courses as a part of their curriculum.

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Content teachers use iReady data to inform instructional practices and identify growth in students around both literacy and numeracy. All teachers have access to the data to identify needs for individual students as well as groups of students. Additionally, this data is monitored as a whole school to impact instructional programming. To determine whether schools have exhibited growth in both reading and math, iReady uses a Growth-to-Proficiency Model that has 2 criteria for students to demonstrate they have met grade-level proficiency or one year’s worth of growth. Students can demonstrate growth based upon the subject, initial grade level of the diagnostic, and the difference in points from the initial diagnostic to another diagnostic at least 12 weeks later. (More data from iReady and Achieve 3000 can be found in the Appendix.)

iReady Summary Data:

School Ratings for Ranges of Students Meeting Criteria				
% Students Meeting Criteria		Rating	Determination	
0-49%		Ineffective	Did Not Meet	
50-74%		Average	Met	
75-90%		Effective	Met	
91-100%		Highly Effective	Met	

Reading				Math			
% Students	Met Criteria			% Students	Met Criteria		
Grade	Yes	No	Grand Total	Grade	Yes	No	Grand Total
9	72%	28%	100%	9	78%	22%	100%
10	69%	31%	100%	10	70%	30%	100%
11	41%	59%	100%	11	53%	47%	100%
Grand Total	62%	38%	100%	Grand Total	67%	33%	100%

Completion Data as of May 30:

*This includes ISP students

	Math Completion		Reading Completion	
Grade 9	104/104	100%	103/104	99%
Grade 10	127/130	98%	127/130	98%
Grade 11	147/155	95%	148/155	95%
Total	378/389	97%	378/389	97%

Growth Data as of May 23:

*This is just students on campus, not ISP students

*Not final results

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	Math Growth		Reading Growth	
Grade 9	92/104	89%	77/103	75%
Grade 10	100/125	80%	97/125	78%
Grade 11	81/133	61%	96/130	74%
Total	273/362	75%	270/358	75%

English Learner progress is measured annually by the Summative ELPAC. Results are discussed and reviewed in relation to the reclassification rate and student success. Additionally, information on the progress of English Learners in gaining English proficiency, and in mastering grade level subject area content, is provided by testing students in Achieve3000 and iReady. This data is shared with teachers to plan appropriate instructional responses. HSHMC is planning a protocol for sharing the information with students so they understand what areas they need to work on.

Methods of data collection include checks for understanding, exit slips, performance data, teacher observations, data and feedback from Education Specialists, and other pertinent information. Also supporting interim and formative assessments are the instructional materials and equipment at HSHMC. We have current instructional materials and textbooks in every classroom and teachers know that they can order manipulatives, paper, and other materials to enhance their lessons. We provide reading materials daily for students to use. Our technology is very current and both teachers and students utilize technology daily, supported by the 1:1 student device ratio. Another way that teachers provide feedback to students is through formative assessments. Some of these types of assessments include:

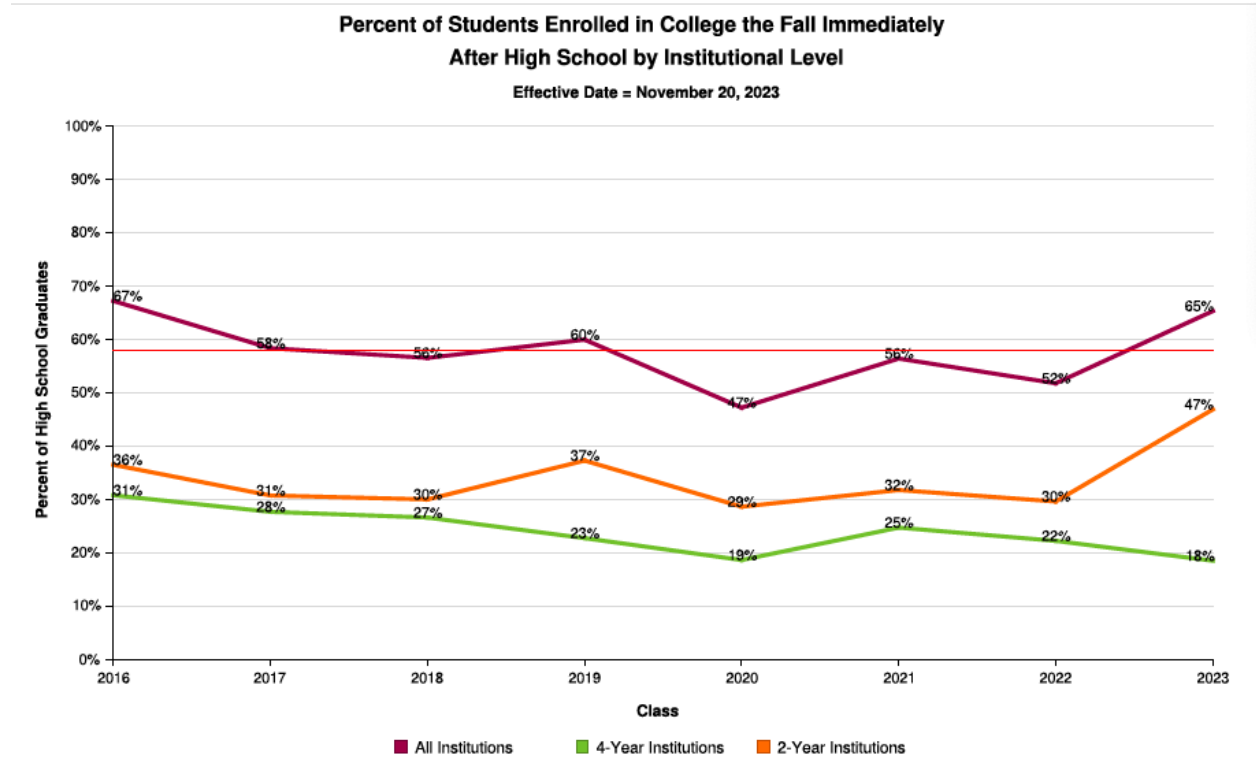
- Observations as a way to record student's use of language. These can come in the form of written logs or journals.
- Skills checklists with embedded success criteria that are periodically observed by the student and teacher, allowing students to self-determine when skills have been obtained or need to be worked on.
- Rubrics that are created and shared with students prior to a task to demonstrate the assignment's requirements and assessment criteria. Rubrics allow teachers to share results with students by providing specific feedback.
- Portfolios, which are a collection of documents that are typically submitted over a longer period of time. Portfolios allow teachers to provide feedback and allow students to review their growth in specific skill sets.
- Conferences, which are a space where students and teachers meet at a set time to review performance and discuss instructions that may be required for students to progress.
- Peer reviews and critiques, in which two or more students meet to discuss each other's work. Peer reviews can also be factored into final grades.

Another important piece of information for HSHMC, due to our strong focus on college and career, is the persistence data showing the trajectory of our students after they leave high school. HSHMC is proud that all student groups are showing success and that the data is

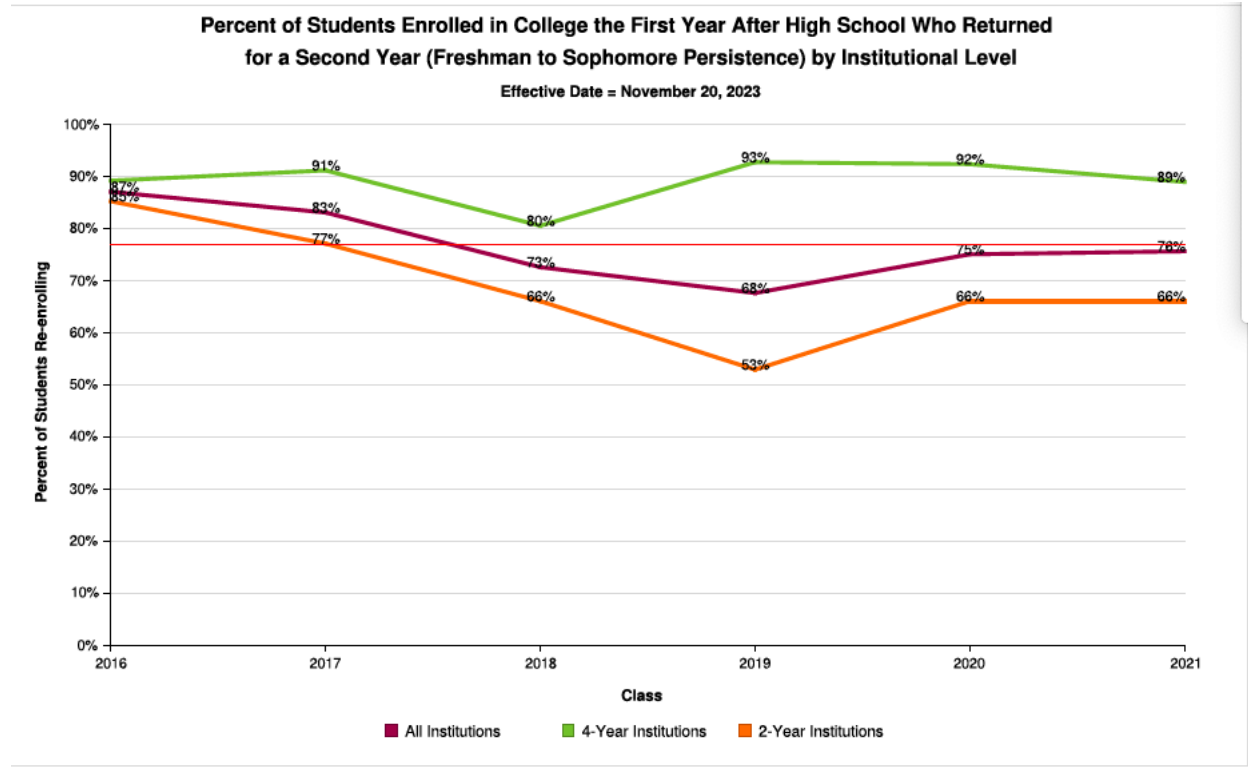
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returning to pre-pandemic levels. In reviewing this data please note that 2020 and 2021 data was impacted by the COVID Pandemic.

Overall College Persistence Data
(from the National Student Clearinghouse)



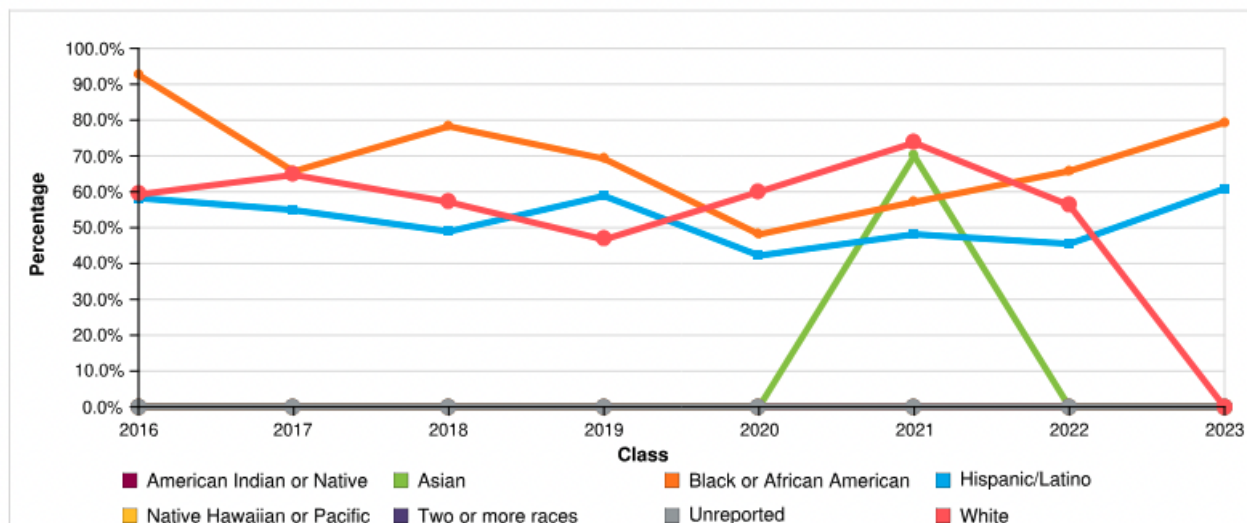
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Disaggregated College Persistence Data

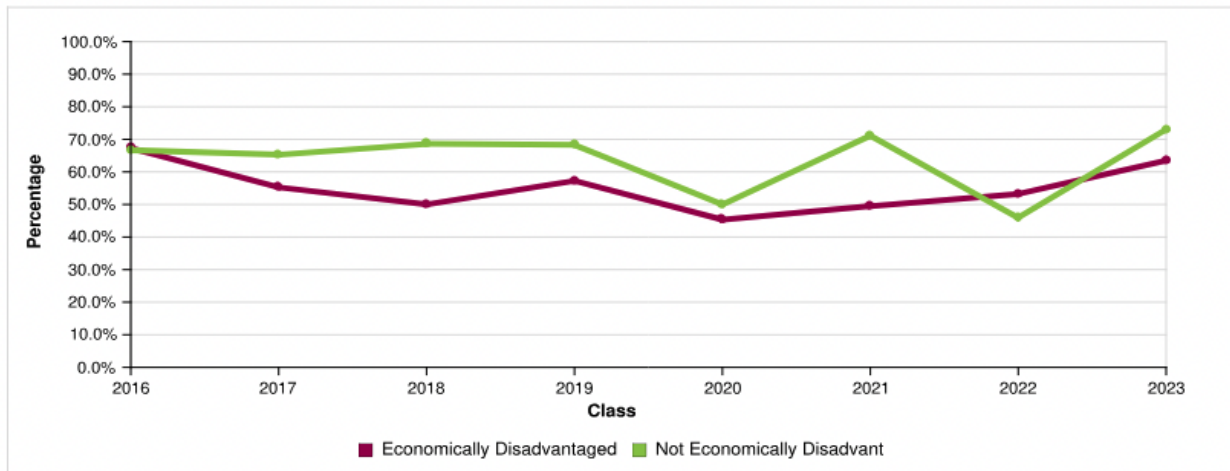
StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : November 20, 2023



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StudentTracker Demographics Report
 Enrollment During First Fall Immediately After High School by Economic Disadvantage
 Effective as of : November 20, 2023



StudentTracker Demographics Report
 Enrollment During First Fall Immediately After High School by Disability
 Effective as of : November 20, 2023



Career Data

Not all students will go to college, and HSHMC also provides other avenues to career success. Through the Health Sciences and Fire Science programs students learn and practice the skills needed to be successful in these fields. HSHMC makes every effort to gather data about the post-graduate employment for students who complete these programs. The data definitely shows that for some students these programs did provide a path to success.

CNA stands for Certified Nursing Assistant. This is an entry level job that can lead to many different positions in the healthcare field. HSHMC offers a program that trains students to be a CNA.

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EMT stands for Emergency Medical Technicians. EMTs provide medical care during patient transport, and the training prepares them to go on into other roles in the field of medicine, such as nursing.

	2019-20	2020-21	2021-22	2022-23	2023-24
CNA	25 students completed	26 students completed	23 students completed	19 students completed	26 students in cohort
EMT	4 students completed	4 students completed	6 students completed	5 students completed	

GOVERNANCE

Founding Principle: The governance of Health Sciences will be a working model of the mission of the school, serving all of its members as a significant learning tool. Thus, school governance will be an integral and essential component of the school’s curriculum and its purpose as a learning organization.

Non-Profit Public Benefit Corporation

HSHMC, Inc. is a duly constituted California nonprofit public benefit 501(c)3 corporation (See Attachments) and is governed in accordance with applicable California Corporations Code Sections. As provided for in its By-Laws, the Board of Directors, whose members have a legal fiduciary responsibility for the wellbeing of the school, governs the California Corporations Code, HSHMC, Inc.

General Governance Structure

The decision making-model that will be used throughout the governance structure will primarily be collaborative in nature. The intent will be inclusive; providing voice throughout the organization. The Board of Directors will have the final voice in all appropriate organizational policies. As to action by the Board of Directors, the vote will be taken in compliance with California Corporations Code, Corporate Bylaws, a Conflict of Interest Code, the Political Reform Act, and any charter school specific conflict of interests regulations adopted by the State Board of Education.

The HSHMC, Inc. Board of Directors:

The HSHMC Board will act as the governing board of Health Sciences and will be responsible for:

- Hiring and evaluating the chief executive officer and principal of the school.
- Evaluation of the business manager of the school.
- Approving and monitoring the implementation of general policies of the school. These will include effective human resource policies for career growth and compensation of the staff.

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- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the school's annual budget.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Contracting with an educational management organization, if deemed appropriate.
- Regularly measuring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.
- Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.

The HSHMC, Inc. Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to the appropriate individual duties with the exception of budget approval or revision, approval of the fiscal interim reports, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be outlined in Health Science's charter and/or Bylaws.

HSHMC, Inc. will have a Board consisting of at least five members with renewable three-year terms. Board members shall be elected to represent the community at large, the partner and business community, parents and educators. All will be selected with the skills and experience to their Board responsibilities, by a vote of the current Board. Two Board slots will be designated for parents of Health Sciences students. The Board shall meet as frequently as necessary but no less than four times a year. HSHMC, Inc. will comply with all applicable federal, state and local laws including, but not limited to, the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Laws including but not limited to the Political Reform Act. No provisions in any HSHMC, Inc. bylaws will be interpreted or used in any way which conflicts with any applicable federal, state or local law. A record of all actions taken in open portions of each meeting will be made available to the public. Members' initial terms will be staggered such that there will never be a year in which the Board turns over more than one third of its members. All future Board members will be selected with skills and experience to match their board responsibilities and representations. Restrictions to interested parties, including staff, consultants or their relatives to serve as voting members of the Board will be consistent with legal mandates and HSHMC Inc. bylaws. The governing board of San Diego Unified School District shall be entitled to a single non-voting representative on HSHMC's Board.

Board members communicate directly with the CEO. The CEO, along with the leadership team, communicates Board decisions to the staff. The Board is composed of a number of professionals from industry who understand their roles in leadership. Board members were recruited based on their professional expertise in organization, youth development, management, and/or Health Sciences and careers.

Among our members currently are: 1) Chair: Frederick Johnson MD, Regional Medical Director Sharp Rees Stealy South Bay, Chair of Pediatrics Sharp Mary Birch Woman's Center Advisory Committee, and Chair of Sharp's Physician Leadership Committee; 2) Dan Gross, Sharp HealthCare Executive Vice President of Hospital Operations and CEO Sharp Memorial Hospital; 3) Melissa Hayden Cook, CEO Sharp Health Plan, marketing expert; 4) Fred MacFarlane, Ph.D., SDSU Professor/ Rehabilitation; 5) Janie Kramer, VP Ambulatory Services, Sharp HealthCare; 6) Scott Evans, PharmaD, MHA; 7) vacant position designated for parent

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representative (recruitment active), 8) vacant position designated for parent representative (recruitment ongoing)

The HSHMC, Inc. Board will be responsible for approving policy, and budget and certain personnel decisions. This includes but is not limited to annual approval of the annual budget and bimonthly review of: cash flow reports; and, significant personnel, staff and student and District actions, complaints and disputes. The Board has the duty to review HSHMC, Inc. plans, programs, and performance reports with respect to the school's vision and mission and to ensure that all required responsibilities under the California Nonprofit Integrity Act are properly executed. The Board is responsible to ensure the proper operation of a highly effective excellent school.

All Board meetings follow Brown Act requirements; as such, they are open to the public including all staff. Board meetings and agendas are publicly posted. It is typical for a HSHMC program/initiative to be featured at each Board meeting. Staff and students typically present these program highlights. The Board and site administration will also ensure compliance with the Brown Act, Political reform Act, government Code Section 1090, and the California Public Records Act (EC 477604.1)

As HSHMC's authorizer, the San Diego Unified School District conducts an annual review of all HSHMC policies, procedures and Board functions and has annually concluded that HSHMCs governance functions meet and exceed standards for operating an effective school with clear leadership and instructional vision that impacts community engagement and focuses on student performance.

HSHMC contracts with Charter School Management Corporation (CSMC). CSMC offers charter schools comprehensive back office services, including bookkeeping, HR, payroll, state and local reporting, and operational services. According to CSMC, "We handle all of the 'numbers' so you can focus on educating your kids. Beginning with the planning stages of developing a charter to the operating plan of an established school, CSMC can offer you the service, expertise, and efficiency needed for any stage of developing and running a successful school. CSMC assists in establishing legal entities and bylaws for your Charter organization, conducts ongoing monthly operational plan reviews and overlooks your safety and disaster plan. Allies are essential in meeting the challenges of charter school operations." HSHMC retains the legal services of Greg Moser, Partner, at Procopio Law Firm.

HSHMC board policies and procedures are clear and are connected to the school's mission and purpose, as school board members review and approve the vision and ESLRs as part of the LCAP on an annual basis.

Parent Involvement: HSHMC, Inc. The adoption of the LCAP process has further established opportunities to involve and inform HSHMC parents regarding the school's performance, goals, programs and budget. Open public hearings are held to solicit and inform and drafts of the LCAP are publicly posted and LCAP surveys are publicly posted along with information sent by letter and auto dialer. There are leadership opportunities specific for parents. Board policy states two Board seats will be designated for parents of Health Sciences students. HSHMC remains committed to actively recruiting and filling vacancies for these two seats. Health Sciences also maintains a Parent Advisory Committee (PAC) that involves parents in the planning, implementation, and decision making process as well as supporting the school and its programs. The role of this broadly representative group is to support Health Sciences, help to

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plan and design, discuss and assess issues that arise, find solutions and make recommendations to the administrative team and the Board of Directors as needed. The site principal will be responsible for establishing this committee. As part of their Advisory Board responsibilities, these parents will plan and hold regularly scheduled community forums to foster dialogue. Outreach activities are coordinated by PAC and the administrative teams to further organize parent support services and ensure parents have voice in the school's operation and future. Health Sciences is committed to an advisory committee that represents the needs, concerns and interests of its entire student body. PAC, along with the administrative team, will hold quarterly family nights, in addition to ongoing college knowledge workshops (described elsewhere) to learn more about the school and promoting student achievement and opportunity. Parents complete surveys annually which provide Health Sciences valuable feedback about communication, concerns, school strengths and school needs. Parent involvement in, and evaluative feedback of, school governance, planning, special events, and programming will be solicited and supported using a variety of means such as organized parent advisory groups, focus groups, surveys, oral and written communication, parent nights and day coffees, web-site and home visits. Given the diverse composition of the school body, parent involvement will be enhanced by making sure language barriers are reduced in meetings and in written materials. Health Sciences will provide necessary interpretation services and translation services in order to support family access and involvement. In addition to bilingual staff, the school will utilize other community resources for translation, interpretation services or to become more responsive to cultural issues and concerns. These services will include, but not be limited to, English and Spanish. Annually, the LCAP specifies the nature of parent involvement in the school and in the review and development of the LCAP itself. Since the LCAP serves as the SPSA for HSHMC (since they are a single school), the PAC also advises on the Title 1 funds in the LCAP. The Engaging Educational Partners section of the LCAP shows that all required groups have input into the LCAP and it meets the requirements for federal funds also, in conjunction with the DELAC/ELAC for Title III funds.

See the Appendix for the Conflict of Interest Code.

EMPLOYEE QUALIFICATIONS

All staff members are qualified for the roles they have at HSHMC. Teachers hold the appropriate credentials and are assigned based on those credentials. The director of Human Resources reviews all employee files to ensure that teachers are qualified based on the most recent SBE approved definitions for "ineffective" and "out-of-field" teachers as included in the amended California ESSA Consolidated State Plan from November 2019. This includes ensuring appropriately credentialed teachers for English Learner students and students with an IEP. The transition to the new definitions, the charter exceptions, and the new reporting system was challenging, but it is now complete, updated and communicated to all.

Teachers.

The HSHMC hiring process is designed to ensure that teachers and administrators are fully qualified and compliant for assigned areas based on district, state, and national requirements. Currently, 100% of faculty members are fully credentialed teachers. Any new teachers hired will also be fully credentialed. Given the fact that the administrative team consists of faculty members at San Diego State University, we have access to a significant pool of new

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teachers, master teachers and those pursuing advanced degrees and specializations. Over the years we have demonstrated no problems recruiting, selecting, hiring and maintaining a highly effective and cohesive teaching staff.

In addition to ensuring compliance with state and local hiring laws and mandatory clearances such as fingerprinting and TB tests, the plan for selecting and hiring additional and future teachers will be based on an application which identifies an individual's credential as highly qualified in their content area. Our selection process includes observations of each individual's current teaching by a team of administrators, teachers and students, the review of a standards-based lesson plan within the context of health, an interview and formal presentation, and reference checks.

Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the school's participation in an induction process through High Tech High. Each teacher has a coach. Then the teachers also have support from the PLCs and content group meetings, where experienced teachers guide them in reflection, evaluation, peer observations, and goal setting. Veteran teachers provide additional support informally. In addition, the school employs several professors from San Diego State University's Department of Educational Leadership and School of Teacher Education and from CSU-Fullerton to coach both experienced and novice teachers. These professors possess content area expertise and provide another layer of support. A Health Sciences administrator, along with a veteran teacher hold new teacher meetings monthly to provide further professional development on instructional, curricular, and classroom management practices. Because the turnover rate among teachers is so low, we have been able to cultivate a growing level of expertise among the faculty.

Teacher monitoring is based on classroom observations (both formal and informal) that occur several times each year. We have committed to providing a minimum of three teaching observations for each faculty member. Two administrators are involved in teaching observations and two administrators evaluate every teacher annually. This process is based on a process that includes: 1. coaches and teachers set goals 2. then coaching cycles occur that involve observations, student data, co-planning, co-teaching, peer observations 3. Teachers use all of this to improve instruction that is monitored by administrators 4. Evaluations focus on positives and areas of growth with input from coaches and students. Additionally, teachers experience growth in collective efficacy cycles each quarter where in a group they select a common challenge to build knowledge through literature research, plan using this knowledge to practice in their classes. Then they share student work and lessons and potentially their classrooms for observations to continue to improve. The evaluation process serves to commend teacher success and to assist and support teachers with any identified deficiencies. The administration provides support to faculty through workshops, cross-curricular staff development, peer assistance, and peer observations. Coaching, mentoring, peer assistance and observations are extensive and a key part of the school culture, which constantly adding to the qualifications and expectations of employees.

Health Sciences' leadership encourages staff to continue their formal professional development. As a standard practice, school leaders meet with individual staff to discuss graduate degree programs that will increase their subject area and teaching mastery. Health Sciences' commitment to this goes beyond lip service and mentoring as evidenced by the fact that the Board and administration budgets for tuition reimbursement for faculty pursuing master degrees, credentials, and doctorates that align teachers professional growth with identified school needs.

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Administrators. The Site Administrative Team at Health Sciences includes the CEO, Deans (Faculty Affairs, Academic Affairs), Principal and Vice Principals, and Directors (Human Resources, Digital instruction and Technology). All administrators will provide leadership, vision, and strategic direction for school functions, including instruction, accountability, partnerships, facilities management, and community relations.

Job Descriptions:

The CEO will:

- Serve as the primary liaison between Health Sciences, HSHMC, Inc., school partners, and San Diego Unified School District
- Provide professional development for Site Administrative Team and partners
- Provide leadership and direction to instructional support services functions including media services, instructional material services, materials development, extended day learning opportunities, summer school and intersession, teacher training programs, internship instructional assistance, school to career, and other Health Sciences programs
- Oversee budgets, facilities management, and human resources for HSHMC, Inc. and Health Sciences
- Counsel and advise the HSHMC, Inc. Board on the development and implementation of programs and research in support of Health Sciences objectives
- Other duties as specified in HSHMC Inc. bylaws

Qualifications:

- Post-graduate educational leadership with any combination equivalent to: Doctoral degree in appropriate field and at least five years of progressively responsible experience managing school instructional and curriculum programs
- Experience as a senior level manager in planning, organizing, and executing programs affecting schools/a school district

The Deans and Directors will

- Provide leadership and direction to curriculum functions including literacy, social studies, visual and performing arts, math, science, and educational technology
- Lead professional development and the development of standards-based curriculum and assessments
- Analyze and report student assessments and progress
- Provide leadership and direction to standards, assessment, and accountability functions including program assessment, accountability and research, program support, implementation, and evaluation
- Hire appropriate staff

Qualifications:

- Valid teaching credential
- Post-graduate curriculum and instruction educational degrees and credentials any combination equivalent to: Doctoral degree in appropriate field and at least five years of progressively responsible experience leading school instructional and curriculum programs
- Experiences in planning, developing, and providing school-based professional development
- Research in curriculum, instruction, and assessment

The Principal will

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- Manage all affairs of the school consistent with HSHMC, Inc. policies and procedures, including general control and supervision of certificated and classified staff hired at the school
- Implement and evaluate curriculum and programs
- Facilitate staff innovations to improve instructional practices
- Supervise and evaluate performances of all hired personnel; provide counseling and assistance as necessary; recommend appropriate actions in cases of substandard performances; identify and encourage teachers with leadership potential
- Provide leadership and direction for the development and administration of an on-going program of staff development for certificated staff
- Direct the assignment of all pupils in such a way as to maximize their learning and growth
- Oversee pupil progress and ensure direct reports to parents
- Develop school plans and organizational procedures for the health, safety, discipline, and conduct of pupils
- Plan, supervise and direct the business operation of the school, including management of all assigned budgets
- Facilitate effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds
- Direct a program of extracurricular activities for the pupils of the school
- Carry out a program of community relations as a means of interpreting and furthering the school program through parent and/or other community organizations
- Supervise and coordinate the services of resource teachers, resource specialists, tutors, counselors and/or curriculum consultants assigned to assist teachers in the instructional program
- Perform other duties as assigned

Qualifications:

- Post graduate degree in education or related field
- Experience as a school administrator and a demonstrated record of effective administration and related instructional experience
- Minimum of a master's degree in curriculum, instruction, counseling and/or education leadership
- Effective communication skills
- Knowledge of research-based practices and professional development

Teaching Assistants and Mentors. Further, non-credentialed teaching assistants and mentors (to include student support staff, student teachers, future teachers, future healthcare professionals and other people with content area expertise who wish to work with young people) will find Health Sciences a place in which they will learn to assume roles and responsibilities that relate to their careers. Again, before any of these individuals interact with students, they will be interviewed by Health Sciences staff and obtain all necessary clearances for student contact (fingerprint clearance, TB clearance, completion of mandated reporting requirements training, etc.).

California State University Faculty. The motivation of the SDSU (and other Community College, UC and CSU) faculty team to become directly involved in the design, instruction, management, and leadership of Health Sciences is two-fold. First, and foremost, the team is motivated to deliver a world-class education. Second, the team plans to use the innovations at Health Sciences as a new means of conducting educational research and providing and evaluating

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professional development programs and opportunities. The current SDSU team has established credentials in the operation and dissemination of practices associated with “Professional Development Schools” (PDS). Health Sciences operates as a PDS in which research influences practice and practice leads to responsive research, and as a school in which professional preparation, support, collaboration, involvement, and respect is a nonnegotiable attribute. As one example of our PDS, we support every teacher at Health Sciences to obtain a graduate degree.

The main focus of our ongoing professional development is based on the work done by the SDSU team in urban schools throughout the country. Together, they have developed a system of looking at student work and students at work. There are a number of recursive steps that can be used to align curriculum, instruction, and assessment such that student learning becomes the focus of professional development. More about this system of professional development can be found in the following section, focused on student performance and assessment. We would like to point out that our entire professional development system is built around a process for examining student work and encourage reviewers to note the system we described below.

Classified Staff -

Classified staff also meet all requirements for hiring and working with students. The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning. Classified staff who have success working with students are encouraged to consider becoming a teacher, and supported through that transition.

Orientation for teaching assignments is provided by the leadership team and by experienced teachers who teach similar courses. Our master schedule allows for job-embedded support for teachers as they assume new responsibilities or courses.

Teachers new to the profession are supported in California’s Teacher Induction program. HSHMC provides an onsite mentor for all teachers in the induction program.

An overwhelming number of our credentialed staff (88%) hold advanced degrees, including 12 with doctoral degrees. We also have seven National Board-Certified Teachers and more staff members pursuing this certification. Sixteen of our staff members have CTE credentials as well. Additionally, several members of the faculty write regularly for professional journals and publications and provide consulting services to other schools and districts.

HSHMC also employs several academic coaches to support teachers. These coaches, some of whom teach as well, focus on lesson design and delivery. Every teacher at HSHMC has a coach to support them in reaching instructional goals.

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HEALTH AND SAFETY PROCEDURES

HSHMC, Inc. complies with all applicable safety laws, and a copy of the annually updated Safety Plan is attached. The School Safety Plan is reviewed and updated before March 1 every year. All charter school staff are trained on the plan, including on any changes or updates since the previous year.

HSHMC has adopted a Youth Suicide Prevention Policy, that was board approved 11/28/2022. The Board of Directors and its entire educational community is committed to the health, safety, and welfare of its students and in so doing accepts its mandated responsibility to develop, implement, and make available a comprehensive suicide prevention policy, practices and resources. This includes resources to educate students and parents about available school and community resources to support students experiencing thoughts of suicide. Our intention is to increase help-seeking behavior in students and to ensure students are aware of HSHMC's mental health programs and staff. It is important that all school staff are trained to respond and refer students seeking support for themselves or a peer experiencing suicidal ideation. Suicide prevention practices and resources will be an annual topic of staff training, posted on the school's website, a component of staff development, reflected in public service announcements throughout the school, taught in all health classes, and delineated in the student handbook.

Also, in the student handbook is a section on the Code of Conduct: Respect for Yourself and Others. This includes the prohibition on bullying and cyber-bullying, and the consequences of such behavior. Online training from CDE will be available for all employees who interact with students. The entire Student Handbook is available in the Appendices.

HSHMC, Inc. requires that each employee of the school furnish the school with a criminal record summary as described in Sections 44237 and 44830.1 of the Education Code including the requirement that, as a condition of employment, each employee (even those possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. In addition, HSHMC, Inc. complies with legal requirements for screening any contractor or service provider who has student contact or access at the school. HSHMC, Inc., through Sharp HealthCare, conducts initial and on-going tuberculosis screenings of employees as well as screenings of all adults who come in contact with students, as required by law. HSHMC, Inc. provides and requires CPR training for all site staff.

In addition, all employees are provided in-service education on an annual basis related to child abuse prevention, mandated reporting of child abuse or neglect, workplace safety (including OSHA requirements), disaster preparedness, administration of medication, and drug-free workplace policy. Administration and veteran teachers will ensure that employees are provided with this in-service education as well as professional development in school improvement, quality instruction, and culture building.

The school access rules and requirements are consistent with the law and state: No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code sec. 627).

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HSHMC, Inc. has health, safety, and risk management policies that were developed after consultation with its insurance carriers and risk management experts. In addition, HSHMC, Inc. has processes for natural disaster drills and responses consistent with Education Code requirements.

HSHMC, Inc. requires health screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a traditional Public School [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]. Immunizations of students are a condition for attendance to the same extent as would apply if the student attended a non-charter public school. If the family were not able to provide the school proof of immunization at the time of registration they would be referred to County Health or their private provider.

HSHMC, Inc. is responsible for obtaining appropriate permits from the local public entity with jurisdiction of the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. The school will maintain on file and ready for inspection a copy of facilities inspections occurring after its initial occupancy.

It is essential that all potential users of the evacuation plans are trained. This includes staff as well as students. The Pres/CEO or designee shall ensure (and document) that all staff receives training in all emergency procedures during the initial days of the new school year or upon their assignment to the school. Students should be briefed on plans and their responsibilities during the first few days of school year or upon enrollment. Parents/guardians should receive information regarding emergency plans and their responsibilities.

Exercises are an important aspect of emergency preparedness and provide staff and students the opportunity to practice their emergency procedures in a safe environment. When developing an emergency exercise, the Pres/CEO or designee will coordinate planning with SDPD and San Diego Fire Department. This enhances the interagency coordination that is vital in an emergency and ensures that public safety agencies are aware of the exercise.

The School Safety Plan will be reviewed to ensure that the plan includes appropriate adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act regarding disaster procedures. Plan review would allow a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, to bring concerns about an individual pupil's ability to access disaster safety procedures described in the school safety plan to the school principal. The principal would determine if there is merit to the concern and if the safety plan needs to be modified.

RACIAL AND ETHNIC BALANCE

Consistent with the Ed Code 47601, Health Sciences is committed to providing parents and pupils expanded choices in the types of educational opportunities that are available within the public school system. HSHMC, Inc. has adopted and remains committed to inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal laws and requirements. HSHMC, Inc. policies have been and will continue to be

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developed in consultation with the CA Charter Schools Association, reviewed by our attorneys at Procopio, Cory, Hargreaves & Savitch LLP and approved by the HSHMC, Inc. Board. Health Sciences shall ensure that its attendance accounting records meet the standards prescribed in Education Code section 47612.5.

We have and continue to expect that the school will serve a heterogeneous cross section of San Diego’s population and include students who are both high and low achieving, as well as a proportionate number of students who are learning English as a second language and those requiring special educational services. We do want applicants to understand the school’s organization and focus on pathways and college to prepare for post-secondary education and/or careers. To accomplish this, we hold a number of family orientation meetings throughout the winter and spring. We also provide tours of the school as requested. Health Sciences has developed, demonstrated and will continue to implement a marketing and outreach program that attracts a cross section of San Diego families and represents the diversity of San Diego. For example, in our original petition, we proposed to maintain a free and reduced lunch rate similar to San Diego Unified’s rate. We actually exceed that rate. In 2010/11 our free and reduced lunch rate was 62%. In 2015-16 that rate increased to 68%, and now our Socioeconomically Disadvantaged (SED) rate is at 79.8%. We have maintained a student population representative of San Diego in ethnicity, race, religion, primary language, disability and socioeconomics while we have provided preferences to siblings and children of Health Sciences and Sharp HealthCare families.

Health Sciences tracks and analyzes its’ records in order to meet its’ goal of having its student body reflect the diversity District’s overall student body.

2023 Data	English Learners	SED	Students with Disabilities	African American	Asian	Filipino	Hispanic	Two of More Races	White
HSHMC*	25%	79.8%	19.2%	16.8%	2.5%	2.5%	70.7%	4.2%	2.1%
SDUSD	19%	61.5%	13.1%	4.7%	9.5%	2.2%	56.1%	4.3%	20.1%

*Student ethnic groups with <2% are not included here

Health Sciences will actively recruit in order to meet its goal for a student body that is a representative cross section of San Diego’s student body at large. In order to work toward this goal, Health Sciences, at a minimum, continues to do the following to maintain a racial and ethnic balance of students that reflects the general population of the entire school District:

- Health Sciences staff currently contact every traditional and alternative San Diego middle school administrator /8th grade counselor/parent liaison. Middle schools elsewhere in the County will also be contacted. Attempts will be made with each contact to: 1) have Health Sciences staff present at parent meetings which could involve eighth grade families; 2) have Health Sciences participate and present at school functions designed to support matriculation activities and decisions; 3) provide to the school information to be disseminated. All information is offered in English and Spanish and will also be prepared in any other language in which that school typically provides translation; and 4) Offer remuneration or assistance related to any dissemination costs the school may incur. To date attempts have been made to contact every San Diego District middle school for these aforementioned purposes. Many schools have agreed to disseminate the written information to eighth grade families and Health Sciences have or

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are scheduled to present at several school open houses and specially designed work sessions. In addition, every Charter school currently serving middle school students is being used as a means of recruitment.

- Announce the Health Sciences' interest in seeking applications in publications the District provides for such purposes and in local and neighborhood press. In addition, Sharp HealthCare sent Health Sciences information and recruitment information out to its 13,000 employees in one of its weekly Internet communiqués.
- 1. Expect to expend at least 20 hours of staff time annually in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds. Outreach will be through neighborhood organizations and associations, and through local community and religious leaders. Each session was presented in English and Spanish. To date information and recruitment meetings have been held or are being planned with ten county area churches.
- Expect to expend at least \$500 annually on print and electronic media, flyers, and direct mail to recruit applicants of diverse backgrounds.

HSHMC, Inc. has a policy related to open enrollment periods. Adopted policy will include the following: Health Sciences establishes an open enrollment period of at least 90 consecutive days each year beginning in late fall. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This includes the appropriate recruitment materials, advertisements and forums mentioned above. These periods will be adjusted if the number and diversity of applicants is insufficient in comparison to the number of openings and the current make-up of the student body. Health Sciences will maintain auditable records of the above activities and expenditures and will also maintain an accurate accounting of the ethnic and racial balance of students enrolled. The HSHMC, Inc. Board will regularly inspect these data. Recruitment materials will include information about the school mission, programs, services and admission requirements. It will be provided in multiple languages and an easy to understand format. There will be clear directions regarding how to get any additional information. HSHMC, Inc. maintains auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School.

Additionally, HSHMC will provide support to students who choose to attend to ensure that they feel welcomed and supported in their new environment. Teachers, counselors and other staff will provide early outreach if students do not seem to be adapting to the school, and work with them to find connections to the school and to feel supported in their academic pursuits.

ANNUAL INDEPENDENT FINANCIAL AUDITS

1. REQUIRED BUDGET INFORMATION

Attachment ___ provides operating budgets for the next five years of operations and assumptions that were made in order to create those operational plans. In addition, a monthly cash-flow budget for 2024-25 is included. HSHMC ended the 2022-23 school year with a positive cash balance of \$xxxxxxx. The 3-year budget that is attached show ending year balances of \$xxxxxx for 2025-26, \$xxxxxxx for 2026-27, \$xxxxxxx for 2026-27. These cash reserves far exceed the 5% criterion.

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Budget assumptions are included in the budget formulas attached and , as stated earlier , on the enrollment projections summarized in the chart below:

Five-Year Enrollment Projection By Grade Level

Year	2024-25	2025-26	2026-27	2027-28	2028-29
Grades Served	9-12	9-12	9-12	9-12	9-12
Number of Students					

Please note that there are no deficit years of operation in the proposed budget. In addition, the annual cash reserve annually exceeds the minimal amount suggested. Finally, the amount of expected revenue form grants and fundraising is projected at a very conservative level. Additional details regarding assumptions and funding formulas will be provided upon request. The staff (as budgeted) will include persons holding appropriate professional degrees and credentials.

2. FINANCIAL REPORTING (including G. AUDITS)

HSHMC, Inc. complies with all required District financials reporting content and deadline schedules. HSHMC, Inc. utilizes District approved formats for reporting financial data, per the deliverables schedule required by the District. HSHMC, Inc. complies with any reasonable requests for additional financial information as required by the District. HSHMC, Inc., in cooperation with Charter Schools Management Corporation (CSMC), cooperates in preparing all documentation needed to facilitate financial review and oversight. CSMC provides a comprehensive list of budget preparation, attendance monitoring, on-going accounting and payroll administrative services. HSHMC, Inc. annually arranges for an independent external audit. HSHMC, Inc. is currently under contract with the professional accounting firm of Christy White (CWCPA) who has experience and established credentials in school and charter school auditing. Health Science’s proposed budget includes funds for the professional services of an independent auditor. The independent auditor will conduct an annual financial audit according to state adopted guidelines for independent financial audits for public charter schools. HSHMC, Inc. will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education by December 15 of each year.

Should the audit note any exceptions or deficiencies, the HSHMC, Inc. will follow a procedure whereby the School:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;

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- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

In order to support the audit process, HSHMC, Inc. maintains necessary records and business practices. HSHMC, Inc.:

- Prepares and files with the District on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education Code, Section 42100); and
- Prepares and files with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final un-edited report for the full prior year on or before September 15 (Education Code section 47604.33).

SUSPENSION AND EXPULSION PROCEDURES

HSHMC regards suspension and expulsion as a last resort. As such, our first and proactive response is to implement restorative practices that seek to restore relationships that have been violated, property that has been damaged, and to repair the school culture. Our goal is to maximize time spent learning for each student. However, in some cases restorative practices may not be sufficient or appropriate due to the nature of the violation. (guidelines for restorative practices are in the appendix.)

HSHMC, Inc. faculty and staff shall be responsible for classroom discipline that will ensure a proper learning environment for all students. Every faculty and staff member shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, at internships locations, or while in attendance at any event attended as a member of HSHMC, Inc. It is the CEO or designee's responsibility to maintain good discipline in the school in accordance with Education Code, California Administrative Code, and HSHMC, Inc. regulations for measurement of citizenship and development of good discipline.

Student discipline is a critical factor in maintaining a safe environment for students and staff. Many student discipline issues are resolved through one-to-one counseling with a teacher, counselor or school administrator.

While it's important that students be held accountable for their conduct, it is equally important that students and families know of their right to appeal and understand the appeal process in order to be better prepared for it.

HSHMC follows expulsion and suspension guidelines as outlined in its charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records (IDEA 2004, California Education Code 47605). The school Principal may suspend students who fail to comply with these policies at any time.

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Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSHMC Governing Board upon recommendation of the School Principal.

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance, occurring at the School or at any other school, or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Expulsions:

If the school principals (or designee) determines that consideration of expulsion is warranted, either school principal (or designee if principals, in his/her/their sole discretion determines that another neutral hearing officer should hear the matter) will hold an expulsion hearing where one of the school principals (or designee) shall serve as the hearing officer ("Hearing Officer"). The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Hearing Officer shall consider evidence and/or testimony as appropriate and shall render a decision that shall be in the best interests of the student and the HSHMC school community.

If the Hearing Officer determines that a student is to be expelled, the Hearing Officer shall inform the student's parents/guardians of his/her determination in writing including the reasons for expulsion ("Expulsion Determination Letter"). The hearing officer's written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the hearing officer's determination.

ii. Right to Appeal Hearing Officer's Determination

The parents/guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the Hearing Officer's Expulsion

Determination Letter to submit a written request of appeal ("Written Appeal Request") to the Chief Executive Officer ("CEO") of HSHMC.

In response to the Written Appeal Request, the CEO shall convene a committee of at least four members including at least one board member. The committee may consist of up to two members of the HSHMC Board, principal, a vice principal, the Dean of Students, and the CEO of HSHMC or designee(s). The committee members appointed will be knowledgeable about HSHMC's bases for expulsion and the procedures regarding expulsion. The committee shall

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have the right to rescind or modify the expulsion. The committee shall convene a hearing on the appeal within ten (10) school days of receipt of a timely written request for an appeal. At the hearing on the appeal, the student shall have the right to representation and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and HSHMC. That decision shall be final.

The procedures by which pupils can be suspended or expelled from the HSHMC for disciplinary reasons, or otherwise involuntarily removed from the school for any reason, will comply with federal and state constitutional procedural and substantive due process requirements.

(i) For suspensions of fewer than 10 days, HSHMC will provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice will inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision.

Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

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No pupil will be suspended or expelled for having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

RETIREMENT PROGRAMS OFFERED TO EMPLOYEES

Subject to the collective bargaining rights of its employees, all Health Sciences teachers shall participate in the State Teacher Retirement System (STRS). Other employees shall participate in Social Security, unless an equivalent retirement program such as PERS is approved by the governing board and can be made available. In addition, Health Sciences may consider the establishment of a 403b or other retirement or deferred compensation program. Charter School's Management Corporation will, by contract, manage ongoing payroll system administration. This includes:

1. Management and entry of all payroll into the ADP payroll system. All payroll transactions will be recorded into the ACCPAC GL system. All filings of quarterly state and federal tax filings will be processed by consultant on a timely basis as required by law.
2. The oversight and management of New Hire processing into the payroll system and onto employee benefits, including direct deposits and 403B programs. CSMC will assist in the administration of the benefits program as it applies to existing employees, new hires, changes, terminations, COBRA.
3. Ongoing reporting of STRS to the School District and the San Diego County Office of Education.

The District agrees to include the Health Sciences monthly STRS reports with the District's reports for submission. The Health Sciences will provide the data in the required format with all required information. Further, the Health Sciences will bear responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions. The Health Sciences agrees to defend and indemnify the District from any charter employees' claims related to STRS reporting errors or omissions. The Health Sciences may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 403(b) or 401(k) plan.

Health Sciences teachers and staff will be eligible for a comprehensive and flexible benefits package. Health Sciences strives to build an environment where employees are passionate about making a difference and Health Sciences takes seriously the need to ensure the health and financial security of its employees and their family (including domestic partners) is through compensation and benefits. Health Sciences will offer a salary and benefits program that is both comprehensive and competitive.

DISPUTE RESOLUTION

HSHMC, Inc. will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. *This is true of both internal complaints or disputes, as well as* in the event of a dispute between the School and the San Diego Unified School District. When the district has a dispute regarding the terms of this charter or other issues regarding the School's and the District's relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this procedure shall not be used.

In all other disputes, the dispute shall be specifically noted in the written dispute statement the District provides the School. Within 30 business days, or longer if both parties agree, of sending written correspondence, a School representative and a District representative shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, a School representative and a District representative shall meet again within 10 business days, or longer if both parties agree, to identify a neutral, third-party participant to assist in dispute resolution. The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the School and District jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party. The School and the District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

In the event that the District receives complaints and/or critical information from Health Science staff, parents, teachers, partners or neighbors that in within the purview of HSHMC, Inc. to respond to, the District shall refer such information back to Health Sciences for consideration. *If applicable the dispute could be subject to the processes of the Uniform Complaint Procedures, which are communicated with the school community annually.* In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the School's pupils. In such event, the District reserves the right to take any action it deems appropriate and the School reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the School's pupils.

ADMISSION REQUIREMENTS

Health Sciences wants to attract a diverse population of students who are interested in earning a diploma that counts and in graduating prepared to move on to college or career challenges. To do this we reach out to the community in a variety of ways. Meetings are advertised to attract students and families to come see the campus and learn how the HSHMC way can help students be the best they can be. Social media shares all the great events that students are involved in. Community outreach via student volunteerism, and hosting community events helps to connect HSHMC to the local community. All promotional materials clearly state that HSHMC will serve all students. If people are interested in applying, the school website makes the application process easy to complete. Families also have the option on the website to click a button to show interest even if they are not ready to apply. This then causes the parent liaison to contact the interested party.

HSHMC, Inc. endeavors to accommodate all students who apply for admission. For applicants to qualify for admission:

- The student and a parent (or guardian) together are encouraged to attend one complete Health Sciences orientation session. These sessions will be held at convenient times. They will detail what Health Sciences recommends for student success as well as what the student and family should expect of Health Sciences.
- A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.
- The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the School's student handbook.
- No child shall be denied admission to the school if a parent chooses not to participate in parent work at the school.
- Tuition will not be charged.
- HSHMC is nonsectarian in its programs, admission policies, employment practices and all other operations.
- Students will be considered for admission without regard to the religion, race or ethnicity, nationality, gender, gender identity, gender expression or sexual orientation, disability and/or prior student performance. HSHMC will not discriminate based on any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.
- Health Sciences will comply with all laws establishing minimum and maximum age for public school attendance.
- Admission to the school shall be open to any resident of San Diego County or an adjacent county.
- Prospective students and their parents will be briefed and given a handbook regarding the school's instructional and operational philosophy, informed of all

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student-related policies, parent participation, expectations involving attendance, homework and school visits.

Applications for enrollment are accepted for a 90-day period in late fall and early winter each year. Applications received outside that period can be considered only if there is no grade level waiting list created by a lottery for those who applied during the open enrollment period. In the event that the number of applications from potential students exceeds the number of spaces available within a grade within the school, Health Sciences conducts a random public lottery. Priority in the lottery is provided to current students, siblings of current students, students residing in the HSHMC's school catchment area (currently Central Elementary), in SDUSD district, Health Sciences/Sharp children and children of founding members of the Charter and all other students permitted by law. The lottery will be designed to establish a diverse student population, adhere to state and federal laws and PCSGP policy, use the following rules and procedures, and is communicated to all interested parties at least 30 days prior to holding the lottery:

- The school enlists the services of an outside agency to monitor and verify the fair execution of all activities related to holding the lottery.
- The lottery takes place within 30 days of closing the open enrollment period, which will be at least 90 days long.
- The lottery takes place on the school campus in a facility large enough to allow all interested parties to observe the drawing or at another public venue near the school large enough to accommodate all interested parties.
- The lottery takes place on a weekday evening, or when most of interested parties that wish to attend may do so.
- The lottery will be a visible event. A simple computer based randomizer will be used to select names.
- All interested parties know prior to the lottery how many openings are available in the school and in the different grades served by the school.
- As space becomes available during a school year, the School mails a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter gives the applicant five full business days from receipt of the letter to notify the School Director or clerk, verbally or in writing, of the applicant's intentions. The School also attempts at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the School eliminates the applicant from the pool and proceeds to the next eligible applicant.
- All waiting lists extinguish annually at the end of the School's formal academic year, or as otherwise determined by the HSHMC, Inc. Board of Directors.
- The School will maintain auditable records of the above activities.

The HSHMC, Inc. certifies that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. HSHMC, Inc. shall defend, indemnify and hold harmless the District from any and all challenges alleging that the School's admission procedures do not comport with applicable laws.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Health Sciences is a public school of choice. No student is required to attend. Upon contact, prospective parents will be given information regarding all district programs and schools in the neighborhood. Students choosing not to attend Health Sciences may attend other public schools within their home school district. Transportation is the parental responsibility for families who choose to attend Health Sciences. Each parent or guardian will be informed that application and enrollment at Health Sciences is independent of, and gives their student no right to admission in any other particular school, except to the extent the right is extended by the local educational agency.

EMPLOYEE RETURN RIGHTS

HSHMC, Inc. may employ staff, on-loan or permanently, from other entities including other districts and the San Diego County Office of Education. Any rights of return will be those prescribed under the applicable contract or collective bargaining agreement of the agency from which the employee is on-loan, or as prescribed in an individual's employment agreement. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

CLOSURE PROCEDURES

Should HSHMC, Inc. cease operation, all assets secured from the appropriation of public funds, including private funds granted or donated to the charter school, and all assets originally transferred to the charter school by the District, shall be returned to the District. The CEO of HSHMC will be responsible for conducting or overseeing the closure related activities such as final financial reports, expenditure reports for entitlement grants, and the filing of any required expenditure and performance reports ((5 CCR) . *The assets of the charter school shall be first prioritized towards paying any debts of the charter school including any overpayment or over apportionment of state funding, and any and all fees or sums due to the District.* All other assets will be distributed in accordance with laws and regulations in force that govern the dissolution of non-profit public benefit corporations. The charter will comply with all portions of EC47605(b)(5)(P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records".

Further, the school will notify parents, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education. *A copy of student records will be given to parents or guardians and the original student records will be given to the District.* District property that is transferred to the charter school together with the facilities

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remains District property, is not an asset of the charter school, and must be returned to the District when the school closes. In the event of a school closure, HSHMC, Inc. commits to transfer of student records within thirty days and the completion of the audit within six months after the end of operations. Personnel records will be maintained and transferred in accordance with the applicable law at the time of closure.

OTHER ASSURANCES

1. INSURANCE

HSHMC, Inc. will purchase General Liability and Auto Liability insurance in the amount of at least \$2,000,000 per occurrence, \$5,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits, and may satisfy these requirements through participation in the California Charter Schools Joint Powers Authority insurance program or other similar organization. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School. HSHMC, Inc. is operated by as non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for the debts or obligations of the HSHMC, Inc.

2. ADMINISTRATIVE SERVICES

As previously mentioned, HSHMC, Inc. is in a contractual agreement with Charter Schools Management Corporation (CSMC) to coordinate and otherwise support the business operations of HSHMC, Inc. and Health Sciences school.

With the anticipated assistance of CSMC, HSHMC, Inc. elects to receive funding directly from the State of California through the County Treasurer in accordance with applicable law and the State's block grant program for charter schools. HSHMC, Inc. Board will act as its own fiscal agent. While HSHMC, Inc. does not expect the District to advance to the School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the School's request. HSHMC, Inc. is responsible for recovering from the state all eligible mandated costs applicable to the School. If needed, HSHMC, Inc. will seek an MOU with the District to establish any terms appropriate for reimbursement pro rata share of mandated associated with the School's enrollment or using any other basis that incorporates HSHMC, Inc. to the extent that recovery exceeds the actual cost attributable to the School. If needed, HSHMC, Inc. will seek an MOU with the District relative to the School's full share of in lieu property taxes to which the School may be entitled.

HSHMC, Inc.'s fiscal and personnel management policies, procedures and recordkeeping practices are consistent with the requirements of public schools. Health Sciences' CEO is responsible for working with stakeholders to prepare an annual budget for the HSHMC, Inc. Board to consider and approve. HSHMC, Inc.

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administrators directly coordinate with CSMC staff to manage and record all expenses, income and commitments daily and continually reconcile these actions with the budget.

HSHMC, Inc. is responsible for establishing policy and procedures for coordinating school and board authority and communication. It is anticipated that Health Sciences operations will include regular meetings between the CEO and the administrative and CSMC staff in order to routinely complete a variance analysis of the budget. Procedures will be adopted such that deviations/variances from the proposed budget will be reviewed with the site leadership team in order to make necessary adjustments and, as necessary, report changes and/or recommendations to the Board. It is anticipated that the CEO will work closely with the Board Chair to address any issues or recommendations that require Board notification or action. In addition, Health Sciences administrative team maintains a monthly cash flow spreadsheet with actual expenditures, encumbrances and variances. Financial reports are presented at each quarterly Board meeting including a budget summary for the quarter and revised annual view. As specified previously, HSHMC, Inc. will arrange for cooperation between its financial office, its contracted service providers and the independent auditors to maintain adequate records and practices and to annually prepare an audit of HSHMC, Inc. and submit that report to San Diego City Schools, San Diego County Office of Education, the State Controller's Office and CDE.

3. TRANSPORTATION

Transportation is the parental responsibility for families who choose to attend Health Sciences, unless the School at its sole discretion provides such transportation. While HSHMC, Inc. does not expect the District to provide any transportation services for Health Sciences, nothing in this charter prohibits the District from providing those services.

4. SCHOOL MANAGEMENT CONTRACTS

This petition serves as a binding contract between HSHMC, Inc. and the San Diego Unified School District.

HSHMC, Inc. contracts with Charter Schools Management Corporation to organize and train Health Sciences staff on back office policies, systems and procedures as well as provide back office services for HSHMC, Inc. CSMC has been the business services provider for other SDUSD charter schools for several years, and currently provides back office services for over 50 charter schools throughout California. CSMC has committed to providing dedicated, local San Diego support for the charter. A CSMC project manager, with former experience as a charter schools business manager in San Diego County at both the District and school level, will provide local support. CSMC assists the school with all accounting, fiscal, attendance, audit related, and compliance issues including but not limited to payroll, purchasing, grants, categorical funding, contributions, inventory, employee contributions, and mandated fiscal reports.

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The School effectively works with SDUSD staff to annually identify and purchase optional services from the District. HSHMC, Inc. agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records, from its chartering authority, the San Diego County Office of Education, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries. (Ed Code section 47604.3)

The School provides the District reports as required by current law:

- CBEDS
- ADA reports J18/19
- Budget J210 - preliminary and final
- A school accountability report card using a state approved format
- Copies of the annual, independent financial audit
- Student attendance records collected using PowerSchool based on the District's use of that, or another District utilized system.

And, as an accommodation to the District, the School shall further supply the District:

- Reconciliation of the annual audit with the J210
- Copies of all state mandated test results:
- Smarter Balanced Assessments
- CELDT

Finally, on or before September 15, the School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District. Changes in these reporting requirements may be incorporated by reference into this charter when mutually updated by the District and the School.

The charter school shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records. The charter school shall promptly comply with all such reasonable written requests. **Charter Term.** The petitioners request the San Diego Unified School District Board of Trustees approve the term of this charter that shall begin for a five-year period on July 1, 2025 and end June 30, 2030. **Charter Revisions.** The District's Board of Trustees must approve material revisions to the charter. The District will make its determination and, if required, the District Board of Trustees will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to. HSHMC proposes herein that securing and moving the school to a new facility under Proposition Z will not constitute a material revision requiring approval since purchasing a facility Proposition Z secured site would already be business initiated by and approved by the SDUSD Board of Education. **Severability.** The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the

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District and HSHMC, Inc. The San Diego Unified School District and HSHMC, Inc. agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

5. FACILITIES

Every student will learn in a variety of educational milieu including: 1) a supportive and intimate high school campus; 2) community college classes and campuses; 3) organized field studies in purposefully chosen locations and 4) the fast-paced and exciting hospitals and business offices supporting internships based on skills, interests and our programmatic. Health Sciences is currently located in a facility at 3910 University Ave. As stated earlier in this petition, satisfying the school's long-term facility needs remains a major priority. The petitioners are grateful that significant Proposition Z funds have been allocated by the SDUSD Board of Education to help meet HSHMC's continued facility challenges and search and HSHMC very much appreciates the level of support and cooperation it is receiving from SDUSD staff to secure and prepare a suitable long term campus solution for HSHMC.

6. IMPACT ON THE CHARTER AUTHORIZER

HSHMC, Inc. shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

Health Sciences provides youth and their families in San Diego an additional choice in public education. Health Sciences is designed to offer a diverse group of students an individualized, engaging and effective education. Health Sciences prides itself on attention to rigor, relevance and relationships. Further, Health Sciences is proud of its programmatic relationships with San Diego profit and nonprofit businesses.

In our 2012 renewal Health Sciences proposed to become a well established professional development school in which opportunities for educators, healthcare workers, and families are realized and today we host student teachers from a number of area universities and provide ongoing professional development for teachers and administrators from all over the country. This has included Health Sciences receiving a 2014-2016 federal public charter school dissemination grant to disseminate proven and promising practices. As cited earlier in this petition renewal, HSHMC entered a partnership with SDUSD to use this PCSPG grant to support the District's own goals to advance common core, restorative practice and school culture initiatives. The level of

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collaboration between the district staff and schools and HSHMC received notice and acclamation throughout the District and recognized in a presentation to the SDUSD Board of Education in 2015. The persons and organizations involved in the ongoing design of Health Sciences brings a diversified set of educational, managerial, financial, and legal skills and experience to bear. Our combined expertise and commitment of resources has resulted in operationalizing the exciting and unique design and operational plan we recommitted to five years ago. As such, the founders proposed that we were prepared to sustain and expand an excellent school and we believe we have done so. This renewal process has once again provided us a formal opportunity to regroup, revisit, and affirm our mission and vision, reflect on the experience of near 10 years of operation and create a vision and plan for the next five years of our work together.

We are proud to conclude that HSHMC has developed a positive record with SDUSD to be an open and accessible school, with an exciting mission that is executed by with a competent staff and leadership team. We believe our School goals, our commitment to a culture of action research and a comprehensive and informative accountability system creates the infrastructure to support our continuous improvement. Health Sciences' intention is to become a beacon for other schools. Our curriculum design, our school-wide approach to literacy and professional development, our middle college partnerships, our action research culture, our College knowledge initiatives and our coordination of internships with seminar classes should all have transferable elements. All public high schools (traditional and alternative) can profit from extended partnerships with local business associations and corporations intent on creating career pipelines based on market trends and needs. We are prepared to continue and enhance our work and collaboration with San Diego Schools such that our collective efforts will positively impact more San Diego youth. We believe we can stimulate more of those partnerships with our success. We see our efforts as constructive to others truly interested in improving public schools. We are after all, educators!

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Appendices

Projected Enrollment Table

2024-25 LCAP

Articles of Incorporation

Documentation of Bylaws

Conflict of Interest Code

UCP Policy and Form

Complaint Form

Board Roster

Letters of Support

Dashboard and iReady Data

Lexile Data for Achieve

Enrollment and Persistence

Conflict of Interest Policy

Safety Plan

Suicide Prevention Policy

Budgets