



Health Sciences High and Middle College

HSHMC Board Meeting

Published on November 26, 2024 at 4:01 PM PST

Date and Time

Tuesday December 3, 2024 at 8:00 AM PST

Location

HSHMC
Sharp Coronado Hospital
250 Prospect Street
Coronado, CA 92118
3rd Floor - Scoreboard Conference Room

Join Zoom Meeting

<https://hshmc.zoom.us/j/3720403229?omn=84046876389>

Meeting ID: 372 040 3229

Passcode: Board

Agenda

| | Purpose | Presenter | Time |
|-------------------------|---------------------------|-------------------|----------------|
| I. Opening Items | | | 8:00 AM |
| A. | Record Attendance | | 1 m |
| B. | Call the Meeting to Order | Frederick Johnson | 1 m |

| | Purpose | Presenter | Time |
|--|--|-----------------------------------|----------------|
| C. Approve Minutes | Approve Minutes | Frederick Johnson | 5 m |
| Approve minutes for HSHMC Board Meeting on August 27, 2024 | | | |
| II. | Information Items | | 8:07 AM |
| A. | HSHMC Highlights and Student Representative Report | FYI Noor Esmailpour | 6 m |
| B. | CEO's Comments | FYI Ian Pumpian | 10 m |
| C. | Charter Renewal Status | FYI Ian Pumpian | 5 m |
| III. | Closed Session | | 8:28 AM |
| A. | Independent Auditor Report | FYI Eide Bailly Representative | 15 m |
| IV. | OPEN SESSION: Action Items | | 8:43 AM |
| A. | Revised 2024-2025 Budget | Vote Douglas Fisher | 5 m |
| B. | 2024-2025 First Interim Report | Vote Douglas Fisher | 5 m |
| C. | 2023-2024 Independent Audit | Vote Ian Pumpian | 5 m |
| D. | Revised Fiscal Control Policy | Vote Javier Vaca | 2 m |
| V. | Closing Items | | 9:00 AM |
| A. | Adjourn Meeting | Frederick Johnson | 1 m |

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for HSHMC Board Meeting on August 27, 2024

APPROVED



Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

Date and Time

Tuesday August 27, 2024 at 9:00 AM

Location

Sharp Grossmont Hospital

5555 Grossmont Center Dr.

La Mesa, CA 91942

Room: The Sharp Experience Center

Join Zoom Meeting

<https://hshmc.zoom.us/j/3720403229?omn=84046876389>

Meeting ID: 372 040 3229

Passcode: Board

Directors Present

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

Directors Absent

None

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

G. Ottinger, J. Vaca, Tiffany Degraffenreid (remote)

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 Tuesday Aug 27, 2024 at 9:00 AM.

C. Approve Minutes

D. Gross made a motion to approve the minutes from June 12, 2024 Board Meeting on 06-12-24.

J. Kramer seconded the motion.

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

Roll Call

| | |
|----------------|-----|
| D. Gross | Aye |
| J. Broad | Aye |
| M. Byrd | Aye |
| F. Johnson | Aye |
| S. Evans | Aye |
| D. White | Aye |
| J. Kramer | Aye |
| A. Carpenter | Aye |
| B. Steineckert | Aye |

D. Public Comment

No public comment.

II. Information Items

A. Student Report

HSHMC student board representative, Noor Esmailpour, reported on the first few weeks of school at HSHMC noting:

- The success of Welcome Week that included the annual Kippy's Cup school-wide competition.
- Several new college classes that are being offered this year, including Calc2 for those students who have already completed college Calc.

- Several members of our HOSA team competed at the international level and had a great experience that included specialty workshops (i.e. practice in suturing).
- Upcoming events include Homecoming and Family Night.

Dr. Smith noted that Family Night is Wednesday, September 18 from 5:00 - 8:00 pm at HSHMC and invited the board to participate either by just attending or by formally participating. Scott Evans confirmed that Sharp will participate and asked Jason Broad to coordinate Sharps' participation with HSHMC for this event.

B. CEO's Comments

Ian Pumpian shared and discussed:

- The construction project at the school is expected to last approximately 18 months. The school is operating on two of the four floors as the upper floors are being renovated into science labs and career development and mental health areas.
- Dr. Pumpian expressed his appreciation to Sheri Johnson for volunteering her services to support HSHMC and ensure a smooth transition since her retirement last February. He informed the board that HSHMC would like to engage into a contract with Sheri for specific tasks going forward.
- As part of HSHMC's Community and CTEIG grants activity, HSHMC has engaged in a partnership with SDSU's School of Nursing. Currently, one SDSU nursing professor and 9 nursing students are beginning their internships and project planning at HSHMC to engage and support the health and well-being of our school community and increase access to healthcare across our entire community. Ian thanked Dan Gross for his role in connecting HSHMC to SDSU that helped get this partnership started.
- Dan also offered to engage his support and expertise in setting up a student clinic (to include mental health screenings). Ian will take Dan's offer and expertise to the lead at SDSU to further develop this plan.
- Board discussed ways to support HSHMC student access to health physicals so that they can participate in sports activities. Scott offered to put something together going forward. Several board members offered to volunteer for the immediate need.
- Ian facilitated a discussion with the board on effective ways to increase awareness of the Sharp/HSHMC partnership across all areas of the Sharp HealthCare system. As HSHMC prepares for the new year of student internships, he noted that many new Sharp employees may not be aware of the importance of this longstanding partnership. The board discussed the need for communications from Sharp corporate as a reminder of the partnership commitment. Scott Evans initiated these communication efforts immediately.
- HSHMC is in the final stages of writing its Charter renewal before submitting it to the District. The delay (for early submission) of the draft finalization is due to the desire to include the results from state testing as soon as they are released. This

data is expected to substantially impact areas we needed improvement on in the past.

Fred Johnson noted that with the recent passing of Fred McFarlane, who was the board's secretary/treasurer, our board will need to re-elect a new board member to assume these roles.

III. Action Items

A. 2023-2024 Unaudited Actuals

Greg Ottinger reported to the board that HSHMC's 2023-2024 unaudited actuals continued to progress well with no major surprises to note. Revenues and expenditures are on track. There is a larger net revenue than expected due to the SB740 reimbursement for facilities expenses.

Ian Pumpian noted that some of the SB740 reimbursements contributing to the larger net revenue are one-time reimbursements.

The auditors' report of the budget actuals will be shared at the December 3 board meeting.

IV. Consent Agenda

A. 2023-2024 Emergency Action Plan (Athletics)

B. 2024-2025 School-Site Safety Plan

C. 2024-2025 Enrollment Process

D. 2024-2025 Fiscal Control Policy

E. Human Trafficking Prevention

F. 2024-2025 Independent Study Policy

Fred Johnson asked that Item F - Independent Study Policy be removed from the consent agenda for separate discussion and vote.

G. 2024-2025 Student Handbook

H. 2024-2025 Student Discipline Policy

I. Admission Policy

J. 2024-2025 HSHMC Employee Handbook

K. 2024-2025 Parent-School Compact

L. 2024-2025 Parent and Family Engagement Policy

M. 2024-2025 Cuyamaca MOU

N. SDSU/HSHMC Nursing Student Agreement

O. Title IX Policy

P. Prop 28 Music and Arts Reporting

Q. General Complaint Policy and Complaint Form

R. HSHMC Cell Phone Policy

S. Consent Agenda

Item F - Independent Study Policy was removed from the consent agenda.

J. Kramer made a motion to to approve the consent agenda items A-E and G-R.

M. Byrd seconded the motion.

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

Roll Call

D. Gross Aye

S. Evans Aye

B. Steineckert Aye

D. White Aye

M. Byrd Aye

J. Kramer Aye

A. Carpenter Aye

F. Johnson Aye

J. Broad Aye

T. Amended Independent Study Policy

HSHMC received a red-lined version of the draft Independent Study Policy for board approval from its attorneys after the original was sent out in the board packet. The updated draft was amended to be compliant with new laws and shared with the board for approval.

D. Gross made a motion to approve the amended draft of the Independent Study Policy to incorporate legal compliance.

J. Broad seconded the motion.

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

Roll Call

D. Gross Aye
D. White Aye
J. Broad Aye
B. Steineckert Aye
F. Johnson Aye
J. Kramer Aye
M. Byrd Aye
S. Evans Aye
A. Carpenter Aye

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:03 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- 2023-24 Unaudited Actuals - Health Sciences.pdf
- A - Emergency Action Plan Athletics - Park De La Cruz - (24-25).pdf
- A - Emergency Action Plan Athletics Kippy's 24-25.pdf
- B - HSHMC Safety Plan 24-25.docx.pdf
- C - Enrollment Process 2024 - FOR BOARD APPROVAL 8-27-2024.pdf
- D - Fiscal Control Policy - 2024-2025 - BOARD APPROVED 8-31-22 (2).pdf
- E - Human Trafficking Prevention.png
- F - HSHMC Independent Study Policy For Board Approval 8-27-2024 copy.pdf
- T - ISP Rev2.pdf
- T - HSHMC _ AMENDED Independent Study Policy For Board Approval 8-27-2024.docx.pdf
- G - Student Handbook 2024-2025.docx.pdf
- H - Discipline Policy 2024-2025 - FOR BOARD APPROVAL 8-27-24.pdf
- I - Admissions Policy 2024 - For BOARD APPROVAL 8-27-2024.pdf
- J - Employee Handbook 2024-2025.pdf
- K - Parent-School Compact 2022-2023 For BOARD APPROVAL 8-27-24.pdf

- L - Parent and Family Engagement Policy 2022-2023 - For BOARD APPROVAL 8-27-24.pdf
- Cuyamaca_MOU_2024.pdf
- SDSU- Internship Site Questionnaire (part 1) - signed.pdf
- O - Title IX Policy August 2024 (1).pdf
- 23-24 Prop 28 Report.pdf
- General Complaint Form.docx
- General Complaint Policy.docx
- S - Revised_Cellphone Policy 24_25.docx

Coversheet

Charter Renewal Status

Section: II. Information Items
Item: C. Charter Renewal Status
Purpose: FYI
Submitted by:
Related Material: Charter School Renewal 2.pdf

Dear San Diego Unified School District:

On behalf of the Health Sciences High and Middle College community, including our entire staff, students, and families, we are proud to present our Charter Renewal petition.

The petition is complete as submitted, and represents our many past accomplishments and goals for the future. We believe that our record of performance, as documented in this petition, meets and exceeds criteria for a five year renewal.

We look forward to our Charter Renewal petition being accepted so we can continue serving our community.

Sincerely,



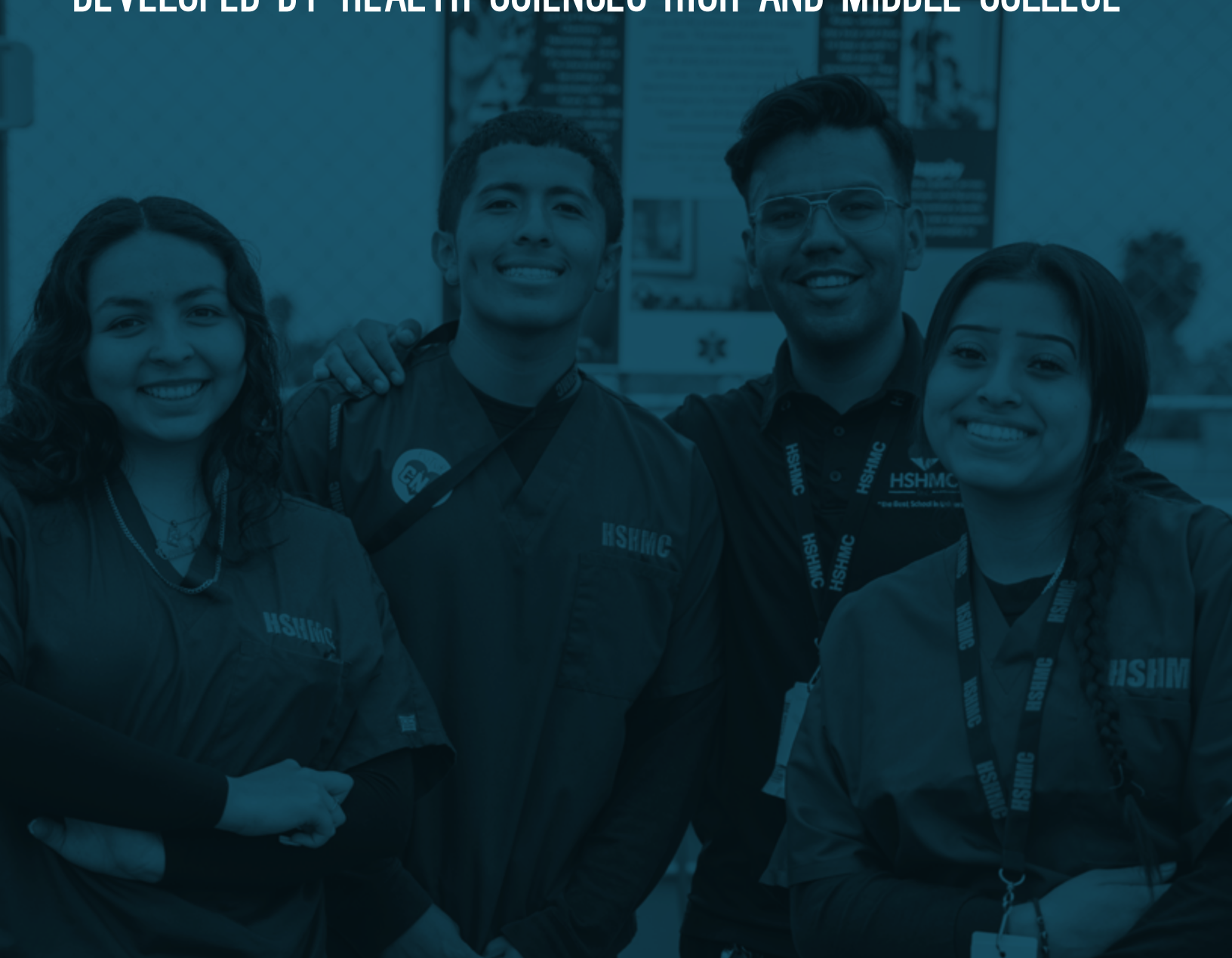
Ian Pumpian

CEO



A CHARTER SCHOOL RENEWAL PETITION

DEVELOPED BY HEALTH SCIENCES HIGH AND MIDDLE COLLEGE



3910 UNIVERSITY AVE.
SAN DIEGO, CA 92105



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Dear Trustees of the San Diego Unified School District,

I am so pleased to authorize the submission of this charter revision on behalf of our entire Health Sciences High School and Middle College (HSHMC) community of students, their families and the professionals and community partners that support them. As a practicing and now retired pediatrician, I have dedicated my life to the well-being of children and their families. I was a founding member of the charter in 2007. I became interested in being a part of this charter because of its mission and the community of co-founding professionals and families. That mission is stated herein and referenced throughout this renewal petition. More importantly, that mission lives in the hallways and classrooms of the school and permeates into the streets and homes of our students. It hopefully is inspiring to read about the culture and achievements of the school. But the inclusive and restorative culture and essence of the school is qualitatively different as one enters the campus and observes the nature of academic, social, and cultural discourse that is immediately apparent. The expression that *HSHMC is truly an amazing and unique place* is not hyperbole, because it truly is! And, as the Board Chair, I do want to extend my appreciation to the entire San Diego Unified School District for your support as both our school's authorizer and as a valued educational partner.

One of our founding principles was to provide every student a diploma that matters. Please know that simple phrase drove our initial charter petition and remains at the foundation of our work. Again, the phrase is not hyperbole. It was a response to the fact that school graduation rates across the district, state and country are unacceptable and pose a huge problem for both students and society. What does it mean when California reports an average graduation rate of 86.4%? With about 400,000 students who should graduate yearly, 65,000 do not! It is obvious that the outcomes for those who "drop out" are extremely limited and expressions like school to prison pipeline haunt us. The impact of that many students not finishing high school on students, their families and society in general was the fire-starter for founding HSHMC. A diploma that mattered first means diploma. We have remained solid in our commitment to bust through the glass ceiling of graduation rates less than 90% that has become the norm. And we have done that! No single statistic of accountability to us means more than the fact that our graduation rate has been consistently above 97% since our founding in 2007. **Our average graduation rate of 98% is blue on California's dashboard and places us in an elite group of schools** at which the vast majority of our students do graduate with a diploma.

We do not feel it is possible for 98% of a student body to graduate in a geographic area in which surrounding schools report less than 85% is possible if you do not create a truly unique place where students choose to come and engage. Creating a *diploma that matters*, drove our mission to create a home away from home, a place where healthy relationships were fostered and valued and where learning was both rigorous and relevant. In too many majority minority communities plagued by the consequences of abject poverty, too many youth who come of age will choose to stop attending when what they are doing has no value for them. So HSHMC has invested in creating value by 1) investing in the professional development of its' teaching staff to ensure they are effective and competent in transformative teaching and learning methodologies; 2) a curriculum that integrates A-G core academics with a comprehensive college and career program; 3) an inclusive, culturally responsive and restorative culture where students are supported and encouraged to find their voice, express their aspirations get and remain engaged in their education; and 4) a place in which students, families, staff and community feel a sense of belonging. Perhaps most notable, is our current initiative to fully earn the reputation as a community school in which a comprehensive multi-tiered system of academic, behavioral and social supports (MTSS) is fully operational and constantly evolving by leveraging school and community resources.

As noted throughout this petition, maintaining a school in which students choose to engage and graduate does distort some aspects of our accountability. We offer these not as excuses for particular test scores, on the contrary. Our academic performance should be measured in a number of ways including standardized achievement tests. We use those results internally throughout the development and implementation of our LCAP cycles. However, we are weary about how achievement data is compared against that of other high schools. Why? Because much of the achievement data is collected in 11th grade; and it is simply a fact that we are testing a percentage of students (easily from 8-15%) who would have likely dropped out if they had attended their neighborhood schools. This point will be further addressed in the body of this petition, but here is a summative excerpt from the petition: *Consider for example, the impact of over 98% of our students matriculating to 11th grade and participating in testing. Over 98% of HSHMC students will be required to test in 11th grade as compared to other schools with graduation rates below the SDUSD average of 87%. It can be argued that those schools are losing 13% of the lowest academic achieving students and therefore those students do not impact their performance.* So indeed, our academic achievement as measured by specific tests do show too many students' reading and math levels are below grade level standards. These are students that entered 9th grade well below grade level in both. However, we submit that evidence of these students' growth is of merit. Also, we note that these students are also going to graduate with a diploma they may not have earned elsewhere. And, these students will have college and career resumes and outcomes they would likely not have elsewhere. We are proud of the fact that students who struggle elsewhere and are at risk of not graduating will earn a diploma that matters at HSHMC.

We hope that this petition communicates our passion and pride for HSHMC and its impact on our students, families and community. We hope that passion and pride is demonstrated in the design of our curriculum and plan for teaching, and our focus on learning. And, we hope that our intentional focus on well-being and belonging is evident in our attention to culture, community and a tiered system of responsive supports. We hope we have dotted the Is and crossed the Ts of our compliance obligations. Finally, we hope that our presentation of outcomes is received with a recognition of needs we address in our LCAP, as well as accomplishments that are worthy of your vote for renewal.

Respectfully Submitted



Frederick G. Johnson, MD





CHARTER INTRODUCTION

Health Sciences High and Middle College is proud to submit this Charter School 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).)
- 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. Over time we have enhanced our patient care pathway with multiple specialization areas, and we have continued to explore and create additional pathways and specializations in other occupational areas. Of note is our fire sciences and emergency response pathway. Our successful Smarter Workforce Program (SWP) Community College Chancellor's grants over the last three cycles has produced programming in environmental sciences, community services, and military and security services. Currently our focus on high interest, high need and high wage careers has led to a major initiative to better integrate our 4-year college programming with our career pathways and new specializations in nursing, mental health and exercise, nutrition, and physical sciences are evidence of this shift. New high school/college/career pipelines are being developed, and, for example, our new MOU with San Diego State University's School of Nursing is fast-tracking students into this otherwise nationally recognized and highly impacted program. With an acceptance rate of less than 5%, two of our 2023-24 graduates were



among the 100 accepted into the program this year. 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 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 2010-2011 our free and reduced lunch rate exceeded 60% and that rate now is 75.9%. We proposed we would receive Western Association of Schools and Colleges (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 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. Among its awards and accolades, Health Sciences has been a part of a 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 is evident in collaborations specific to preservice and in-service initiatives, school team visitations, community outreach and service during COVID, bond related outreach and development, and District-wide consultation and innovation.

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
- 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
- 2020**
- No events due to the COVID-19 pandemic
- 2021**
- No events due to the COVID-19 pandemic
- 2022**
- 1st place in Prepared Speaking
 - 3rd place in EMT
- 2023**
- 1st, 2nd, 3rd, 4th, and 5th place earnings in EMT
- 2024**
- 1st place in Health Education – Won GOLD at the National Competition
 - 1st, 2nd, 3rd, and 4th 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 during which 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 through schoolwide practices, such as communicating daily learning intentions and success criteria.

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.

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 & 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, most 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 I school and recognize the student needs that designation implies by offering a variety of ways for students to receive additional support when needed.

Our overall student population grew between 2018-2019 and 2020-2021, but since COVID has shown a slight 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 | 107 | 132 | 162 | 127 | 528 |
| 2024-2025 | 154 | 121 | 136 | 150 | 561 |

Student Groups for 2023-2024

| Socioeconomically Disadvantaged | English Learner | Students with Disabilities |
|---------------------------------|-----------------|----------------------------|
| 75.9% | 22.7% | 20.1% |

Race/Ethnicity:

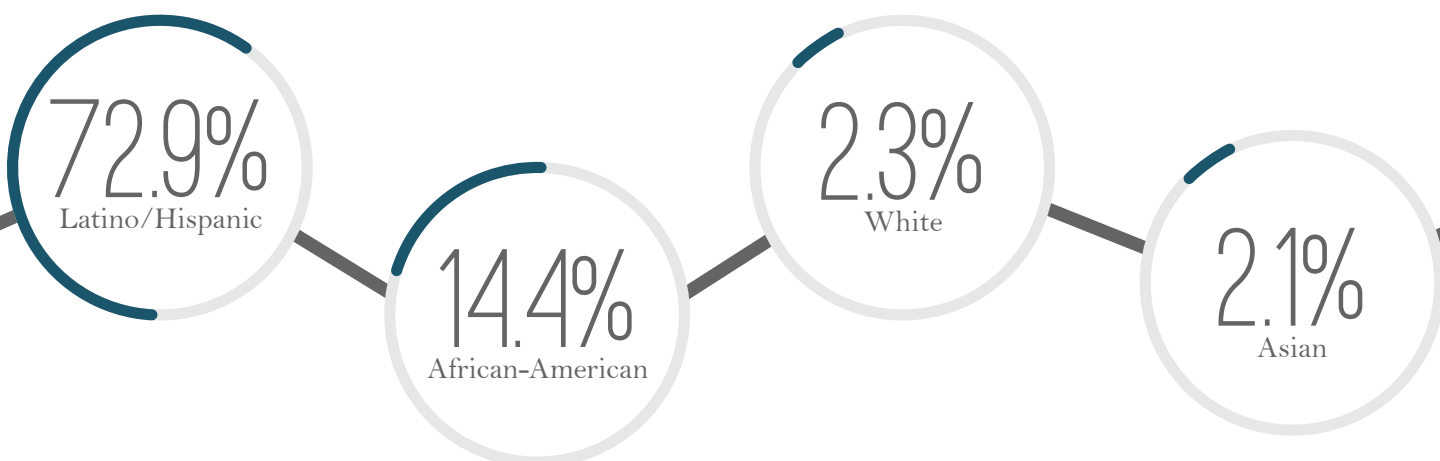
| African American | Asian | Filipino | Hispanic | Two or more races | White | American Indian or Pacific Islander |
|------------------|-------|----------|----------|-------------------|-------|-------------------------------------|
| 14.4% | 2.1% | 1.7% | 72.9% | 4.9% | 2.3% | Less than 1% |

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 (70%) who speak a language other than English at home. The majority of these students speak Spanish (56%), followed by Somali (8%), and Other Non-English (6%), including Vietnamese (.04%). Even though most students speak another language at home, only 22.7% of students were identified as English Learners during the 2023-2024 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 healthcare, while receiving a world-class education in a safe and supportive environment. HSHMC is a home away from home, an open door, and a place of rigor and academia – where students earn a diploma that matters. We do what it takes, we do no harm, we set no limits on our potential to learn and grow. Here, we are all family – and we love what we do!

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 that schools can be more inclusive and that schools serving students from traditionally under-performing groups 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 | Instructional minutes |
|--------------------|-----------------------|
| 180 | 65,655 |

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 years. It should be noted that attendance during the 2020-2021 school year still exceeded our goal of 95%, despite the issues that arose due to 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 2022-2023 it rose slightly to 90%. The 2023-2024 school year saw another slight increase in attendance with the rate of 90.23%.

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. In our post-Covid effort to improve attendance, the school enhanced the efforts of our attendance team by creating a *daily attendance huddle*, a standing 15-minute meeting involving a cross section of school members who have connection with students, families, and community resources. At these meetings, updates on students with attendance challenges are reported and tracked. These huddles are examples of the expansion of our Multi-Tiered System of Supports (MTSS).

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

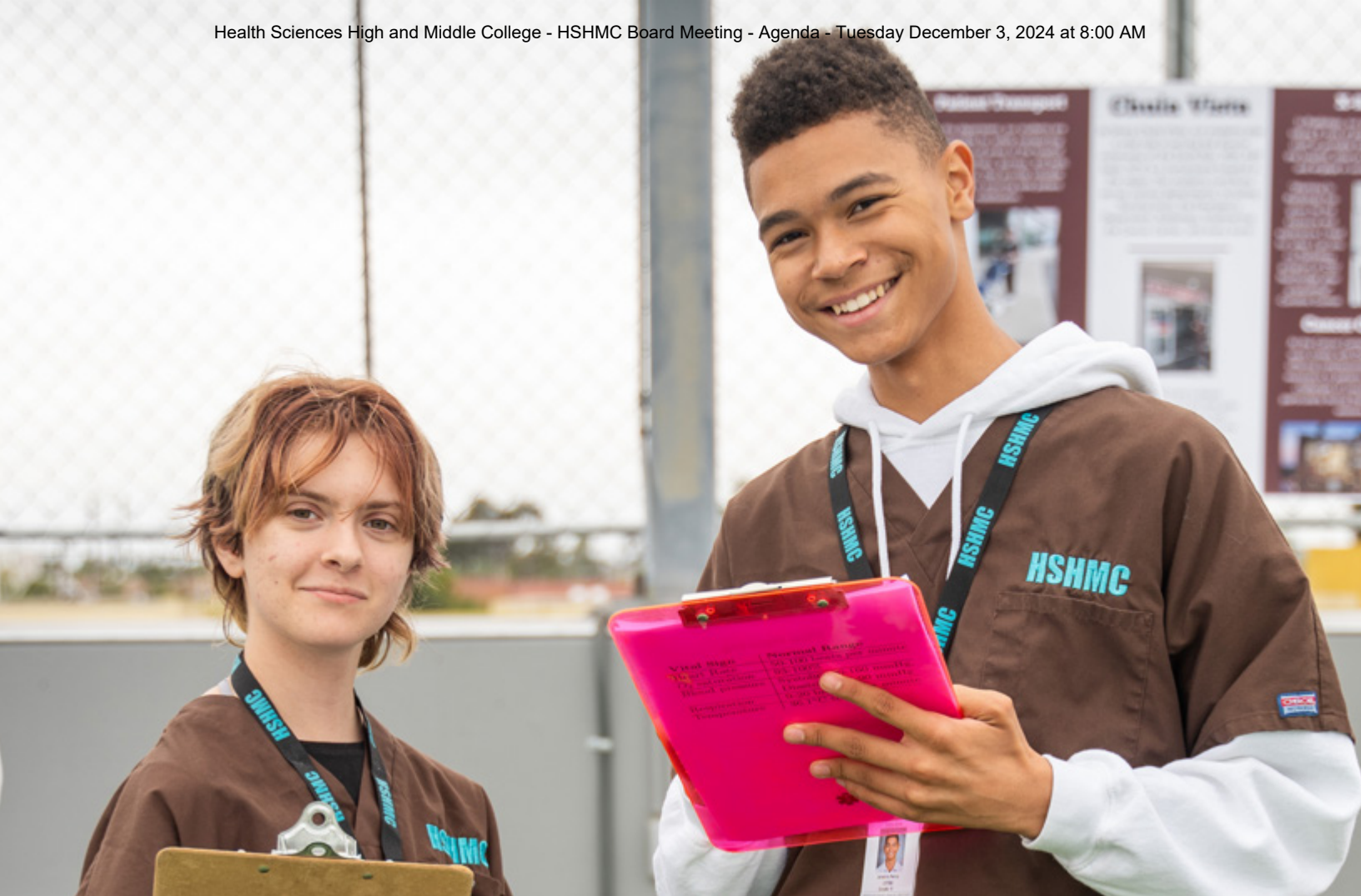
⊗ School Holidays - (No School)

- 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
- March 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
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 (Office) 619-528-9070 (Fax) 619-528-9084 (Web) www.hshmc.org



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 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 Louden, 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 are we 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, history, 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 innovation are the key to the good life." (p. 6)

The Center for Career and Technical Education (2024) identified 12 essential 21st century skills that are critical for our students to thrive in the course of their lifetimes: Creativity, Collaboration, Communication, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productivity, and Social Skills. At HSHMC we seek to not only teach and foster these skills but also to understand their application to the myriad of our students' everchanging personal, occupational, and civic opportunities, choices, and challenges. These skills have implications for their actions as individual citizens of country and world as well as collectively as a society and a species. The implications and consequences of what happens in our schoolhouses today literally will define the fate of the 21st century, and our quality of life and very survival are at stake.

The demand for 21st century technology literacy is obvious. 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, 2020, and 2022 Classroom of the Future awards. Building on 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 – “21st 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.

Thus, 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 Friedman in order to enable all students to be self-motivated, competent, lifelong learners. Most recently, the influence and impact of AI have been felt within our schools and throughout the greater community. Clearly understanding, managing, and applying technology appropriately and effectively poses a set of 21 century skills of the highest order. As teachers we will only witness the tip of the iceberg regarding issues of singularity that will affect our students’ adult lives and choices (Kurzweil 2024).

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 had been fodder for our original charter petition and each subsequent renewal. Certainly literacy and numeracy, broadly defined and redefined, will continue to be at the curricular foundation of the 21st century schoolhouse. So too, will be a reinvestment in environmental sciences, cultural competence, civic education, and social emotional wellness. At HSHMC, we believe the most effective way of offering such a curriculum and of promoting 21st century skills is by establishing a positive, inclusive, welcoming, and restorative culture. Since our last renewal, two initiatives have been instrumental in our growth as a 21st century school. First has been our commitment to develop our function and identity as a community school. We have received both a planning grant and more recently a California Community Schools Implementation grant to support this effort. And our community school grant focus represents a substantial investment in a more comprehensive and responsive consumer-driven MTSS. These initiatives are the foundation of our most recent Local Control and Accountability Plan.

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.

DESCRIPTION OF HOW LEARNING BEST OCCURS

At HSHMC: Learning best occurs when

- teachers and staff are respected, supported and evaluated as professionals who exhibit the knowledge, skills, and dispositions to work with and educate students effectively;
- the school culture is positive, inclusive, welcoming, and restorative; where student and member voice and aspirations are solicited, heard, and responded to;
- students' academic, social, emotional, and behavioral needs are supported via a comprehensive MTSS;
- the school functions as a community school as it considers and responds to needs and opportunities of students and their families within their school, their community, and their homes, and in turn effectively leverages school and community resources through partnerships and;
- it offers a relevant, rigorous curriculum in which 21st century skills are taught and applied to future career, civic, and personal aspirations.

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 focus on individual, community, and environmental health, which is supported by a functional development of career aspirations via career pathways (notably health, fire sciences, business, general civics). Our current efforts to better integrate our core curriculum and college and career programming are reflected in creating 4-year pathways supported through data monitoring and counseling. As of 2023-24, the default 4-year curricular sequence is grounded in health sciences and offers students specialization choices that will provide them a wide range of college and career coursework, fieldwork, and postsecondary choices. We expect all students will have substantial access to the core curriculum and will select a 4-year plan with both college and career programming. Every 9th grader will complete a college course and a health-related internship unless they select a specialized 9th grade fire science and emergency response sequence. In 10th grade, students will have the choice to continue in a 3-year health specialization sequence (with college and internship options) or select fire sciences, business, or a specialized military or community course/intern sequence. The balance of career and college internship and coursework varies in each of the multiple 4-year sequences students select. The intention is to provide choices based on aspirations in our 4-year sequences without creating tracks that provide that limit choices based on ability.

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 are 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 4-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 awards celebrate this assertion and our achievement data supports 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.

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 in the 2023-2024 school year, students are 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. Our first class to be provided this opportunity resulted in 107 students (82.3% of our 2024 graduates) receiving the State Seal of Civic Engagement. 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.

HSHMC provides a rigorous, relevant, and coherent standards-based curriculum. For example, the English department uses McGraw-Hill California StudySync with supports for multilingual learners, which offers scaffolds and online accessibility for all learners. Our mathematics department uses Reveal Integrated Mathematics. The Science and Social Studies teachers utilize Achieve3000 to support students' reading comprehension and current state-approved textbooks from McGraw-Hill.

Further, all courses are aligned to the Common Core, NGSS, and California State Standards. Courses also meet California UC A-G requirements. 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. Each course is aligned with content area standards and courses are reviewed biannually by Dr. Doug Fisher, Professor in the department of Educational Leadership at San Diego State University (SDSU).

Our educators have been involved in the development of expanded internship/pathway options and new community college courses. We now offer a wide variety of college classes that are available to 9th-12th graders. In the spring 2024 semester, we offered 20 community college classes and a total of 309 students were enrolled in those classes. 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 Emergency Medical Technicians (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.

Our Independent Study Program (ISP) 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 is aligned to grade level standards and is substantially equivalent to in-person instruction. This includes 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 2022-2023 school year. All resources and services of the school are also available to students in ISP. 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. 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, are 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 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 professional development (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 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 they 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

HSHMC takes great pride in being a fully inclusive school. “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 in-service 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 time frames as indicators for stages of intervention that range from lunch-time 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 2021-2024 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 ongoing 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” that 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 School Plan for Student Achievement (SPSA) for HSHMC, an effort was made to ensure all aspects of the SPSA and input from our Parent Advisory Committee are 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 healthcare, education, fire technology, business, military cadet, exercise science, EMT, and independent internship opportunities curated 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 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.

Further, our students will have access to several 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
- AB 2121 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.

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 HSHMC

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

California is one of the first states across the country to measure success using a wide range of information on student outcomes. Pursuant to California Education Code Section 47607(c), as an *additional* consideration for determining HSHMC's renewal, the San Diego Unified School District Board, as its authorizer shall *consider a charter school's placement under the performance categories, which is based on the charter school's performance under the California School Dashboard (Dashboard)*. The law provides both criteria and discretion to SDUSD to consider a combination of required and supplemental quantitative measures, comparisons, and qualitative circumstance in ultimately determining HSHMC's renewal and term of renewal. An objective review of required measures alone would justify placing HSHMC in the middle performance category indicating a 5-year renewal, whereas a comprehensive review of HSHMC's performance as a public school and its impact on students' overall academic growth, performance, and well-being would justify the Board to consider HSHMC a high performing school.

Throughout this renewal petition, and again in this section of the renewal document, we will provide required and supplemental data and analyses to make the case that HSHMC is a high performing school worthy of the SDUSD Board's strong endorsement of renewal. Like all schools, HSHMC continues to face formidable challenges that have been exacerbated by COVID and conditions of poverty. As a high school, measures of academic performance are further hampered by the number of students who enter 9th grade 3-7 years behind grade level and even with significant annual gains will struggle to consistently demonstrate grade level performance on standardized tests. These are not excuses; they are merely the circumstances public schools, especially those serving communities such as City Heights, face.

HSHMC is up to the challenge. Our performance on several required measures give cause for concern and scrutiny. These have been the focus of our LCAP and strategic plan for continuous performance. As a school we hold ourselves highly accountable for using performance data as fodder for developing and adjusting our strategic plan. However, as authorizers, SDUSD trustees are responsible for determining whether HSHMC meets criteria as a highly successful school as a basis for determining its renewal. Thus, we are prepared to make and defend the following bold statement: *Over a four-year period, for every 100 students who enter 9th grade at HSHMC, on average, their academic performance and outcomes exceed that of any given 100 students who enter all comparison schools as well as the averages for SDUSD and California.*

Nearly every student, educational professional, parent, and visitor sense something unique and special when attending or visiting Health Sciences High School and Middle College (HSHMC).

- Many note an *extremely sophisticated instructional and academic program* based on cutting-edge best practices delivered by a highly qualified staff who are supported by a system of comprehensive and ongoing professional development. The facts that HSHMC is an SDSU school of professional development and that Corwin Publishing Company held nine multiday workshops at HSHMC this past year attended by over 500 educators from around the country are testaments of that instructional practice.

- Many note the culture of the school that exudes *a welcoming, inclusive, and restorative presence*. A culture that has not developed by chance, but rather based on a significant investment in being a fully inclusive school for students with disabilities. And a restorative disciplinary policy in which proactive measures are taken to reduce the chance students will make bad decisions with a commitment that no student will face consequences for their bad decisions that don't also include opportunities to restore harm while learning from those decisions. Books have been written about our equity practices, our restorative practices, our inclusive programs, and our social emotional learning practices.
- The reach and influence of our small school of approximately 500 students is as broad to a worldwide audience as the reputation of large school districts and University schools of education. The fact that our 11% of our operating budget is due to grants received because the investment in our school culture and academic program is recognized as worth investment and dissemination is further evidence that something special is happening at HSHMC. Many note the integration of our academic program with our career development programming into a single track of college and career preparation is indeed unique.

In current vernacular, what people experience and observe at HSHMC is an *ever-evolving, comprehensive Multi-tiered System of Support that integrates academic, social, and behavioral programs and services*. What they experience and observe is *a school committed to further establishing its identity as a community school* with annual increases in parent engagement and community and business partnerships.

What people also see is *a school highly concerned and publicly criticized for test results that identify too many students are academically struggling*. These data drive our internal attention to constant improvements in our core academic and instructional program undergirded by professional development and extensive interventions.

Nonetheless, ***a critical review of HSHMC's record can first appear as a tale of two cities***: one that has received high accolades and the other in which several measures of academic performance are a legitimate cause for great concern. We, the offerors of the petition for review of the HSHMC charter, accept and are compelled by both the accolade and the criticism. We are compelled to build on our strengths to better address our shortcomings.

Without question, we do have test results that indicate too many of our students continue to struggle academically. A vast majority enter 9th grade multiple years below grade level in core subjects. In 2024, *65% of the 9th graders tested 3 years or more below grade level in reading while 76% tested 3 years or more below grade level in math* on iReady. Based on Lexile Level data from Achieve3000, the average of 9th grade student enters HSHMC reading at the 4th grade level, with 45% of our students reading at level of 3rd grade and below. We do have evidence of their academic growth, but this growth is too often insufficient to result in grade level performance of standardized test once they reach 11th grade. That challenge is one we continue to accept to drive improvements in our instruction and culture.

As an internal measure of our performance, these standardized test matter. But we caution reviewers to use them as the sole measure of our comparison to other schools, the district, or state. In such comparisons there is a hidden variable that makes a simple comparison deceptively inaccurate. That variable is graduation rate. Our graduation rate of 98% is more than 10% higher than all State, District, and comparison school rates. **Simply stated, our multi-tiered system of support results in significantly more students, including academically struggling students, to graduate than in most other schools, across SDUSD and the state.**



This is evidence of what those who visit and experience HSHMC observe.

In this section, we will report data and provide analyses on the following measures:

- HSHMC Graduation Rate
- HSHMC College and Career Indicators
 - California Dashboard CCI
 - College Going Rates
 - College Persistence Rates
 - Career Data – Certified Nursing Assistants and Emergency Medical Technicians
- Academic Indicators
 - **English Language Arts Data** – *(LCAP Goal 2; State Priority 4)*
 - **English Learners** – *(LCAP Goal 2; State Priority)*
 - **Math Data** – *(LCAP Goal 2; State Priority 4)*
 - **California Science Test (CAST)** – *(LCAP Goal 2; State Priority 8)*
- Additional Measures
 - The HSHMC LCAP

GRADUATION RATE

We submit that **comparing HSHMC to other school, district, and state test scores must factor in graduation rate as a variable**. If that is done, we argue that if we track the academic performance and outcomes of 100 students entering HSHMC in 9th grade and compare them to the academic performance of students entering our comparison schools, the District or State as a whole, **HSHMC has outperformed all those averages**. We not only base the argument on the vast expense to individuals and society for students who do drop out, but also a more careful statistical review of the performance of the students who do graduate.

As will be shown throughout this section, the significance of a consistent graduation rate of 98% is among the most notable accomplishments HSHMC has consistently achieved. This blue level indicator on the California dashboard ranks HSHMC in the upper echelon of schools whose graduation rate is reducing the huge societal and individual costs and impact associated with high school dropouts. This statistic alone affirms HSHMC is deploying intervention and restorative practices, as part of its MTSS, recommended for dismantling California's persistent school-to-prison pipeline (Choi, 2023). It is also, however, our 98% graduation rate that negatively impacts much of our other outcome data. This is especially true given evidence that the vast majority of those who do not graduate do so sometime during the 11th grade year when the reality of credit deficiencies and their legal requirement to stay in school changes.

Consider for example, the impact of over 98% of our students matriculating to 11th grade and participating in testing. Over 98% of HSHMC students will be required to test in 11th grade as compared to other schools with graduate rates near the SDUSD average of 87%. It can be argued that those schools are losing 13% of the lowest academic achieving students and therefore those students do not impact their performance.

- For every 100 students who entered 9th grade, given a 95% participation requirement, a minimum of 95 of our 11th grade students will participate and their scores we all reflect of our academic impact. The point is that 95% of 98 students will test, that is, **93 students out of 100 HSHMC are likely to test in 11th grade and be counted when calculating college admission rates**.

Compare this to our comparison schools, or even all San Diego Unified Schools.

- For every 100 students who entered 9th grade in other SDUSD schools, it is likely that less than 90 will be enrolled during the testing window in 11th grade and 95% of those students will be required to test. The point is 95% of 87 may only test, that is, **only 82 out of the 100 entering 9th graders are likely to test in 11th grade or be counted when calculating college admission rates**. And it can be argued that those 82 who remain in school and do test are likely better academic performers than the 18 who dropped out.

In sum, for all the students who enter SDUSD schools as freshman, HSHMC will test 10% more of them in 11th grade. And this will negatively impact our test results. We can certainly assume students who do not complete high school, as a group, are less likely to be prepared to compete academically with those who successfully graduate. Thus, the test scores for all the comparison schools, as well as all SDUSD schools and all schools in California are inflated compared to HSHMC 11th grade students. **We graduate a much higher percentage of students; thus a much higher percentage of struggling students take 11th grade standardized tests, and as a result our test results cannot be fairly compared to other schools. If the purpose of accountability is to show academic growth and achievement, then we argue we must also consider graduation rate, college persistence, and CCI data.**

Over the last five years, Health Sciences High and Middle College has outperformed neighborhood high schools in the area as well as the District and State with an average graduation rate of 98.1%. When the HSHMC founders submitted our original petition, its mission was to dramatically change the low graduation rates that have become the norm across our community, state, and nation. We are living our core mission of offering our students a diploma that matters. We accept the accolades and challenges of giving a significant number of struggling students a quality 4-year educational experience that other schools are not providing.

Table 1: Four-Year Cohort Graduation Rate

| School | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | Average |
|----------------------------|-----------|-----------|-----------|-----------|-----------|---------|
| HSHMC | 98.7% | 97.3% | 98% | 99.4% | 97.2% | 98.1% |
| Hoover | 86% | 83.1% | 82.4% | 83.6% | 85.5% | 84.1% |
| Crawford | 79.6% | 84.9% | 81.8% | 75.8% | 85.5% | 81.5% |
| Lincoln | 79.9% | 84.1% | 88.6% | 84.1% | 85.3% | 84.4% |
| San Diego Unified | 84.7% | 85.6% | 85.9% | 87.9% | 87.1% | 86.2% |
| State of California | 84.5% | 84.2% | 83.6% | 87.0% | 86.2% | 85.1% |

College and Career Measures

| | |
|---|---|
| College and Career <i>(LCAP Goal 2; State Priority 4)</i> | 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 <i>(LCAP Goal 2; State Priority 5)</i> | 97.2% graduated <i>Target for Year 3 – 98%</i> |

COLLEGE AND CAREER INDICATOR

Health Sciences High consistently outperforms local schools as well as the district average in the College and Career Indicator. This blue level indicator on the California dashboard ranks HSHMC in the upper echelon of schools in terms of their preparation for college and careers. As noted in the table below, HSHMC students are significantly more prepared for college and careers than local schools by more than double and more than 25% more than San Diego Unified overall.

Table 2: College and Career Indicators

| School | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---------------------------|-------|-------|-------|--------------|--------------|--------------|-------|
| HSHMC | 70.8% | 76.0% | 88.5% | 82.5% | 86.0% | 93.6% | 86.9% |
| Crawford | 36.6% | 39.5% | 45.4% | Not Reported | Not Reported | Not Reported | 47.4% |
| Hoover | 37.2% | 45.7% | 47.2% | Not Reported | Not Reported | Not Reported | 48.4% |
| Lincoln | 32.1% | 31.5% | 38.9% | Not Reported | Not Reported | Not Reported | 36.7% |
| San Diego District | 47.3% | 52.3% | 60.0% | Not Reported | Not Reported | Not Reported | 59.9% |

Our graduation rate and our CCI data place HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of a 5-year renewal.

Another important piece of information for HSHMC, due to our significant focus on college and career readiness, is the college enrollment and 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 returning to pre-pandemic levels. In reviewing this data, please note that 2020 and 2021 data was impacted by the COVID pandemic.

According to the Policy Analysis for California Education (edpolicyinca.org), on average 25% of high school students enroll in a four-year college and 37% of high school students enroll in a two-year college. National Clearinghouse provides annual college enrollment rates, which vary between 56% and 67%. Since 2015, the years for which data is available, HSHMC students exceed the state average four years. **Furthermore, since 2015, our students enroll in college at a higher rate (63%) equal to the state average (63%).** Submission of verified data is optional for middle tier schools, but we are proud of the progress we have made. **The college going data, alone, provides the verified data necessary to document the effectiveness of HSHMC, further documenting HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of a 5-year renewal.**

Hardly a day goes by without a staff member reporting to the rest of us that they heard from a former student. This is especially rewarding when we see connections between the aspirations they explored in high school and the majors they select, the degrees they receive, and the careers they choose. So many of those narratives reinforce the college/career pathways we offer, particularly in health sciences.

We have created a database to capture this type of follow-up data. Yet even with surveys sent and phone calls made, because contact information changes often after graduation, we really do not have large datasets on student cohorts outside of the information provided by the National Student Clearinghouse and anecdotes shared with the staff.

The National Student Clearinghouse data, which is presented in the sections that follow, allows us to make a compelling case regarding the college going rate and college retention. We remain committed to find a way to collect more granular follow-up information. Nonetheless, we can provide an anecdotal picture of students choosing major, degrees, and careers aligned with their high school experiences. For example, SDSU's Nursing Program is one of the most impacted programs in the country. It is estimated that their nursing program annually receives over 900 applicants and accepts only 50. This past year, two HSHMC graduates were among the 50 accepted! This past month we received notice that two of our previous graduates had completed medical school. One began her residency in psychiatry, and the other accepted a position as military flight doctor. Another student, from the class of 2019, became a Registered Nurse in 2023, and works in a telemetry unit. Another student graduated from Howard University in 2024 and is currently applying for a Masters in Public Health degree program. In addition to the Clearing House data in the sections that follow, please consider these anecdotes representative of our impact on our students' adult life outcomes.

COLLEGE GOING DATA

Table 3: College Going Rate

| CLASS | HSHMC Total College Enrollment | State Average Enrollment |
|----------------|---------------------------------------|---------------------------------|
| 2015 | 73% | 65% |
| 2016 | 68% | 67% |
| 2017 | 68% | 65% |
| 2018 | 63% | 65% |
| 2019 | 66% | 56% |
| 2020 | 55% | 63% |
| 2021 | 61% | 62% |
| 2022 | 56% | 62% |
| 2023 | 60% | Data not yet available |
| Average | 63% | 63% |

The table below provides two ways of analyzing and comparing college going rates of HSHMC including three similar schools as well as SDUSD and California averages. The traditional way of calculating college going rates is to determine the percentage of a school’s high school graduates who enroll in a college or university. This is a valid measure. However, we submit that the ultimate test of accountability is the percentage of students who enter the high school as 9th grade graduates go on to graduate high school and then enroll in college. That is, what school or entity has been most successful in having the largest percentage of its student body go to college having entering 9th graders go to college? As noted in table 3, HSHMC’s College Going Rate is average in comparison to other schools. However, when graduation rates are factored in and we calculate the percentage of each entire school body that is college going, HSHMC’s out-performs the average of all SDUSD schools, which include data from some of the state’s highest performing schools. This statistic was calculated by *Average College Going Rate for entering 9th graders = (Average Graduation Rate) x (Average 5 year College Going Rate)*.

Table 4: 8 Year Comparisons of College Going Rates (CGR) Traditionally Reported and Modified Based on Graduation Rates

| School | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2022/23 | Average CGR | Average GR | Average CGR for Entering 9th |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|------------|------------------------------|
| Hoover | 74.10% | 74.90% | 67.20% | 70% | 68.2% | 63.50% | 65.20% | 62.70% | 68.22% | 84% | 57.30% |
| Crawford | 63.30% | 69.00% | 65.40% | 64% | 63.90% | 61.80% | 62.40% | 58.90% | 63.58% | 81% | 51.5% |
| Lincoln | 64.00% | 70.00% | 61.80% | 61.40% | 49.80% | 53.9% | 40.50% | 48.80% | 56.27% | 86% | 48.39% |
| San Diego | 70.60% | 71.30% | 69.80% | 72.60% | 68.7% | 68.2% | 67.10% | 67.40% | 69.46% | 87% | 60.43% |
| State of California | 64.50% | 66.90% | 65.20% | 67.7% | 64.9% | 56.1% | 62.20% | 62.00% | 63.68% | 86% | 54.76% |

COLLEGE PERSISTENCE RATES

Research shows that first-generation college students face barriers with retention and persistence, especially when compared to non-first-generation college students. In fact, Chen (2005) reports “first-generation students at 4-year institutions are twice as likely as students whose parents had a bachelor’s degree to drop out of college before their second year. Even accounting for factors such as working full-time, financial aid status, gender, and race/ethnicity, first-generation status is still a significant predictor of a student leaving before his or her second year.”

Nationally, persistence in college hovers between 65% and 67%. While the majority of our students are first-generation college students (59% of the 2024 graduating class), HSHMC student college persistence rates exceeded the national averages in each of the past seven years for which there is data. **The overall average for HSHMC students’ college persistence is 80% whereas the national average is 75%. Again, this verified data demonstrates the success of HSHMC in preparing students for college place and further documents HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of a 5-year renewal.** Additional figures regarding college persistence for various student groups can be found in the appendix.

Table 5: College Persistence Rate

| CLASS | HSHMC College Persistence | National Average College Persistence |
|----------------|----------------------------------|---|
| 2014 | 86% | 74.0% |
| 2015 | 91% | 75.5% |
| 2016 | 87% | 75.7% |
| 2017 | 83% | 75.6% |
| 2018 | 73% | 75.8% |
| 2019 | 68% | 73.8% |
| 2020 | 75% | 74.8% |
| 2021 | 76% | 75.7% |
| Average | 80% | 75.1% |

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.

EMT stands for Emergency Medical Technician. 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.

Table 6: Professional Certifications Earned by HSHMC Students

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | TOTAL |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| CNA | 18 students completed | 25 students completed | 17 students completed | 25 students completed | 22 students completed | 107 new Certified Nursing Assistants enter the workforce |
| EMT | 4 students completed | 4 students completed | 6 students completed | 5 students completed | 9 students completed | 28 new Emergency Medical Technicians enter the workforce |

ACADEMIC ACHIEVEMENT MEASURES

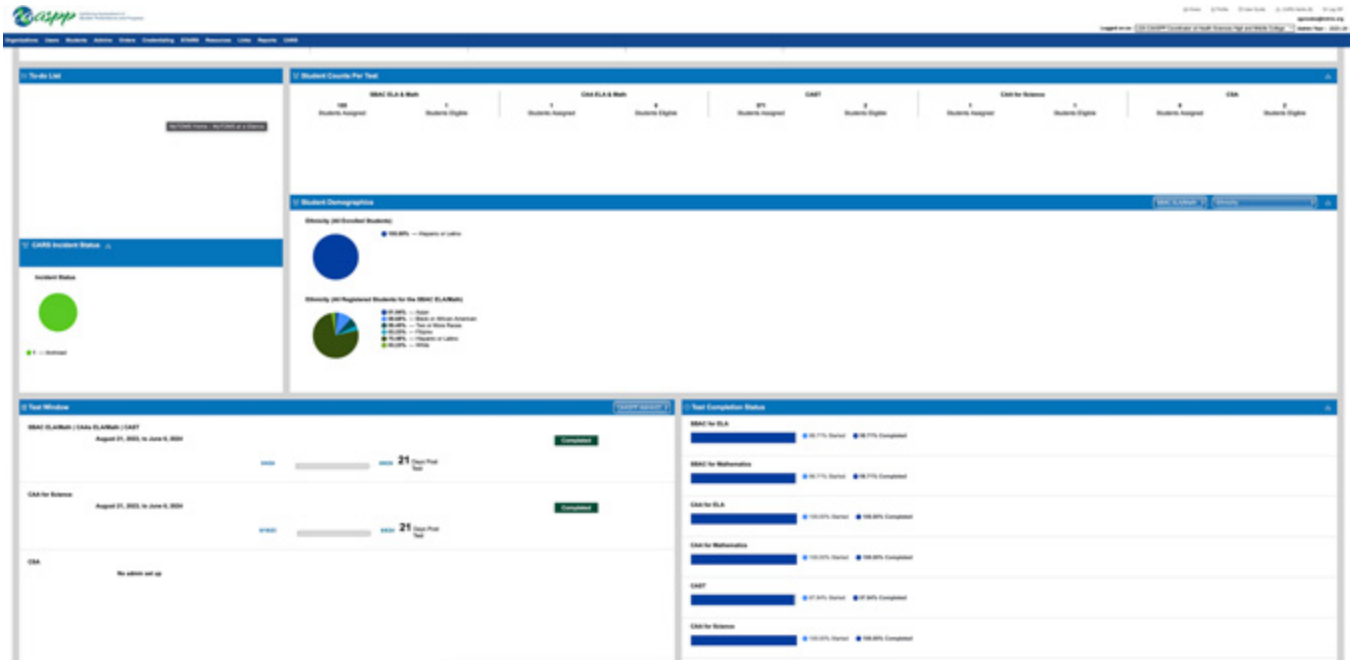
English Language Arts Data – (LCAP Goal 2; State Priority 4)

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

AA – African American

| State SBAC test | 2019 SBAC | 2021 SBAC | 2022 SBAC | 2023 SBAC | 2024 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% | <i>Schoolwide: 47.71% Hispanic: 42.61% SED: 43.75% SWD: 23.53% ELs: 3.57%</i> |
| California Schools Dashboard | 2019 All Students: 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 <i>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</i> |

As noted elsewhere in this report, the 2023 dashboard was impacted by the percentage of students we were able to test. For the first time in our history, we did not test at least 95% of the students and the loss score impact was significant. We have included a screen shot from the Test Operations Management System (TOMS) that documents the fact that we tested more than 95% of our students in 2024. Once again, we emphasize that if we factor in our graduation rate to the performance of our 11th graders, the gap in our performance as compared to comparison schools, and district and state averages would be further narrowed and in many cases eliminated. In addition, recent CAASPP data improvement in ELA and math will positively impact our Dashboard.



With the recent release of CAASPP data for 2024, we saw growth in the percentage of students who met or exceeded the standards for ELA and Mathematics when compared to our 2023 data. We requested Multiple Measures, LLC, a company focused on data visualization around learned outcomes, to compile our data to predict and visualize our 2024 dashboard indicators. We have included annotated images from Multiple Measures, LLC below. Our ELA estimate for the 2024 dashboard shows all students and specified student groups increased significantly from the prior year, reflecting a yellow level indicator. Our mathematics estimate for the 2024 dashboard shows all students and specified student groups increased significantly from the prior year, reflecting an orange level indicator.

English Language Arts/Literacy for Grade 11 2024 *estimate* - Health Sciences High & Middle College

| Performance Level | Declined Significantly from Prior Year (by 15.1 points or more) | Declined from Prior Year (by 3.0 to 15.0 points) | Maintained from Prior Year (declined or increased by 2.9 points or fewer) | Increased from Prior Year (by 3.0 to 14.9 points) | Increased Significantly from Prior Year (by 15.0 points or more) |
|---|---|--|---|--|---|
| Very High +75.0 points or more in Current Year | Green | Green | Blue | Blue | Blue |
| High +30.0 to +74.9 points in Current Year | Green | Green | Green | Green | Blue • English Only |
| Medium 0.0 to +29.9 points in Current Year | Yellow | Yellow | Yellow | Green | Green |
| Low -0.1 to -45.0 points in Current Year | Orange | Orange | Orange | Yellow | Yellow • All Students • RFEP • SED • Hispanic |
| Very Low -45.1 points or fewer in Current Year | Red | Red | Red | Orange | Orange |

Mathematics for Grade 11

2024 *estimate* - Health Sciences High & Middle College

| Performance Level | Declined Significantly from Prior Year (by 15.1 points or more) | Declined from Prior Year (by 3.0 to 15.0 points) | Maintained from Prior Year (declined or increased by 2.9 points or fewer) | Increased from Prior Year (by 3.0 to 14.9 points) | Increased Significantly from Prior Year (by 15.0 points or more) |
|---|--|---|---|--|--|
| Very High +25.0 points or more in Current Year | Green | Green | Blue | Blue | Blue |
| High 0.0 to +24.9 points in Current Year | Green | Green | Green | Green | Blue |
| Medium -0.1 to -60.0 points in Current Year | Yellow | Yellow | Yellow | Green | Green • English Only |
| Low -60.1 to -115.0 points in Current Year | Orange | Orange | Orange | Yellow | Yellow |
| Very Low -115.1 points or fewer in Current Year | Red | Red | Red | Orange | Orange • All Students • RFEP • SED • Hispanic |

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 2024 (per Multiple Measures, LLC):

- 59% making progress towards English Language Proficiency, Increased 14%

English Learner Progress and Reclassification Rate 3 Year Target:

- 52% making progress
- 25% Reclassification rate

Based on the release of the ELPAC scores for 2024, Multiple Measures, LLC shows 59% of our English Learners made progress toward English Language Proficiency. This reflects a high performance level and a significant increase from 2023, resulting in a predicted blue level indicator on the 2024 dashboard.

English Learner Progress Indicator **2024 *estimate* - Health Sciences High & Middle College**

| Performance Level | Declined Significantly From Prior Year (by 10.1% p.pts or more) | Declined From Prior Year (by 2.0 p.pts to 10 p.pts) | Maintained From Prior Year (declined or increased by 1.9 p.pts or fewer) | Increased From Prior Year (by 2.0 p.pts to 9.9 p.pts) | Increased Significantly 14% From Prior Year (by 10.0 p.pts or more) |
|---|--|--|---|--|--|
| Very High 65.0% or greater in Current Year | Yellow | Green | Blue | Blue | Blue |
| High 59% 55.0% to 64.9% in Current Year | Orange | Yellow | Green | Green | Blue |
| Medium 45.0% to 54.9% in Current Year | Orange | Orange | Yellow | Green | Green |
| Low 35.0% to 44.9% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very Low 34.9% or less than in Current Year | Red | Red | Red | Orange | Yellow |

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

| State SBAC test | 2019 SBAC | 2021 SBAC | 2022 SBAC | 2023 SBAC | 2024 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% | Schoolwide: 6.96% Hispanic: 9.33% SED: 5.06% SWD: 0% ELs: 0% | Schoolwide: 16.99% Hispanic: 14.79% SED: 10.71% SWD: 5.88% ELs: 0% |
| California Schools Dashboard | 2019 All students: 108.2 points below standard | 2021 no Dashboard | 2022 145.9 points below standard | 2023 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 | LCAP Year 3 Target Outcome All: 113 pts below standard EL: 164 pts below Hispanic: 114 pts below SED: 113 pts below SWD: 134 pts below AA: 90 pts below |

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 Listening. 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.

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

On the 2024 California Science Test 14.05% 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 school 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. These Local Indicators further **establish HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of at least a 5-year renewal.**

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



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%

The HSHMC LCAP includes all these measures and the goals for improved outcomes for the 2024-2027 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 Readiness. 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, California Science Test, and ELPAC) are analyzed annually by the staff, typically during the staff professional learning event at the beginning of the school year. This session 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. We follow an analysis protocol to identify patterns, celebrate successes, identify areas of growth, and create an action plan for the school year. Data is compared to previous years, as well as district and state performance. This protocol involves individually reviewing data, small group discussion of data, and whole faculty analysis of data. During this collaborative process, interventions are proposed, priorities are established, and consensus is reached on an instructional focus for the year. At the professional learning event we also look at the persistence data as well as college courses and students' completion data.

Daily progress monitoring occurs during ongoing staff morning meeting, with a focus on three 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 Achieve3000. Core content teachers use adaptive software programs to support literacy development (Achieve3000 and StudySync). 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.

Achieve3000 uses the Lexile by MetaMetrics measure to monitor reading growth and development. The National Study conducted by MetaMetrics indicates that the average growth in Lexile reading levels is 64, but that is across the grade bands (Smith, 2019). According to MetaMetrics, the averages for high school students are as follows: 9th grade – 50L; 10th grade – 45L; 11th and 12th grade – 45L.

Note that HSHMC students consistently out-perform the averages for the state and US. Data files from Achieve3000 are found in the appendix. Again, this verified data for the past three years demonstrate the impact that HSHMC has on students' literacy performance. This data clearly indicates that students make more progress at HSHMC than the average in California and again further documents HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of a 5-year renewal.

Table 7: Achieve3000 Lexile Scores

| 2021-2022 | HSHMC Average growth in Lexile reading measure level | State Average growth | 2022-2023 | HSHMC Average growth in Lexile reading measure level | State Average growth | 2023-2024 | HSHMC Average growth in Lexile reading measure level | State Average growth |
|---------------------|--|----------------------|---------------------|--|----------------------|---------------------|--|----------------------|
| 9th | 122 | 50 | 9th | 67 | 50 | 9th | 120 | 50 |
| 10th | 204 | 45 | 10th | 115 | 45 | 10th | 132 | 45 |
| 11th | 172 | 45 | 11th | 140 | 45 | 11th | 113 | 45 |
| 12th | 180 | 45 | 12th | 180 | 45 | 12th | 35 | 45 |
| School Total | 182 | 50 | School Total | 143 | 50 | School Total | 121 | 50 |

In addition to these formal reports generated by Achieve3000, the company sent us the data files back to 2018. It cannot generate formal reports, but we summarized the data below and included the raw data electronically.

Table 8: Historical Achieve3000 Lexile Scores

| 2018-2019 | HSHMC Average growth in Lexile reading measure level | State Average growth | 2019-2020 | HSHMC Average growth in Lexile reading measure level | State Average growth | 2020-2021 | HSHMC Average growth in Lexile reading measure level | State Average growth |
|---------------------|--|----------------------|---------------------|--|----------------------|---------------------|--|----------------------|
| 9th | 173 | 50 | 9th | 156 | 50 | 9th | 168 | 50 |
| 10th | 153 | 45 | 10th | 110 | 45 | 10th | 196 | 45 |
| 11th | 97 | 45 | 11th | 105 | 45 | 11th | 176 | 45 |
| 12th | Not Used | 45 | 12th | Not Used | 45 | 12th | Not Used | 45 |
| School Total | 152 | 50 | School Total | 124 | 50 | School Total | 185 | 50 |

Content teachers also 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 two 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. **Again, this verified data indicates that HSHMC is above average and has a strong impact on students’ academic progress, further documenting HSHMC in the middle performing tier of charter school renewal with the presumptive expectation of a 5-year renewal.**

We have identified student by grade level. In addition, we identified students who attend our Independent Studies Program (ISP). ISP students are in a credit recovery program having failed to make progress at other schools. These students often have situations outside of school that are impacting their ability to attend and participate in a traditional school day.

To determine a school’s overall effectiveness, iReady determines that schools with 75%-90% of their students meeting the growth or proficiency criteria are “effective” while those with 50-74% of students meeting the criteria are considered “average.” Both average and effective measures are above cut point to meet the verified data standard established by iReady.

In math, we have tested 97.2% of our students in grades 9 through 11 at least twice to provide data to determine HSHMC’s impact on student growth in math over this school year. We note that many of our students meet the criteria based on growth as a majority of our students are testing below grade level when they enter our school. We acknowledge the implications of this as the math grows in difficulty and complexity as the students move into 11th grade. This impacts not only iReady scores, but SBAC as well. We note that we are effective for most categories by increasing a student’s growth in mathematics over the school year.

Table 9: iReady MATH Scores - Note: Criteria MET*

| Student Group | Students Enrolled | Students with Baseline | Students with Growth Target | % Met Growth or Proficiency | School Ranking |
|-------------------|-------------------|------------------------|-----------------------------|-----------------------------|----------------|
| All Grades | 362 | 362 | 352 | 75% | Effective* |
| 9 | 103 | 103 | 100 | 90% | Effective |
| 10 | 121 | 121 | 117 | 84% | Effective |
| 11 | 138 | 138 | 135 | 54% | Average |
| ISP | 25 | 21 | 9 | 24% | Ineffective |

In reading, we have tested 97.2% of our students in grades 9 through 11 at least twice to provide data to determine HSHMC’s impact on student growth in reading over this school year. We note that we are mostly average on impacting the growth of a student in reading over the year to inform our continued efforts to impact our students’ literacy.

Table 10: iReady ELA Scores - Note: Criteria MET*

| Student Group | Students Enrolled | Students with Baseline | Students with Growth Target | % Met Growth or Proficiency | School Ranking |
|-------------------|-------------------|------------------------|-----------------------------|-----------------------------|----------------|
| All Grades | 362 | 362 | 352 | 71% | Average* |
| 9 | 103 | 103 | 100 | 71% | Average |
| 10 | 121 | 121 | 118 | 75% | Effective |
| 11 | 138 | 138 | 134 | 68% | Average |
| ISP | 25 | 20 | 7 | 20% | Ineffective |

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, and 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 a 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.

GOVERNANCE STRUCTURE

Founding Principle: The governance of Health Sciences will be a working model of the mission of the school, serving all 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.

NONPROFIT 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.
- 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. A current board roster is included in the appendix.

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 HSHMC's 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 oversees your safety and disaster plan. Allies are essential in meeting the challenges of charter school operations.” HSHMC retains the legal services of Wendy Tucker 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 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, website 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 it is 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 and updated and has been 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 teachers, master teachers, and those pursuing advanced degrees and specializations. Over the years we have demonstrated ongoing success in 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 that 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. The teachers also have support from the PLCs and content group meetings, during which 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, 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.

Administrators. The Site Administrative Team at Health Sciences includes the CEO, Administrators, Principal and Vice Principals, and Directors (Human Resources, Digital Instruction, and Technology). All administrators 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 ADMINISTRATORS 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:

- 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 ongoing 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 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 are 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.

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, which 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 ongoing 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).

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 President/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.

HSHMC, Inc. has established a Workplace Violence Prevention Plan to appropriately respond to various acts of violence that may occur. The staff has been provided a copy of the plan and trained on how to respond to certain situations. Staff members also wear a CENTEGIX badge, with an emergency button. When it's pushed, a team is activated to respond and provide support to an emergency situation.

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 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 and 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 2010-2011 our free and reduced lunch rate was 62%. In 2015-2016 that rate increased to 68%, and now our Socioeconomically Disadvantaged (SED) rate is at 75.9%. 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 in the District’s overall student body.

| 2022-2023 Data | English Learners | SED | Students with Disabilities | African American | Asian | Filipino | Hispanic | Two or 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 that could involve 8th 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 8th grade families and Health Sciences have or 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 out Health Sciences information and recruitment information to its 13,000 employees in one of its weekly internet communiqués.
- 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

Our Appendix 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 2024-2025 is included. HSHMC ended the 2022-2023 school year with a positive cash balance of \$5,547,668.79. The 3-year budget that is attached show ending year balances of \$5,855,626 for 2025-2026, and \$5,981,554 for 2026-2027, and \$6,321,863 for 2027-2028. These cash reserves far exceed the 5% criterion.

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 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Grades Served | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| Number of Students | 561 | 600 | 610 | 620 | 625 |

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 from 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, ongoing 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 Sciences' 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;
- 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 30 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.:

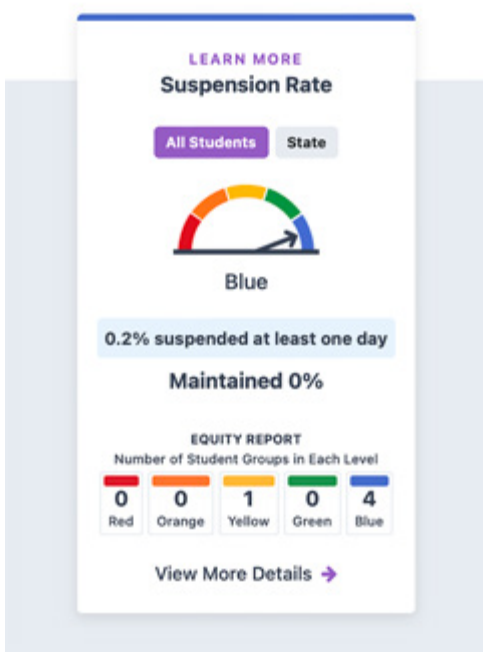
- Prepares and files with the District on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education Code, Section 42100); and
- Prepares and files with the District a preliminary budget on or before July 1, an interim financial 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 & 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 and 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.

As noted in the screenshot of the CA Dashboard, HSHMC is blue in terms of suspensions and expulsions.

In terms of comparison schools, our rates are significantly lower.



| School | 2021-2022 | 2022-2023 |
|----------|-----------|-----------|
| HSHMC | 0.2% | 0.2% |
| Hoover | 6.2% | 3.4% |
| Crawford | 3.7% | 6.0% |

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. 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 any time, 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 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 school days 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 school days, the homework that the pupil would otherwise have been assigned.

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 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 PROCEDURES

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 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 the 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 nonprofit 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 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 nonprofit 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. 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 levels, 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.

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 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 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!

APPENDICES



2597688

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

OCT 27 2006

Bruce McPherson

BRUCE McPHERSON
Secretary of State

2537688

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

OCT 26 2006

**ARTICLES OF INCORPORATION
OF
HEALTH SCIENCES HIGH SCHOOL AND MIDDLE COLLEGE
A California Nonprofit Public Benefit Corporation**

I. CORPORATE NAME

The name of this corporation is Health Sciences High School and Middle College.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

(1) to support and benefit, and carry out the purposes of, a California public charter school known as Health Sciences High School and Middle College;

(2) to develop, establish, implement, operate, support, fund and benefit (a) traditional and non-traditional educational programs and environments, including charter schools and other public schools, and (b) scholastic and occupational programs that improve, enhance and facilitate students' entry into and success in academic, business, science, technical, and healthcare and allied professions and occupations;

(3) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process is:

Ian Pumpian, Ph.D.
4275 El Cajon Boulevard Suite 101
San Diego, CA 92105

IV. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

V. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education, and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code, as amended.

Dated: 10/24/06

Mary K. Norvell

Mary K. Norvell, Incorporator



**RESOLUTIONS
OF
THE BOARD OF DIRECTORS
OF
HEALTH SCIENCES HIGH AND MIDDLE COLLEGE
A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION**

ADOPTION OF BYLAWS

WHEREAS, the Board of Directors (“Board”) has reviewed the proposed set of bylaws for the regulation of the affairs of this Corporation;

RESOLVED, that the bylaws of this Corporation, in substantially the form attached hereto as Exhibit A have been reviewed by the Board and are hereby approved and adopted; and

RESOLVED, FURTHER, that the secretary of this Corporation is hereby authorized and directed to execute a certificate of the adoption of the bylaws and to insert the certified bylaws in the minute book of this Corporation and to keep a copy of the bylaws at the principal executive office in California of this Corporation.

ESTABLISHMENT OF NUMBER OF DIRECTORS

WHEREAS, under Article IV, Section 2 of the bylaws of this Corporation, the number of directors is to be not less than five (5) nor more than thirteen (13) with the exact number established by resolution of the Board;

WHEREAS, after discussion, the Board has determined that it is in the best interests of this Corporation to have eight (8) directors on the Board;

RESOLVED, that the number of directors on the Board of this Corporation be, and hereby is, eight (8).

ELECTION OF OFFICERS

WHEREAS, the Board has considered nominations for the offices of President, Secretary, and Chief Financial Officer (Treasurer) of the Corporation;

RESOLVED, that the following persons are hereby elected to the offices set forth opposite their respective names:

| | |
|------------------------|---------------------------------------|
| Dr. Frederick Johnson | Chairman |
| Dr. Ian R. Pumpian | CEO/President-Ex-Officio |
| Dr. Fredrick McFarlane | Secretary/Treasurer |
| Dr. Sheri Johnson | Deputy Secretary/Treasurer-Ex-Officio |

RESOLVED, FURTHER, that such officers shall serve until their resignations are accepted and/or their successors are elected and qualified.

AGENT FOR SERVICE OF PROCESS

WHEREAS, the Board has considered possible agents for service of process;

RESOLVED, that Ian R. Pumpian, Ph.D., who was named as the initial agent for service of process in the Corporation's Articles of Incorporation, is hereby confirmed as the Corporation's agent for the purpose of accepting service of process on the Corporation, and he shall serve as such agent until he resigns or a new agent for service of process is designated by the Board.

PAYMENT OF EXPENSES

WHEREAS, the Board has considered the issue of payment of the expenses associated with incorporation and organization of the Corporation;

RESOLVED, that the officers of this Corporation be, and they hereby are, authorized and directed to pay the expenses of the incorporation and organization of this Corporation, and to reimburse those persons who may have advanced the cost of such expenses on behalf of this Corporation.

BANK ACCOUNTS

WHEREAS, the Board has considered the issue of a bank account for the Corporation; and

WHEREAS, it is deemed to be in the best interests of the Corporation to open one or more such bank accounts;

RESOLVED, that the officers of the Corporation be, and they hereby are, authorized and directed to open one or more accounts on behalf of the Corporation at one or more banks as they may, in their discretion, deem necessary or desirable;

RESOLVED, FURTHER, that such officers are hereby authorized to execute and deliver the standard form of resolutions required by such financial institution(s) for opening corporate bank accounts, which resolutions shall specify the types of accounts and the persons and manner of signing of such persons authorized to draw on the accounts, and that the secretary of this Corporation is hereby authorized and directed to execute the Certificate of Secretary included with such resolutions and to affix the corporate seal of this Corporation thereto if so required, and that such standard form of resolutions are hereby adopted as the resolutions of the Board as if set forth in full herein; and

RESOLVED, FURTHER, that the secretary of this Corporation is hereby directed to insert a copy of such standard form of resolutions and the Certificate of Secretary included therewith in the minute book of this Corporation immediately following these resolutions.

APPLICATIONS FOR TAX EXEMPTION

WHEREAS, the Board has considered the benefits of obtaining federal and California exemptions from tax for the Corporation; and

WHEREAS, it is deemed to be in the best interest of the Corporation to apply for and obtain federal and California tax exemptions for the Corporation;

RESOLVED, that the officers of the Corporation be, and they are hereby are, authorized and directed to make or cause to be made, on behalf of the Corporation, application for federal and California tax-exempt status for the Corporation; and

RESOLVED, FURTHER, that the officers of this Corporation be, and hereby are, authorized and directed to execute and deliver, on behalf of the Corporation, the required applications, documents and instruments for obtaining federal and California tax-exempt status, and to take all such other action as they may deem necessary or appropriate in order to obtain federal and California tax exemptions for the Corporation.

EMPLOYER IDENTIFICATION NUMBER

WHEREAS, the Board believes that it is in the Corporation's best interests to obtain a federal employer identification number;

RESOLVED, that the Corporation's officers are authorized and directed to make such filings and applications as are necessary to secure for the Corporation a federal employer identification number.

FILING OF STATEMENT OF INFORMATION WITH THE CALIFORNIA SECRETARY OF STATE

WHEREAS, the Board believes that it is in the Corporation's best interests to file a Statement of Information with the California Secretary of State;

RESOLVED, that the officers of the Corporation be, and they hereby are, authorized and directed to make, or cause to be made, and filed with the California Secretary of State on behalf of the Corporation, a Statement of Information;

RESOLVED, FURTHER, that the officers of this Corporation be, and hereby are, authorized and directed to execute and deliver, on behalf of the Corporation, any and all such documents and instruments as are

necessary, and to take all such other action as they may deem necessary or appropriate to effectuate the filing of the above-referenced documents for the Corporation.

ADOPTION OF CONFLICT OF INTEREST CODE (TENTATIVE)

WHEREAS, the Corporation has committed to adopt a Conflict of Interest Code in compliance with the California Political Reform Act; and

WHEREAS, the first step in that process is to adopt the standard code of the Fair Political Practices Commission, including designation of persons required to file annual disclosure forms, in the form attached hereto;

RESOLVED, that the standard code is hereby tentatively adopted and the Board hereby directs its officers to ensure that public notice of intent to adopt the conflict of interest code be published once in a newspaper of general circulation in San Diego County, in form attached hereto, together with any other steps necessary for adoption of the code;

FURTHER RESOLVED, that following expiration of the 45 day notice period so established, the code shall be considered for final adoption by the Board;

GENERAL AUTHORIZATION

WHEREAS, the Board desires that the officers of this Corporation effectuate all of the foregoing resolutions;

RESOLVED, that any one or more officers of this Corporation be, and hereby are, authorized and directed, on behalf of this Corporation, to execute and deliver all such documents and to take all such actions as they may deem necessary or appropriate in order to carry out and accomplish all of the purposes of these resolutions, and that any actions taken by officers or staff of the Corporation prior to the date of this resolution in order to carry out and accomplish all the purposes of these resolutions is hereby ratified and confirmed.

GENERAL DELEGATION AND RATIFICATION

WHEREAS, the Board desires that desires to recognize and ratify the actions taken by Ian R. Pumpian on behalf of the Corporation prior to the date of this meeting and to delegate authority to act on behalf of the corporation, except as provided in the Bylaws:

RESOLVED, that the acts of Ian R. Pumpian, taken on behalf of the Corporation are ratified and confirmed, including but not limited the lease of space for school operations in accordance with the charter; and

FURTHER RESOLVED, that Ian R. Pumpian is delegated full authority to act on behalf of the Corporation, except as expressly reserved in the Bylaws to the Board.

The Secretary of this Corporation is hereby directed to file these resolutions adopted hereby with the minutes of the proceedings of the Board of Directors.

BYLAWS

OF

HEALTH SCIENCES HIGH AND MIDDLE COLLEGE

(BOARD AMENDED AND APPROVED: 2-27-2024)

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**BYLAWS
OF
HEALTH SCIENCES HIGH AND MIDDLE COLLEGE**

1.
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

2.
Offices

a. Principal Office.

The corporation's principal office shall be located at _____, _____, California _____. The Board of Directors ("Board") is granted full power and authority to change the principal office from one location to another within California.

b. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

3.
Membership

a. No Members.

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

b. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of

Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056.

4.
Board of Directors

a. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

(1) To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

(2) To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

(3) To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

(4) To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

(5) To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

(6) To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

(7) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

(8) To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

b. Number and Qualifications of Directors.

The authorized number of directors shall be not less than five (5) or more than thirteen (13), unless changed by a duly adopted amendment to this provision. The exact number of directors shall be fixed within these limits by a resolution of the Board.

The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote (i) the educational and charitable purposes of the corporation and (ii) Health Sciences High and Middle College, and a dedication to the corporation's educational endeavors; provided that (1) San Diego Unified School District may, but is not obligated to, appoint a non-voting member to the Board, and (2) provided that the directors shall be individuals selected from the following:

- (a) The healthcare community;
- (b) The educational community;
- (c) The business community; and
- (d) The general public at-large.

c. Appointment and Term of Office.

(1) Directors shall be selected at an annual meeting of the Board by the directors holding office as of the date of such meeting.

(2) Directors shall be selected for a renewable term of four (4) years or until a successor has been elected. Notwithstanding the foregoing, the members of the Board shall stagger beginning dates of their renewable terms, in order to avoid all Board member term dates being ending term dates to be the same for all members.

Director Approval of Certain Corporate Actions.

The Board must approve the following actions:

the annual budget of the corporation;

any non-budgeted expenditures of the corporation over \$25,000;

- any initial contract for the establishment or operation of, or licensing of rights to, a charter school;
- the removal of directors without cause pursuant to Section 5222 of the California Corporations Code;
- the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- the approval of the principal terms of a merger of the corporation with another organization;
- the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;
- the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and
- the approval of any borrowing of money.

d. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

e. Vacancies.

(1) A Board vacancy or vacancies shall be deemed to exist if any director dies, resigns, or is removed, or if the authorized number of directors is increased.

(2) Notwithstanding Section 5 of this Article, the Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

(3) A vacancy on the Board shall be filled only by resolution of the Board. Each director so elected, appointed, or designated shall hold office until the expiration of the term of the replaced director and continue to hold office until a qualified successor has been elected, appointed, or designated.

(4) No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of the director's term of office.

f. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

g. Annual Meeting.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board.

h. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board. Notwithstanding any other provision of these bylaws, to the extent expressly required by law or by contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Section 54950 *et seq.*) (“Brown Act”).

i. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two directors. The party calling such special meeting shall determine the place, date and time thereof.

j. Notice of Special Meetings.

(1) Special meetings of the Board may be held only after each director has received four (4) days’ prior notice by first-class mail or forty-eight (48) hours’ notice given personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

(2) Any such notice shall be addressed or delivered to each director at the director’s address as it is shown on the records of the corporation or as may have been given to the corporation by the director for purposes of notice or, if an address is not shown on the corporation’s records or is not readily ascertainable, at the place at which the meetings of the directors are regularly held.

(3) Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of

the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(4) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

k. Quorum.

A majority of the directors then in office shall constitute a quorum. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting. directors may not vote by proxy.

l. Consent to Meetings.

Except as otherwise may be provided in the Brown Act, the transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each director entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any director who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such director.

m. Action Without Meeting.

Any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such directors.

n. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to

propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a director or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the directors and not by persons who are not directors.

o. Adjournment.

A majority of the directors present, whether or not a quorum is present, may adjourn any directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment.

p. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every director has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

q. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more directors to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- i. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- ii. The fixing of compensation of the directors for serving on the Board or on any committee;
- iii. The amendment or repeal of bylaws or the adoption of new bylaws;
- iv. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- v. The appointment of other committees having the authority of the Board;
- vi. The expenditure of corporate funds to support a nominee for director after there are more people nominated for director than can be elected; or
- vii. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of directors then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

r. Other Committees.

i. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a director is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

ii. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

iii. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

s. Fees and Compensation.

Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a director's actual and necessary expenses incurred in the conduct of the corporation's business.

t. Nonliability of Directors.

No director shall be personally liable for the debts, liabilities or other obligations of this corporation.

u. Interested Persons.

No directors serving on the Board may be interested persons. An “interested person” is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

v. Standard of Care.

A director shall perform the duties of a director, including duties as a member of any committee of the Board upon which the director may serve, in good faith, in a manner such director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

(1) One or more officers or employees of the corporation whom the director believes to be reliable and competent in the matters presented;

(2) Counsel, independent accountants or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(3) A committee of the Board upon which the director does not serve as to matters within its designated authority, provided the director believes merits confidence and the director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

w. Self-Dealing Transactions.

Except as provided in subsection a. below, a self-dealing transactions means transactions to which the corporation is a party and in which one or more of the directors (“interested director(s)”) has a material financial interest and which does *not* meet the requirements of subsection b.i, ii., or iii. below.

i. A self-dealing transaction does not include:

(1) An action by the Board fixing the compensation of a director as a director or officer of the corporation.

(2) A transaction which is part of a public or charitable program of the corporation if the transaction is (A) approved or authorized by the corporation in good faith and without unjustified favoritism, and (B) results in a benefit to one or more directors or their families because they are in a class of persons intended to be benefited by the public or charitable program.

(3) A transaction of which the interested directors have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars (\$100,000).

ii. None of the remedies available under Section 5233(h) of the California Nonprofit Public Benefit Corporation Law will be granted to a party permitted to bring an action under Section 5233(c) of the California Nonprofit Public Benefit Corporation Law (with respect to a self-dealing transaction), if:

(1) The Attorney General, or the court in an action in which the Attorney General is an indispensable party, has approved the transaction before or after it was consummated;
or

(2) The following facts are established:

(a) The corporation entered into the transaction for its own benefit;

(b) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(c) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the directors then in office without counting the vote of the interested director(s), and with knowledge of the material facts concerning the transaction and the interested director's interest in the transaction. Except as provided in subsection b.iii. below, action by a committee of the Board will not satisfy this requirement; and

(d) (I) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or (II) the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

(3) The following facts are established:

(a) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under subsection b.ii above;

(b) It was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and

(c) The Board, after determining in good faith that the conditions set forth in subparagraphs (A) and (B) of this subsection b.iii were satisfied, ratified the transaction at

its next meeting by a vote of a majority of the directors then in office without counting the vote of the interested director(s).

x. Interested Director's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested directors may be counted to determine the presence of a quorum, but an interested director's vote may not be counted toward the required majority for such authorization, approval or ratification.

y. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the best interests of the corporation.

z. Contracts or Transactions With Mutual Directors.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's directors are directors is either void or voidable because such director(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

(1) The material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director(s); or

(2) As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

aa. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, if, in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

bb. Annual Report.

Pursuant to Section 6321 of the California Nonprofit Public Benefit Corporation Law, the chief financial officer shall cause an annual report to be prepared and sent to each director not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

cc. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

(1) Any “covered transaction” (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars (\$50,000) or, (b) which was one of a number of “covered transactions” in which the same “interested person” (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any “interested persons” involved in such covered transactions, including such “interested persons” relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the “interested person” is only a partner, only the interest of the partnership need be stated.

(2) For the purposes of this Section, a “covered transaction” is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

1) Any director or officer of the corporation, or its parent or subsidiary;
or

2) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

(3) The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or director of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an “interested person.”

Property Rights.

No director shall have any right or interest in any of the corporation’s property or assets.

General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article IV shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 et seq., or other applicable laws.

5.
Officers

a. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

b. Appointment of Officers.

Except as otherwise specified in Sections 3 and 9 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

c. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

d. President.

The president is the chief executive officer of the corporation and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board. The president shall be an ex officio voting member of each Board committee.

e. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

f. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

g. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any director. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the directors, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

h. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

i. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

6.

Indemnification

a. Definitions.

For the purposes of this Article, “agent” means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and “proceeding” means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and “expenses” includes, without limitation, attorneys’ fees and any expenses of establishing a right to indemnification under Sections 4 or 5b. of this Article.

b. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

c. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under Section 5233 of the California Nonprofit Public Benefit Corporation Law, or brought by the Attorney General or a person granted regulator

status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

(1) In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(2) Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(3) Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

d. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

e. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

i. A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

ii. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

f. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking

by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

g. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

h. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b. of this Article, in any circumstances where it appears:

i. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

ii. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

i. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the California Nonprofit Public Benefit Corporation Law.

j. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by subdivision (f) of Section 207 of the California General Corporation Law.

Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees,

officers, and directors for all claims brought pursuant to the California Tort Claims Act (Government Code Section 810, et seq.) to the fullest extent allowed under such Act.

7.
Miscellaneous

a. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

b. Inspection of Corporate Records.

The books of account and minutes of the proceedings of the Board, and of any executive committee or other committees of the directors, shall be open to inspection at any reasonable time upon the written demand of any member of the Board. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

c. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President.

d. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the president, certain designated vice-presidents, the secretary or the chief financial officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the President. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

8.

Effective Date and Amendments

a. Effective Date.

These bylaws shall become effective immediately upon their adoption by the vote of a majority of the Board. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Board directs otherwise.

b. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only by the vote of a majority of directors then in office.

SECRETARY'S CERTIFICATE

I, Frederick McFarlane, Secretary of the Board of Directors of Health Sciences High and Middle College, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a regular meeting of the Board of Directors of Health Sciences High and Middle College which was duly and regularly held on the 27th day of February, 2024, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolution was adopted by the following vote:

AYES: 4

NOES: 0

ABSTAIN: 0

ABSENT: 3

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 27th day of February, 2024.



Secretary of the Board of Directors of
Health Sciences High and Middle College

Secretary of the Board of Directors of
Board Resolution
of
Health Sciences High School and Middle College (HSHMC)
Approving Amendments of Bylaws

(Board Approved on 2/27/2024)

AMENDMENT OF BYLAWS

Whereas the authorized number of directors shall be no less than 5 and nor more than 13, HSHMC Bylaws state that **the exact number of voting directors shall be fixed within these limits by a resolution of the board; and**

Whereas HSHMC bylaws state **general qualifications** of its members, and that members shall be selected for **renewable 4-year terms or until successors have been selected**, but also that the **Directors shall stagger dates of renewable terms** to maintain performance consistency as members term out, and

Whereas the filling of Board vacancies is the responsibility of the full board and cannot be delegated, but committees or work groups may be appointed or organized to make recommendations to the Board concerning matters of board development.

Therefore, be it resolved on this date, February 27, 2024:

That, HSHMC Board of Directors play a crucial role in shaping the overall direction and support for the school. Maintaining a strong Board of Directors is key to ensuring the effectiveness of the entire organization. *Strategic policies and practices must be used to guide board recruitment, board development, board diversity and board governance.*

That, the absolute number of voting Board members is to be fixed at 13, anything number less would constitute a vacancy or vacancies. The Board should not feel compelled to immediately fill any vacancy, or vacancies, unless Board members drops below 5. Rather, vacancies can provide the Board the flexibility to act strategically to create a Board, that as a whole, represents the skills, experiences and diversity necessary to maximize HSHMC and its' mission and also to stagger membership terms to maintain stability.

That, at least one member of the Board be a current student at HSHMC selected through the school's Associated Student Body. This member will be a nonvoting member but whose voice on matters that come before the Board and public will be heard and, the student member shall report to the Board matters of student activities, input and concerns.

That, Board succession planning is essential for the long-term success of HSHMC. It involves identifying and developing potential board members who can take on leadership roles in the future. Strategically, the CEO and Board Chairman should work with current board members to identify current member gaps in skills and experience as well as those that will be

created as current members term out. Succession planning should occur regularly, and actions may be necessary based on changing circumstances.

That, the Board should consider either creating a committee or an advisory group, who may, without any decision making authority, assist in examining membership needs and opportunities and in recruiting and vetting potential members. This committee or group would return to the full Board to make public recommendations regarding Board slate and vacancies.

That, prospective members must be well oriented regarding the HSHMC's mission, goals and challenges and, once selected, orientation should include providing them with support and resources so they can fulfill their responsibilities. This may include training, mentoring, and regular communication and feedback.

That, in order to advance succession planning, all current Board members will be polled by Board President by 3/15/24 to declare terms ending 8/24, 8/25, 8/26 or 8/27. In addition, the Board President shall contact each Board member, in June annually, to discuss/confirm their Board term status.

WHEREAS, the Health Sciences High and Middle College Board of Directors reviewed the proposed changes and approved them; and

WHEREAS, a copy of the amendments of the Bylaws is attached hereto as Exhibit A;

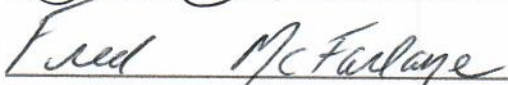
RESOLVED, that the Board of Directors accepts the amended Bylaws.

RESOLVED FURTHER, that the officers of Health Sciences High and Middle College, are, and each acting alone is, hereby authorized and directed to take such further action as may be necessary, appropriate, or advisable to implement this resolution and amendment and any such prior actions are hereby ratified, and

We, the undersigned hereby certify that Health Sciences High and Middle College is comprised of seven members, of whom 4 constituting a quorum were present at a meeting and duly and regularly called, noticed, convened and held this 27 day of February, 2024, and that the foregoing Resolution was duly adopted at said meeting by the affirmative vote of 4 members and opposed by 0 members, and that said Resolution has been recorded in the minute book and is in full force and effect.



Frederick G. Johnson, Board Chairman



Fredrick McFarlane, Board Secretary/Treasurer



Sheri A. Johnson, Deputy Board Secretary

Health Sciences High & Middle College

Board of Directors 2024-2025

Chairman, Frederick Johnson, M.D.

fjohnson3733@gmail.com

Community Member

Term end: 6/2028

Michael Byrd, MS, MBA

mbyrd@hshmc.org

Community Member

Term end: 6/2028

Dan Gross

dangr1955@gmail.com

Community Member

Term end: 6/2028

Student Representative:

Noor Esmailpoor

NoorEsmailpour25@hshmc.org

Term end: 6/2025

Janie Kramer, R.N.

Janiekramer9@gmail.com

Community Member

Term end: 6/2028

Vacancy: Held for Parent

Scott Evans, PharmD

Scott.Evans@sharp.com

Community Member

Term end: 6/2027

Deanna White, R.N.

Deanna.White@Sharp.com

Community Member

Term end: 6/2026

Alisha Carpenter, Ph.D.

acapenter@hshmc.org

Community Member

Term end: 6/2028

Jason Broad, MBA, FACHE

jbroad@hshmc.org

Community Member

Term end: 6/2028

Brent Steineckert, MPH

bsteineckert@hshmc.org

Community Member

Term end: 6/2028



CONFLICT OF INTEREST CODE

Purpose

The Political Reform Act of 1974 (Government Code §81000 et seq.) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Health Sciences High and Middle College is therefore required to adopt such a code.

The conflict of interest provisions set forth in Chapter 7 of the California Political Reform Act of 1974 (“Political Reform Act”) prohibit any public officer or employee from making, participating in making, or influencing any charter decision in which he/she has a financial interest. The Act also requires that certain officers and employees of the charter disclose their financial interests. The charter is required to adopt a conflict of interest code that has the force of law and contains the following provisions:

1. A designation of those positions within the charter which involve the making of or participation in the making of decisions that may foreseeably have a material effect on the financial interests of the person holding the position;
2. For each such position, the specific types of investments, business positions, interests in real property and sources of income which must be disclosed; and
3. The circumstances under which individual, or categories of, designated employees must disqualify themselves from making or participating in the making of any decision that may foreseeably have a material effect on the financial interest of the person holding the position.

Penalties for Violation of Code

This Conflict of Interest Code has the force of law. Any violation hereof may constitute a misdemeanor with specified penalties depending on the nature of the infraction. All provisions of the Political Reform Act of 1974, regulations of the Fair Political Practices Commission (FPPC), specifically 2 California Code of Regulations (CCR) Section 18730, and any amendments to the Act or regulations, not otherwise modified into this conflict of interest code, are incorporated by reference into this conflict of interest code.

Designated Positions:

These are persons who make or participate in the making of decisions that may foreseeably have a material effect on financial interests. This includes public officials, employees and consultants of Health Sciences High and Middle College who make governmental decisions, manage Health Sciences High School and Middle College’s investments, and who, therefore, must disclose certain investments, interests in real property, sources of income and business positions, and disqualify themselves from making or participating in the making of governmental decisions affecting those interests. (Updated list in Exhibit A)

Disclosure Categories: The disclosure categories set forth in Exhibit (B) specify which kinds of financial interests are reportable by a Designated Employee. Each Designated Employee is required to disclose in his or her statement of economic interests those financial interests he or she has which are of the kind described in the disclosure categories to which he or she is assigned. The financial interests set forth in a designated employee’s disclosure

categories are the kinds of financial interests that he/she foreseeably can affect materially through the conduct of his/her office.

The definitions, not otherwise modified in this conflict of interest code, contained in the Political Reform Act of 1974, regulations of the FPPC, and any amendments to the Act or regulations, are incorporated by reference into this conflict of interest code.

Responsibilities:

Designated employees shall file disclosure statements and disqualify themselves from making decisions in accordance with the information below. Any management employee employing a consultant or establishing a committee shall determine whether the consultant or committee members will be required to file a statement of economic interest.

Designated employees set forth in Exhibit A shall file statements of economic interests (Form 700) with the Secretary of Health Sciences High and Middle College. Upon receipt of the statements of the members of the HSHMC Board, the Secretary shall make and retain copies and forward the original of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

Time of Filing and Contents of Statements of Economic Interests

1. Initial statements - N/A
2. Assuming office statements
 - a. Members of the HSHMC Board and all persons assuming designated positions after the effective date of this code shall file statements within 30 days after assuming office or the designated positions.
 - b. Members of the HSHMC Board and all persons who assume a charter office or designated position within 30 days after leaving another charter office or designated position are not required to file an assuming office statement.
 - c. Statements shall disclose any reportable investments, interests in real property and positions held on the date of assuming office, and income received during the 12 months prior to the date of assuming office.
3. Annual statements
 - a. Members of the HSHMC Board and all designated employees shall file statements no later than April 1.
 - b. Members of the HSHMC Board and all persons assuming office between October 1 and December 31, and who have properly filed an assuming office statement, are not required to file the next annual statement, but will do so the following year.
 - c. Statements shall disclose any reportable investments, interest in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first annual statement shall begin on the effective date of the code or the date of assuming office whichever is later.
4. Leaving office statements
 - a. Members of the HSHMC Board and all designated employees who leave office or designated positions shall file statements within 30 days after leaving office.
 - b. Members of the HSHMC Board and all persons who leave a charter office or designated position only to assume another charter office or designated position within 30 days are not required to file a leaving office statement.

- c. Statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.
5. A person who is a candidate for election to the HSHMC Board shall file a statement of economic interests with the Registrar of Voters no later than the time of filing declaration of candidacy.
6. Statements for persons who resign prior to assuming office. Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice to file an assuming office statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his/her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his/her appointment. Such person shall not file either an assuming or leaving office statement. Any person who resigns a position within 30 days of the date of a notice shall do both of the following:
 - a. File a written resignation with the charter; and
 - b. File a written statement with the charter declaring under penalty of perjury that during the period between appointment and resignation he/she did not make, participate in the making, or use the position to influence any decision of the charter or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.
7. A designated employee who is required to disclose any interest in real property shall file a supplementary statement disclosing any partially or wholly newly acquired or disposed of reportable interest in real property within 30 days of that acquisition or disposal.

Manner of Reporting

Statements of economic interests shall be made on forms prescribed by the FPPC and supplied by the HSHMC Office. All statements shall include information concerning reportable investments, interests in real property, income and business positions held or received in accordance with 2 CCR Section 18730(b)(7).

Prohibition on Receipt of Honoraria

No member of the HSHMC Board or designated employee shall accept any honorarium from any source, if the member or employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. Government Code Section 89501 shall apply to the prohibitions on receipt of honoraria. This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code Section 89506.

Prohibition on Receipt of Gifts

No member of the HSHMC Board or designated employee shall accept gifts with a total value of more than the limit established each year pursuant to 2 CCR 18730 in a calendar year from any single source, if the member or designated employee would be required to report the receipt of income or gifts from that source on his/her statement of economic interests. Government Code Section 89503 shall apply to the prohibitions on receipt of honoraria.

Loans to Members of the School Board

1. No member of the HSHMC Board shall, from the date of his/her election to office through the date that he/she vacates office, receive a personal loan from any officer, employee, member or consultant of the charter.

2. No member of the HSHMC Board shall, from the date of his/her election to office through the date that he/she vacates office, receive a personal loan from any person who has a contract with the charter. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the School Board member's official status.
3. No member of the HSHMC Board shall, from the date of his/her election to office through the date that he/she vacates office, receive a personal loan of \$500.00 or more, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.
4. This section shall not apply to the following:
 - a. Loans made to the campaign committee of the member of the HSHMC Board or candidate for member of the HSHMC Board.
 - b. Loans made by a HSHMC Board member's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such person, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempt under this section.
 - c. Loans from a person, which, in the aggregate, do not exceed \$500.00 at any given time.
 - d. Loans made, or offered in writing, before January 1, 1998.
 - e. Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code.

Personal Loans Received by Designated Employees

Personal loans received by designated employees may be considered gifts, under 2 CCR Section 18730(b)(8.4), for purposes of reporting them on the statement of economic interests.

Disqualification

No member of the HSHMC Board or designated employee shall make, participate in making, or in any way attempt to use his/her official position to influence the making of any government decision that he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the member of the School Board or designated employee, or a member of his or her immediate family, or on:

1. Any business entity in which he or she has a direct or indirect investment worth \$2,000.00 or more.
2. Any real property in which he or she has a direct or indirect interest worth \$2,000.00 or more.
3. Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating \$500.00 or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made.
4. Any business entity in which he/she is a director, officer, partner, trustee, employee, or holds a position of management.
5. Any donor or, or any intermediary or agent for a donor of, a gift or gifts aggregating \$470.00 or more provided to, received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

Manner of Disqualification

1. Designated employees. A designated employee required to disqualify himself or herself shall notify his/her supervisor in writing. This notice shall be forwarded to the HSHMC Office, which shall record the employee's disqualification. Upon receipt of such statement, the supervisor shall immediately reassign the matter to another employee.
2. Member of the HSHMC Board. In case of a designated employee who is a member of the board, notice of disqualification shall be given at the meeting during which consideration of the decision takes place and shall be made part of the official record of the board. The member then shall refrain from participating and shall attempt in no way to use his/her official position to influence any other person with respect to the matter.

Legally Required Participation

No member of the HSHMC Board or designated employee shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a member of the HSHMC Board or designated employee who is on a voting body is needed to break a tie does not make his/her participation legally required for purposes of this section.

Assistance of the Commission

Any designated employee who is unsure of his/her duties under this code may request assistance from the FPPC pursuant to Government Code Section 83114.

Legal Reference:

Political Reform Act of 1974

California Government Code Sections 83000 et. seq., and 89000 et. seq.

2 CCR Section 18000 et. seq

APPENDIX A

DESIGNATED POSITIONS

| Designated Position | Assigned Disclosure Category |
|----------------------------|-------------------------------------|
| Members of the HSHMC Board | 1, 2, 3 |
| Chief Education Officer | 1, 2, 3 |
| Chief Financial Officer | 1, 2, 3 |
| Business Manager | 1, 2, 3 |
| Consultants | * |

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Education Officer may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Education Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which HSHMC operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by HSHMC, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category 3

Designated positions assigned to this category must report:

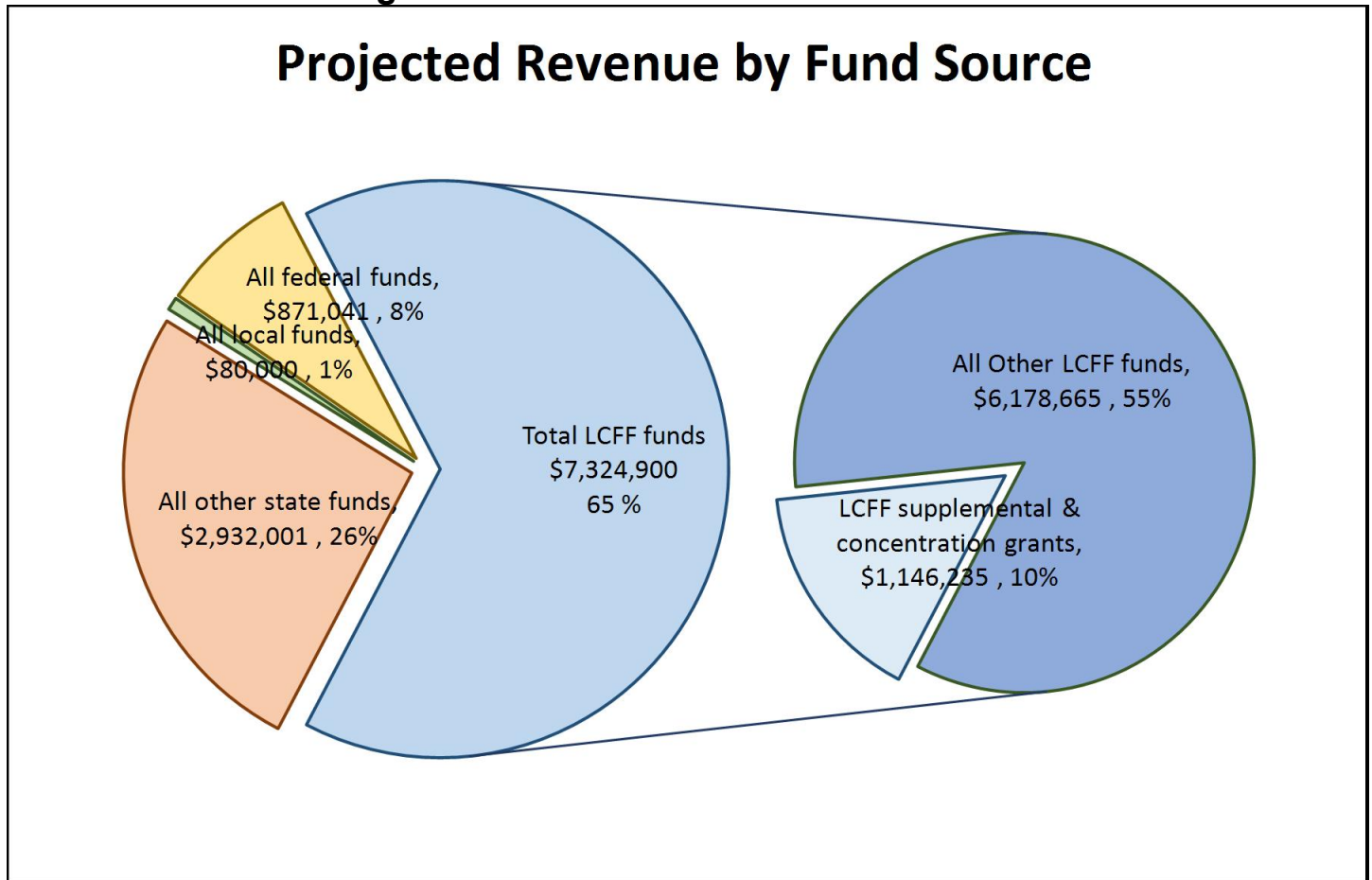
Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by HSHMC, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

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

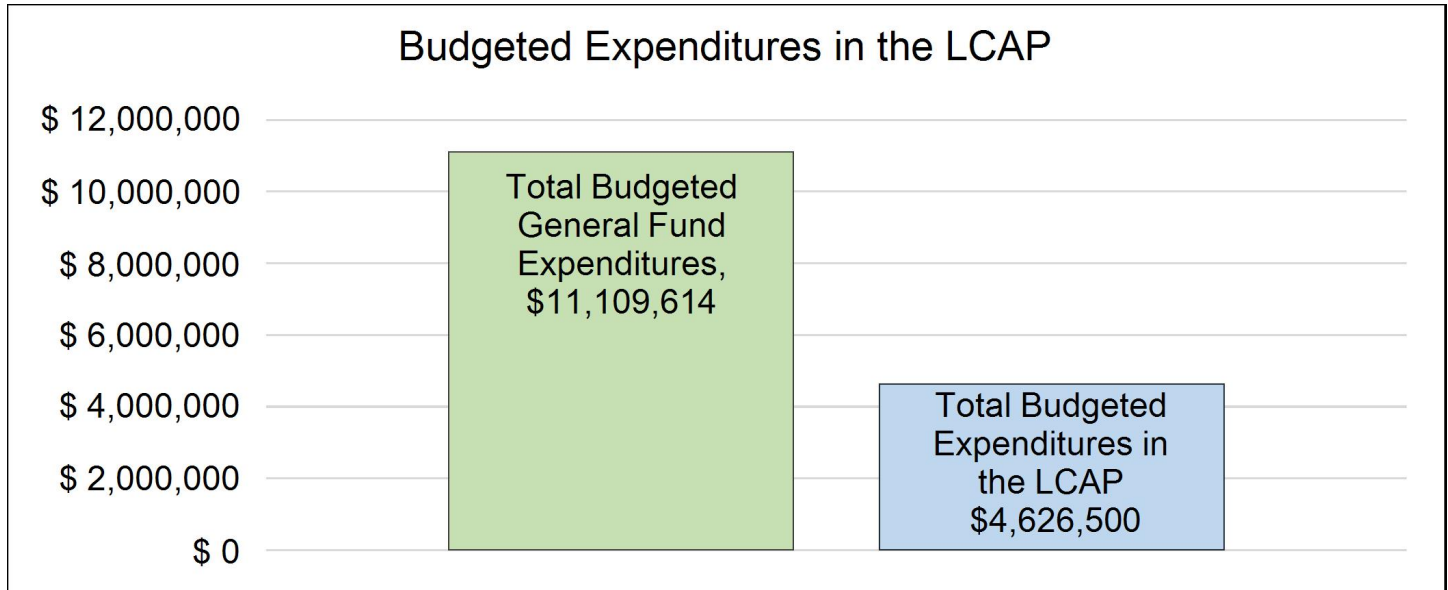


This chart shows the total general purpose revenue Health Sciences High and Middle College expects to receive in the coming year from all sources.

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:

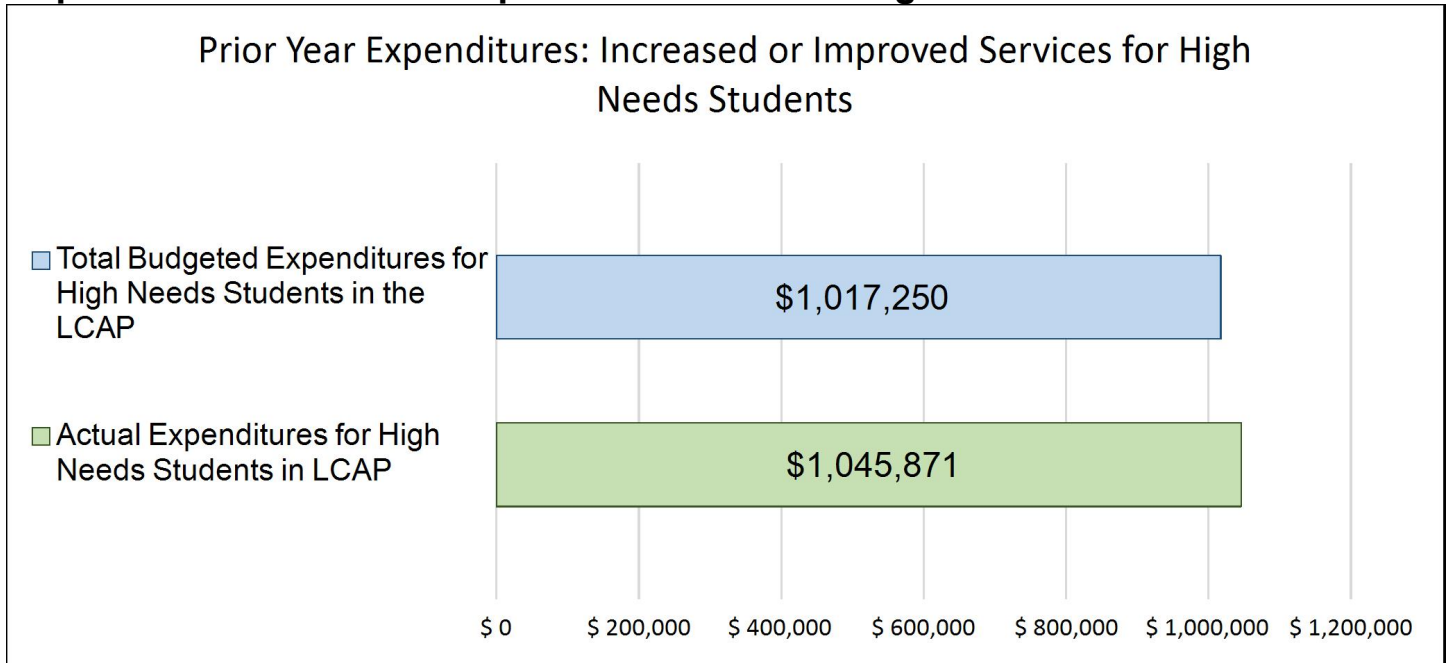
The HSHMC LCAP does not include any operating expenses.

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.

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

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. |
|-------|--|

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 |

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

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 rate s | 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 | Students will benefit from access to a variety of learning formats and environments that will meet the needs of diverse learners and outside | \$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 |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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 |
|-------------------|---|---|--|
| 2.D | <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> | 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. | Disaggregated Graduation and College/Career Indicator results |
| 2.E | <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> | 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. | My Voice Student Survey |
| 2.F | <p>Action: Supplemental Support for at-risk students</p> <p>Need: See test data in Action 2.2</p> <p>Scope: LEA-wide</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. | Academic Achievement improvement in ELA and Math, with disaggregated scores. |

| 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.I | <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> | 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. | Attendance and Chronic Absenteeism, along with student and family surveys |
| 3.B | <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> | HSHMC wants to increase the participation and involvement of all parents, their Educational Partners, and of their surrounding community. | # of events and attendance # at those events |
| 3.C | <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> | All parents could benefit from the information shared at the workshops. | Workshop attendance and parent survey results. |

| 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 |
|--------|----------|--------------|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
|--------|----------|--------------|------------------|---|-------|-------------------------------|----------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|

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| | | | | | | | | | | | | | | | |
|---|-----|--------------------------|---|-----|----------|--|-------------|--|----------------|--------------|----------------|--|--|-------------|----------------|
| 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 #

- Enter the metric number.

Metric

- 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

- 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

Health Sciences High



| | | 2024-25 | | | | | |
|------------------------------------|----------------------------|-----------------------|----------------------|----------------------|----------------------|----------------------|--------------|
| NAME | | Preliminary Budget | 25-26 | 26-27 | 27-28 | 28-29 | |
| REVENUE | TOTAL ENROLLMENT | 539 | 600 | 610 | 620 | 625 | |
| | AVERAGE DAILY ATTENDANCE | 496 | 552 | 561 | 570 | 575 | |
| | State LCFF Revenue | \$ 7,324,900 | \$ 8,405,844 | \$ 8,815,710 | \$ 9,239,725 | \$ 9,320,776 | |
| | Federal Revenue | \$ 871,041 | \$ 856,184 | \$ 428,724 | \$ 431,107 | \$ 432,299 | |
| | Other State Revenue | \$ 2,932,001 | \$ 2,060,582 | \$ 2,425,312 | \$ 2,335,367 | \$ 1,517,945 | |
| | Local Revenue | \$ 80,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 | \$ 130,000 | |
| | TOTAL REVENUE | \$ 11,207,942 | \$ 11,432,609 | \$ 11,779,747 | \$ 12,116,199 | \$ 11,401,019 | |
| | EXPENSES | Certificated Salaries | \$ 3,528,000 | \$ 3,633,840 | \$ 3,742,855 | \$ 3,742,855 | \$ 3,555,712 |
| | | Classified Salaries | \$ 1,863,440 | \$ 1,808,103 | \$ 1,862,346 | \$ 1,862,346 | \$ 1,769,229 |
| | | Benefits | \$ 1,528,138 | \$ 1,553,382 | \$ 1,599,984 | \$ 1,599,984 | \$ 1,519,985 |
| <i>TOTAL PERSONNEL EXPENSES</i> | | <i>\$ 6,919,578</i> | <i>\$ 6,995,325</i> | <i>\$ 7,205,185</i> | <i>\$ 7,205,185</i> | <i>\$ 6,844,926</i> | |
| Books and Supplies | | \$ 404,500 | \$ 416,635 | \$ 429,134 | \$ 429,134 | \$ 386,221 | |
| Services and Other Operating Expen | | \$ 3,655,536 | \$ 3,791,038 | \$ 3,909,500 | \$ 4,031,571 | \$ 3,955,735 | |
| Capital Outlay | | \$ 130,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 | |
| Other Outgoing | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| <i>TOTAL OTHER EXPENSES</i> | | <i>\$ 4,190,036</i> | <i>\$ 4,317,673</i> | <i>\$ 4,448,634</i> | <i>\$ 4,570,705</i> | <i>\$ 4,451,955</i> | |
| TOTAL EXPENSES | | \$ 11,109,614 | \$ 11,312,998 | \$ 11,653,819 | \$ 11,775,890 | \$ 11,296,881 | |
| FUND BALANCE | SURPLUS\(DEFICIT) | \$ 98,328 | \$ 119,611 | \$ 125,928 | \$ 340,309 | \$ 104,138 | |
| | <i>% of LCFF Revenue</i> | <i>1.3%</i> | <i>1.4%</i> | <i>1.4%</i> | <i>3.7%</i> | <i>1.1%</i> | |
| | BEGINNING FUND BALANCE | \$ 5,637,688 | \$ 5,736,015 | \$ 5,855,626 | \$ 5,981,554 | \$ 6,321,863 | |
| | ENDING BALANCE | \$ 5,736,015 | \$ 5,855,626 | \$ 5,981,554 | \$ 6,321,863 | \$ 6,426,001 | |
| | <i>% of Expenses</i> | <i>52%</i> | <i>52%</i> | <i>51%</i> | <i>54%</i> | <i>57%</i> | |

REVENUE INPUT

| ACCT | ACCOUNT NAME | 2024-25 | | | | |
|----------------------------------|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | Preliminary Budget | 25-26 | 26-27 | 27-28 | 28-29 |
| LCFF | | | | | | |
| 8011 | LCFF; state aid | 2,728,792 | 3,289,582 | 3,616,031 | 3,956,629 | 3,991,337 |
| 8012 | LCFF; EPA | 99,176 | 110,400 | 112,200 | 114,000 | 115,000 |
| 8096 | In-Lieu of Property Taxes | 4,496,932 | 5,005,862 | 5,087,479 | 5,169,096 | 5,214,439 |
| 8019 | Prior Year Income/Adjustments | - | | | | |
| TOTAL LCFF REVENUE | | \$ 7,324,900 | \$ 8,405,844 | \$ 8,815,710 | \$ 9,239,725 | \$ 9,320,776 |
| FEDERAL | | | | | | |
| 8181 | Special Education - Federal | 128,433 | 142,968 | 145,351 | 147,734 | 148,925 |
| 8220 | Federal Child Nutrition | - | | | | |
| 8290-16 | We Work Department of Rehab | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| 8290-3812 | CSI | 163,444 | | | | |
| 8290-3213 | ESSER III | - | | | | |
| 8290-3214 | ESSER III (20% Evidence Based Learning) | - | | | | |
| 8290-35 | Perkins | 19,076 | 19,076 | 19,076 | 19,076 | 19,076 |
| 8290-4129 | Bipartisan Stronger Connections Grant Program | 320,000 | 429,842 | | | |
| 8291 | Title I | 173,141 | 192,187 | 192,187 | 192,187 | 192,187 |
| 8292 | Title II | 24,800 | 27,528 | 27,528 | 27,528 | 27,528 |
| 8293 | Title III | 10,294 | 11,426 | 11,426 | 11,426 | 11,426 |
| 8294 | Title IV | 11,853 | 13,157 | 13,157 | 13,157 | 13,157 |
| 8290 | Other Federal Revenue | - | | | | |
| TOTAL FEDERAL REVENUE | | \$ 871,041 | \$ 856,184 | \$ 428,724 | \$ 431,107 | \$ 432,299 |
| OTHER STATE | | | | | | |
| 8520 | State Child Nutrition Program | - | | | | |
| 8550-K8 | MANDATE BLOCK GRANT K-8 | - | | | | |
| 8550-912 | MANDATE BLOCK GRANT 9-12 | 25,973 | 30,857 | 31,371 | 31,885 | 32,143 |
| 8560-12 | RESTRICTED LOTTERY | 39,175 | 43,608 | 44,335 | 45,062 | 45,425 |
| 8560-22 | LOTTERY | 87,771 | 97,704 | 99,332 | 100,961 | 101,775 |
| 8590-6546 | Mental Health | - | 39,527 | 39,527 | 39,527 | 39,527 |
| 8590 | Other State Revenue | - | | | | |
| 8590-7412 | A-G Completion Grant | 220,000 | | | | |
| 8590-63 | CTEIG | 432,800 | 400,000 | 400,000 | 400,000 | 400,000 |
| 8590-64 | Strong Workforce Partnership (Projected Future Grant) | 300,000 | 300,000 | 300,000 | 300,000 | 300,000 |
| 8590-6331 | Community Schools Grant | 250,000 | 250,000 | 600,000 | 300,000 | |
| 8590-6264 | Educator Effectiveness | 71,000 | 70,324 | | | |
| 8591 | SB740 | 60,000 | 60,000 | 60,000 | 60,000 | 60,000 |
| 8590-7435 | Learning Recovery Emergency Block Grant | 450,000 | 122,450 | 122,450 | 122,450 | |
| 8590-6762 | Arts and Music Grant | 158,000 | | | | |
| 8590-6770 | Arts and Music Prop 28 | - | 90,000 | 90,000 | 90,000 | 90,000 |
| 8590-7339 | Middle and Early College Grant | | 125,000 | 125,000 | | |
| 8590-733 | College and Career Access Pathways Grant | | | 75,000 | | |
| 8590-7814 | California Serves Grant Program | 450,000 | | | | |
| 8590-8000 | Golden State Pathways Grant | | | | 400,000 | |
| 8792 | SPED State/Other Transfers of Apportionment | 387,282 | 431,112 | 438,297 | 445,482 | 449,075 |
| 8599 | Prior Year State Income/Adjustments | - | | | | |
| TOTAL OTHER STATE REVENUE | | \$ 2,932,001 | \$ 2,060,582 | \$ 2,425,312 | \$ 2,335,367 | \$ 1,517,945 |
| LOCAL | | | | | | |
| 8639 | Student Lunch Revenue | - | | | | |
| 8660 | Interest Income | 80,000 | 100,000 | 100,000 | 100,000 | 100,000 |
| 8682 | Donations | - | | | | |
| 8682-0087 | Committee for Children | - | | | | |
| 8682-0001 | Corwin | - | | | | |
| 8682-0002 | Community Service Grant | - | | | | |
| 8685 | School Site Fundraising | - | | | | |
| 8699 | All Other Local Revenue | - | 10,000 | 10,000 | 10,000 | 30,000 |
| TOTAL LOCAL REVENUE | | \$ 80,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 | \$ 130,000 |
| TOTAL REVENUE | | \$ 11,207,942 | \$ 11,432,609 | \$ 11,779,747 | \$ 12,116,199 | \$ 11,401,019 |

EXPENSES INPUT

| ACCT | ACCOUNT NAME | 2024-25 | | | | |
|---------------------------------------|--|--------------------|---------------|---------------|---------------|---------------|
| | | Preliminary Budget | 25-26 | 26-27 | 27-28 | 28-29 |
| 1000 - CERTIFICATED | | | | | | |
| 1100 | Teacher Salaries | 2,671,000 | 2,751,130 | 2,833,664 | 2,833,664 | 2,691,981 |
| 1105 | Teach Stipends | - | - | - | - | - |
| 1120 | Substitute Expense | - | - | - | - | - |
| 1200 | Certificated Pupil Support Salaries | - | - | - | - | - |
| 1300 | Certificated Supervisor and Administrator Salaries | 687,000 | 707,610 | 728,838 | 728,838 | 692,396 |
| 1900 | Other Certificated Salaries | 170,000 | 175,100 | 180,353 | 180,353 | 171,335 |
| <i>Totals</i> | | \$ 3,528,000 | \$ 3,633,840 | \$ 3,742,855 | \$ 3,742,855 | \$ 3,555,712 |
| 2000 - CLASSIFIED | | | | | | |
| 2100 | Instructional Aide Salaries | 1,339,000 | 1,332,820 | 1,372,805 | 1,372,805 | 1,304,164 |
| 2200 | Classified Support Salaries (Maintenance, Food) | 77,440 | 79,763 | 82,156 | 82,156 | 78,048 |
| 2300 | Classified Supervisor and Administrator Salaries | 71,000 | 73,130 | 75,324 | 75,324 | 71,558 |
| 2400 | Clerical, Technical and Office Staff Salaries | 356,000 | 301,790 | 310,844 | 310,844 | 295,302 |
| 2900 | Other Classified Salaries | 20,000 | 20,600 | 21,218 | 21,218 | 20,157 |
| <i>Totals</i> | | \$ 1,863,440 | \$ 1,808,103 | \$ 1,862,346 | \$ 1,862,346 | \$ 1,769,229 |
| 3000 - BENEFITS | | | | | | |
| 3101 | State Teachers' Retirement System, certificated positions | 643,848 | 663,163 | 683,058 | 683,058 | 648,905 |
| 3102 | State Teachers' Retirement System, classified positions | 30,000 | 30,900 | 31,827 | 31,827 | 30,236 |
| 3301 | OASI/Medicare Certificated, Unrestricted | 115,533 | 118,999 | 122,569 | 122,569 | 116,441 |
| 3302 | OASI/Medicare Classified, Unrestricted | 78,176 | 72,281 | 74,450 | 74,450 | 70,727 |
| 3401 | Health & Welfare Benefits, Certificated | 275,103 | 283,356 | 291,857 | 291,857 | 277,264 |
| 3402 | Health & Welfare Benefits, Classified | 170,459 | 163,213 | 168,109 | 168,109 | 159,704 |
| 3403 | Health & Welfare Benefits | 122,533 | 126,209 | 129,995 | 129,995 | 123,496 |
| 3501 | State Unemployment Insurance Certificated, Unrestricted | 8,000 | 8,240 | 8,487 | 8,487 | 8,063 |
| 3502 | State Unemployment Insurance Classified | 25,180 | 25,935 | 26,713 | 26,713 | 25,378 |
| 3503 | State Unemployment Insurance | - | - | - | - | - |
| 3601 | Worker Compensation Insurance | 16,609 | 17,107 | 17,620 | 17,620 | 16,739 |
| 3602 | Worker Compensation Insurance | 8,363 | 8,614 | 8,872 | 8,872 | 8,429 |
| 3603 | Worker Compensation Insurance | 34,334 | 35,364 | 36,425 | 36,425 | 34,604 |
| 3703 | Other Post Employment Benefits | - | - | - | - | - |
| 3903 | Other Employee Benefits | - | - | - | - | - |
| <i>Totals</i> | | \$ 1,528,138 | \$ 1,553,382 | \$ 1,599,984 | \$ 1,599,984 | \$ 1,519,985 |
| <i>TOTAL PERSONEL EXPENSE</i> | | \$ 6,919,578 | \$ 6,995,325 | \$ 7,205,185 | \$ 7,205,185 | \$ 6,844,926 |
| 4000 - BOOKS AND SUPPLIES | | | | | | |
| 4100 | Approved Textbooks and Core Curricula Materials | 30,000 | 30,900 | 31,827 | 31,827 | 28,644 |
| 4200 | Books and Other Reference Materials | 17,000 | 17,510 | 18,035 | 18,035 | 16,232 |
| 4300 | Materials and Supplies | 60,000 | 61,800 | 63,654 | 63,654 | 57,289 |
| 4301 | Positive Behavior Expenses | - | - | - | - | - |
| 4315 | Classroom Materials and Supplies | 70,000 | 72,100 | 74,263 | 74,263 | 66,837 |
| 4342 | Materials for School Sponsored Athletics | 10,000 | 10,300 | 10,609 | 10,609 | 9,548 |
| 4381 | Plant/Facilities Maintenance | 12,000 | 12,360 | 12,731 | 12,731 | 11,458 |
| 4400 | Noncapitalized Equipment | 140,000 | 144,200 | 148,526 | 148,526 | 133,673 |
| 4405 | Non Educational Computer Software | - | - | - | - | - |
| 4407 | Student Educational Software | - | - | - | - | - |
| 4410 | Software and Software Licensing | 32,000 | 32,960 | 33,949 | 33,949 | 30,554 |
| 4430 | Noncapitalized Student Equipment | 10,000 | 10,300 | 10,609 | 10,609 | 9,548 |
| 4440 | Student Events | 10,000 | 10,300 | 10,609 | 10,609 | 9,548 |
| 4700 | Food and Food Supplies | 13,500 | 13,905 | 14,322 | 14,322 | 12,890 |
| <i>TOTAL BOOKS AND SUPPLIES</i> | | \$ 404,500 | \$ 416,635 | \$ 429,134 | \$ 429,134 | \$ 386,221 |
| 5000 - SERVICES AND OTHER OPEX | | | | | | |
| 5100 | Subagreements for Services | - | - | - | - | - |
| 5200 | Travel and Conferences | 80,000 | 82,400 | 84,872 | 87,418 | 78,676 |
| 5210 | Training and Development Expense | 145,000 | 149,350 | 153,831 | 158,445 | 142,601 |
| 5300 | Dues and Memberships | 25,000 | 25,750 | 26,523 | 27,318 | 24,586 |
| 5400 | Insurance | 65,000 | 66,950 | 68,959 | 71,027 | 63,925 |
| 5500 | Operation and Housekeeping Services | 1,100,000 | 1,133,000 | 1,166,990 | 1,202,000 | 1,202,000 |
| 5501 | Utilities | 65,000 | 66,950 | 68,959 | 71,027 | 71,027 |
| 5510 | Security Services | - | - | - | - | - |
| 5600 | Rentals, Leases, Repairs, and Noncapitalized Improvements | 60,000 | 61,800 | 63,654 | 65,564 | 67,531 |
| 5601 | Building Maintenance | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| 5602 | Other Space Rental | 84,000 | 86,520 | 89,116 | 91,789 | 94,543 |
| 5605 | Equipment Rental/Lease Expense | 60,000 | 61,800 | 63,654 | 65,564 | 67,531 |
| 5610 | Equipment Repair | 3,000 | 3,090 | 3,183 | 3,278 | 3,377 |
| 5800 | Professional/Consulting Services and Operating Expenditures | 400,000 | 412,000 | 424,360 | 437,091 | 393,382 |
| 5803 | Banking and Payroll Service Fees | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| 5805 | Legal Services and Audit | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| 5806 | Audit Services | 18,000 | 18,540 | 19,096 | 19,669 | 20,259 |
| 5807 | CSMC Fees | - | - | - | - | - |
| 5809 | Employee Tuition Reimbursement | 200,000 | 206,000 | 212,180 | 218,545 | 196,691 |
| 5810 | Educational Consultants | 160,000 | 164,800 | 169,744 | 174,836 | 157,353 |
| 5811 | Student Transportation and Field Trips | 30,000 | 30,900 | 31,827 | 32,782 | 33,765 |
| 5812 | Other Student Activities | 15,000 | 15,450 | 15,914 | 16,391 | 16,883 |
| 5815 | Advertising/Recruiting | 100,000 | 103,000 | 106,090 | 109,273 | 112,551 |
| 5820 | Fundraising Expense | - | - | - | - | - |
| 5830 | Field Trips | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| 5836 | Transportation Services | 455,789 | 469,463 | 483,547 | 498,053 | 512,995 |
| 5842 | Services Student Athletics | 35,000 | 36,050 | 37,132 | 38,245 | 39,393 |
| 5873 | Financial Services | 115,000 | 118,450 | 122,004 | 125,664 | 129,434 |
| 5874 | Personnel Services | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| 5875 | District Oversight Fee | 219,747 | 252,175 | 264,471 | 277,192 | 279,623 |
| 5877 | IT Services | 80,000 | 82,400 | 84,872 | 87,418 | 90,041 |
| 5890 | Interest Expenses/Fees | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| 5899 | Management Fees Expense | - | - | - | - | - |
| 5900 | Communications (Tele., Internet, Copies, Postage, Messenger) | 40,000 | 41,200 | 42,436 | 43,709 | 45,020 |
| 5998 | MISC | - | - | - | - | - |
| <i>TOTAL SERVICES AND OTHER OPEX</i> | | \$ 3,655,536 | \$ 3,791,038 | \$ 3,909,500 | \$ 4,031,571 | \$ 3,955,735 |
| 6000 - CAPITAL OUTLAY | | | | | | |
| 6900 | Depreciation Expense | 130,000 | 110,000 | 110,000 | 110,000 | 110,000 |
| <i>TOTAL DEPRECIATION</i> | | \$ 130,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 | \$ 110,000 |
| 7000 - OTHER OUTGOING | | | | | | |
| 7438 | Debt Service Interest | - | - | - | - | - |
| <i>TOTAL OTHER OUTGOING</i> | | \$ - | \$ - | \$ - | \$ - | \$ - |
| <i>TOTAL EXPENSES</i> | | \$ 11,109,614 | \$ 11,312,998 | \$ 11,653,819 | \$ 11,775,890 | \$ 11,296,881 |

SCHOOL PERFORMANCE OVERVIEW

Health Sciences High and Middle College

Explore the performance of Health Sciences High and Middle College under California's Accountability System.

| | | | |
|---|---|--|---|
| Suspension Rate Blue | English Learner Progress Red | Graduation Rate Blue | College/Career Very High |
| English Language Arts Red | Mathematics Red | Basics: Teachers, Instructional Materials, Facilities STANDARD MET | Implementation of Academic Standards STANDARD MET |
| Parent and Family Engagement STANDARD MET | Local Climate Survey STANDARD MET | Access to a Broad Course of Study STANDARD MET | |

School Details

| | | | |
|--|--|---|------------------------------|
| NAME Health Sciences High and Middle College | ADDRESS 3910 University Avenue, Suite 100 San Diego, CA 92105-7302 | WEBSITE http://hshmc.org | GRADES SERVED 9-12 |
| CHARTER Yes | DASHBOARD ALTERNATIVE SCHOOLS STATUS No | | |

| | | | |
|--|---|--|---|
| <p>Enrollment</p> <p>525</p> | <p>Socioeconomically Disadvantaged</p> <p>79.8%</p> | <p>English Learners</p> <p>25%</p> | <p>Foster Youth</p> <p>0%</p> |
|--|---|--|---|

HEALTH SCIENCES HIGH AND MIDDLE COLLEGE

Academic Performance

View Student Assessment Results and other aspects of school performance.

| | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|-------------|-------------|------------|-----------|--|---|----------|-------------|-------------|------------|-----------|--|---|--|---------------|----------|-------------|-----------|----------------|--|
| <p>LEARN MORE</p> <p>English Language Arts</p> <p>Red</p> <p>62.3 points below standard</p> <p>Declined 14.7 Points ▼</p> <p>EQUITY REPORT Number of Student Groups in Each Level</p> <table border="1"> <tr> <td>3 Red</td> <td>0 Orange</td> <td>0 Yellow</td> </tr> <tr> <td>0 Green</td> <td>0 Blue</td> <td></td> </tr> </table> | 3 Red | 0 Orange | 0 Yellow | 0 Green | 0 Blue | | <p>LEARN MORE</p> <p>Mathematics</p> <p>Red</p> <p>178.7 points below standard</p> <p>Declined 29.2 Points ▼</p> <p>EQUITY REPORT Number of Student Groups in Each Level</p> <table border="1"> <tr> <td>3 Red</td> <td>0 Orange</td> <td>0 Yellow</td> </tr> <tr> <td>0 Green</td> <td>0 Blue</td> <td></td> </tr> </table> | 3 Red | 0 Orange | 0 Yellow | 0 Green | 0 Blue | | <p>LEARN MORE</p> <p>English Learner Progress</p> <p>Red</p> <p>31.7% making progress</p> <p>Declined 12.5% ▼</p> | <p>LEARN MORE</p> <p>College/Career</p> <p>Very High</p> <p>86.9% prepared</p> <p>EQUITY REPORT Number of Student Groups in Each Level</p> <table border="1"> <tr> <td>0 Very Low</td> <td>0 Low</td> <td>0 Medium</td> </tr> <tr> <td>0 High</td> <td>3 Very High</td> <td></td> </tr> </table> | 0 Very Low | 0 Low | 0 Medium | 0 High | 3 Very High | |
| 3 Red | 0 Orange | 0 Yellow | | | | | | | | | | | | | | | | | | | |
| 0 Green | 0 Blue | | | | | | | | | | | | | | | | | | | | |
| 3 Red | 0 Orange | 0 Yellow | | | | | | | | | | | | | | | | | | | |
| 0 Green | 0 Blue | | | | | | | | | | | | | | | | | | | | |
| 0 Very Low | 0 Low | 0 Medium | | | | | | | | | | | | | | | | | | | |
| 0 High | 3 Very High | | | | | | | | | | | | | | | | | | | | |

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Graduation Rate

Blue

97.2% graduated

Declined 2.2% ▼

EQUITY REPORT
Number of Student Groups in Each Level

| | | |
|------------|-------------|-------------|
| 0 Red | 0 Orange | 1 Yellow |
| 0 Green | 2 Blue | |

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

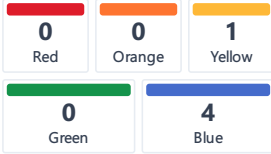
Suspension Rate

Blue

0.2% suspended at least one day

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

California Charter Schools

Academic Progress Indicator for Grades 9-12

Health Sciences HS + Middle College ISP 23/24 Students Excluded

2023-2024

Math: All

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 362 | 362 | 100% | 352 | 268 | 19 | 270 | 17 | 74% | 5% | 75% | Effective |
| 9 | 103 | 103 | 100% | 100 | 92 | 10 | 93 | 9 | 89% | 10% | 90% | Effective |
| 10 | 121 | 121 | 100% | 117 | 101 | 4 | 102 | 3 | 83% | 3% | 84% | Effective |
| 11 | 138 | 138 | 100% | 135 | 75 | 5 | 75 | 5 | 54% | 4% | 54% | Average |

Math: Hispanic or Latino

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 277 | 277 | 100% | 268 | 202 | 12 | 203 | 11 | 73% | 4% | 73% | Average |
| 9 | 76 | 76 | 100% | 74 | 67 | 6 | 68 | 5 | 88% | 8% | 89% | Effective |
| 10 | 95 | 95 | 100% | 91 | 79 | 2 | 79 | 2 | 83% | 2% | 83% | Effective |
| 11 | 106 | 106 | 100% | 103 | 56 | 4 | 56 | 4 | 53% | 4% | 53% | Average |

Math: Economically Disadvantaged

Health Sciences HS + Middle College

2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 271 | 271 | 100% | 263 | 196 | 11 | 198 | 9 | 72% | 4% | 73% | Average |
| 9 | 82 | 82 | 100% | 80 | 73 | 7 | 74 | 6 | 89% | 9% | 90% | Effective |
| 10 | 90 | 90 | 100% | 87 | 74 | 2 | 75 | 1 | 82% | 2% | 83% | Effective |
| 11 | 99 | 99 | 100% | 96 | 49 | 2 | 49 | 2 | 49% | 2% | 49% | Ineffective |

Reading: All

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 362 | 362 | 100% | 352 | 250 | 29 | 258 | 21 | 69% | 8% | 71% | Average |
| 9 | 103 | 103 | 100% | 100 | 71 | 9 | 73 | 7 | 69% | 9% | 71% | Average |
| 10 | 121 | 121 | 100% | 118 | 89 | 11 | 91 | 9 | 74% | 9% | 75% | Effective |
| 11 | 138 | 138 | 100% | 134 | 90 | 9 | 94 | 5 | 65% | 7% | 68% | Average |

Reading: Hispanic or Latino

Health Sciences HS + Middle College

2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 277 | 277 | 100% | 268 | 186 | 14 | 190 | 10 | 67% | 5% | 69% | Average |
| 9 | 76 | 76 | 100% | 74 | 53 | 4 | 53 | 4 | 70% | 5% | 70% | Average |
| 10 | 95 | 95 | 100% | 92 | 68 | 4 | 69 | 3 | 72% | 4% | 73% | Average |
| 11 | 106 | 106 | 100% | 102 | 65 | 6 | 68 | 3 | 61% | 6% | 64% | Average |

Reading: Economically Disadvantaged

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 271 | 271 | 100% | 264 | 186 | 11 | 189 | 8 | 69% | 4% | 70% | Average |
| 9 | 82 | 82 | 100% | 80 | 58 | 3 | 59 | 2 | 71% | 4% | 72% | Average |
| 10 | 90 | 90 | 100% | 88 | 66 | 5 | 66 | 5 | 73% | 6% | 73% | Average |
| 11 | 99 | 99 | 100% | 96 | 62 | 3 | 64 | 1 | 63% | 3% | 65% | Average |

Appendix

The number of students enrolled is based on the number of students listed by the charter entity as being enrolled in a class in i-Ready as of 07/17/2024.

A student's baseline Diagnostic is the initial assessment used to generate a starting placement level and growth goals for the academic year.

The participation rate is the number of students with a baseline Diagnostic divided by the enrollment figure. Curriculum Associates does not have access to the enrollment data required to generate a participation rate that would match federal and state summative testing rules.

The number of students with a Diagnostic after their baseline for calculating growth is based on the number of students with a Diagnostic completed at least 12 weeks after their baseline Diagnostic. For the purposes of this analysis, Diagnostics that occur less than 12 weeks after their baseline Diagnostic are not counted for growth, as 12 weeks is the minimum amount of time suggested to be able to measure growth on the assessment.

Whether a student reaches the performance goal is based on their highest overall Diagnostic score in the academic year, regardless of when it occurred.

Whether a student reaches the growth goal is based on their most recent Diagnostic in the academic year, again with the requirement that this Diagnostic occurred at least 12 weeks after the baseline.

Students can meet the performance or growth goal individually. This report includes the number of students who met each, both, or either. The school rating metric is based on the percentage of students who met either.

California Charter Schools

Academic Progress Indicator for Grades 9-12

Health Sciences HS + Middle College ISP 23/24 Students

2023-2024

Math: All

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 25 | 21 | 84% | 9 | 5 | 0 | 5 | 0 | 24% | 0% | 24% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 7 | 6 | 86% | 4 | 3 | 0 | 3 | 0 | 50% | 0% | 50% | Average |
| 11 | 17 | 14 | 82% | 4 | 2 | 0 | 2 | 0 | 14% | 0% | 14% | Ineffective |

Math: Hispanic or Latino

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 17 | 13 | 76% | 5 | 3 | 0 | 3 | 0 | 23% | 0% | 23% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 5 | 4 | 80% | 2 | 1 | 0 | 1 | 0 | 25% | 0% | 25% | Ineffective |
| 11 | 11 | 8 | 73% | 2 | 2 | 0 | 2 | 0 | 25% | 0% | 25% | Ineffective |

Math: Economically Disadvantaged

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 20 | 18 | 90% | 9 | 5 | 0 | 5 | 0 | 28% | 0% | 28% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 6 | 6 | 100% | 4 | 3 | 0 | 3 | 0 | 50% | 0% | 50% | Average |
| 11 | 13 | 11 | 85% | 4 | 2 | 0 | 2 | 0 | 18% | 0% | 18% | Ineffective |

Reading: All

Health Sciences HS + Middle College 2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 25 | 20 | 80% | 7 | 4 | 0 | 4 | 0 | 20% | 0% | 20% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 7 | 6 | 86% | 4 | 2 | 0 | 2 | 0 | 33% | 0% | 33% | Ineffective |
| 11 | 17 | 13 | 76% | 2 | 2 | 0 | 2 | 0 | 15% | 0% | 15% | Ineffective |

Reading: Hispanic or Latino

Health Sciences HS + Middle College

2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 17 | 13 | 76% | 3 | 1 | 0 | 1 | 0 | 8% | 0% | 8% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 5 | 4 | 80% | 2 | 1 | 0 | 1 | 0 | 25% | 0% | 25% | Ineffective |
| 11 | 11 | 8 | 73% | 0 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |

Reading: Economically Disadvantaged

Health Sciences HS + Middle College

2023-2024

| Student Grade | # Students Enrolled | # Students with Baseline Score | % Participation | # Students with Growth Target | # Met Growth | # Met Proficiency | # Met Growth or Proficiency | # Met Growth and Proficiency | % Met Growth | % Met Proficiency | % Met Growth or Proficiency | School Rating |
|---------------|---------------------|--------------------------------|-----------------|-------------------------------|--------------|-------------------|-----------------------------|------------------------------|--------------|-------------------|-----------------------------|---------------|
| All Grades | 20 | 17 | 85% | 7 | 4 | 0 | 4 | 0 | 24% | 0% | 24% | Ineffective |
| 9 | 1 | 1 | 100% | 1 | 0 | 0 | 0 | 0 | 0% | 0% | 0% | Ineffective |
| 10 | 6 | 6 | 100% | 4 | 2 | 0 | 2 | 0 | 33% | 0% | 33% | Ineffective |
| 11 | 13 | 10 | 77% | 2 | 2 | 0 | 2 | 0 | 20% | 0% | 20% | Ineffective |

Appendix

The number of students enrolled is based on the number of students listed by the charter entity as being enrolled in a class in i-Ready as of 07/17/2024.

A student's baseline Diagnostic is the initial assessment used to generate a starting placement level and growth goals for the academic year.

The participation rate is the number of students with a baseline Diagnostic divided by the enrollment figure. Curriculum Associates does not have access to the enrollment data required to generate a participation rate that would match federal and state summative testing rules.

The number of students with a Diagnostic after their baseline for calculating growth is based on the number of students with a Diagnostic completed at least 12 weeks after their baseline Diagnostic. For the purposes of this analysis, Diagnostics that occur less than 12 weeks after their baseline Diagnostic are not counted for growth, as 12 weeks is the minimum amount of time suggested to be able to measure growth on the assessment.

Whether a student reaches the performance goal is based on their highest overall Diagnostic score in the academic year, regardless of when it occurred.

Whether a student reaches the growth goal is based on their most recent Diagnostic in the academic year, again with the requirement that this Diagnostic occurred at least 12 weeks after the baseline.

Students can meet the performance or growth goal individually. This report includes the number of students who met each, both, or either. The school rating metric is based on the percentage of students who met either.



How has Lexile reading measure performance changed over time?
August 1, 2020 - July 31, 2021

Track changes in Lexile reading measure/reading activity performance

| Health Sciences High & Middle College | | | | | | | | | | | | | | GROWTH | Initial Expected Post-Test Score | Current Expected Post-Test Score | MC Activities |
|---------------------------------------|----------------|---|--|--|--|--|--|--|--|--|--|--|-----------|--------------|----------------------------------|----------------------------------|---------------|
| | Total Students | August 2020 | September 2020 | October 2020 | November 2020 | December 2020 | January 2021 | February 2021 | March 2021 | April 2021 | May 2021 | June 2021 | July 2021 | | | | |
| + Grade: 9 | 128 | 2/128 Lexile reading measure adjusted Avg Lexile reading measure: 668L | 52/128 Lexile reading measure adjusted Avg Lexile reading measure: 904L | 44/128 Lexile reading measure adjusted Avg Lexile reading measure: 967L | 54/128 Lexile reading measure adjusted Avg Lexile reading measure: 1041L | 43/128 Lexile reading measure adjusted Avg Lexile reading measure: 1060L | 54/128 Lexile reading measure adjusted Avg Lexile reading measure: 1115L | 32/128 Lexile reading measure adjusted Avg Lexile reading measure: 1169L | 46/128 Lexile reading measure adjusted Avg Lexile reading measure: 1189L | 51/128 Lexile reading measure adjusted Avg Lexile reading measure: 1139L | 33/128 Lexile reading measure adjusted Avg Lexile reading measure: 1113L | 52/128 Lexile reading measure adjusted Avg Lexile reading measure: 1089L | | +181L | 935L | 7515 | |
| + Grade: 10 | 173 | | 134/173 Lexile reading measure adjusted Avg Lexile reading measure: 1009L | 107/173 Lexile reading measure adjusted Avg Lexile reading measure: 1007L | 51/173 Lexile reading measure adjusted Avg Lexile reading measure: 1142L | 54/173 Lexile reading measure adjusted Avg Lexile reading measure: 1153L | 69/173 Lexile reading measure adjusted Avg Lexile reading measure: 1191L | 30/173 Lexile reading measure adjusted Avg Lexile reading measure: 1245L | 45/173 Lexile reading measure adjusted Avg Lexile reading measure: 1228L | 69/173 Lexile reading measure adjusted Avg Lexile reading measure: 1206L | 57/173 Lexile reading measure adjusted Avg Lexile reading measure: 1204L | 96/173 Lexile reading measure adjusted Avg Lexile reading measure: 1197L | | +177L | 1000L | 10558 | |
| + Grade: 11 | 176 | 1/176 Lexile reading measure adjusted Avg Lexile reading measure: 930L | 133/176 Lexile reading measure adjusted Avg Lexile reading measure: 1075L | 98/176 Lexile reading measure adjusted Avg Lexile reading measure: 1117L | 52/176 Lexile reading measure adjusted Avg Lexile reading measure: 1152L | 58/176 Lexile reading measure adjusted Avg Lexile reading measure: 1182L | 76/176 Lexile reading measure adjusted Avg Lexile reading measure: 1205L | | 42/176 Lexile reading measure adjusted Avg Lexile reading measure: 1254L | | 33/176 Lexile reading measure adjusted Avg Lexile reading measure: 1286L | 66/176 Lexile reading measure adjusted Avg Lexile reading measure: 1288L | | +191L | 1045L | 10159 | |
| + Grade: 12 | 115 | 1/115 Lexile reading measure adjusted Avg Lexile reading measure: 1380L | 1/115 Lexile reading measure adjusted Avg Lexile reading measure: 1225L | | | | 2/115 Lexile reading measure adjusted Avg Lexile reading measure: 940L | | | | | | | +43L | 945L | 31 | |
| School Total | 592 | 4/592 Lexile reading measure adjusted Avg Lexile reading measure: 951L | 330/592 Lexile reading measure adjusted Avg Lexile reading measure: 1057L | 250/592 Lexile reading measure adjusted Avg Lexile reading measure: 1074L | 157/592 Lexile reading measure adjusted Avg Lexile reading measure: 1114L | 157/592 Lexile reading measure adjusted Avg Lexile reading measure: 1135L | 209/592 Lexile reading measure adjusted Avg Lexile reading measure: 1174L | 103/592 Lexile reading measure adjusted Avg Lexile reading measure: 1195L | 133/592 Lexile reading measure adjusted Avg Lexile reading measure: 1223L | 184/592 Lexile reading measure adjusted Avg Lexile reading measure: 1212L | 123/592 Lexile reading measure adjusted Avg Lexile reading measure: 1206L | 214/592 Lexile reading measure adjusted Avg Lexile reading measure: 1199L | | +182L | 1000L | 28263 | |

¹ One or more of this student's multiple choice activities may be invalid. Refer to the Student Work > My Lessons > Activities report to learn more.
² Student's performance on LevelSet resulted in a large Lexile reading measure decrease, which indicates a possible lack of effort. The previous Lexile reading measure was maintained. Student will be eligible for adjustment after 4 weeks and completion of 8 multiple-choice activities.
³ Presently invalid assessment.
⁴ Suggested Lexile decrease was overridden. Decreasing Lexiles that are overridden are not eligible for adjustment for 4 weeks and completion of 8 activities.
⁵ Lexile reading measures used for growth calculation include at least one Lexile reading measure that has been manually adjusted. Please note that manual adjustments may not appear on this report if a student's Lexile reading measure was adjusted more than once during a month.
⁶ Student is "On Track" for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.

Warning: Based on the Lexile reading measure of 50L or below this student is considered an Emerging Reader and may need additional support. Due to processing time, there may be up to a one day delay in the availability of Lexile reading measure scores.

This report was run with the following exception: Work completed in the student's Achieve3000 language setting, either Spanish or English.

| # | Column | Description |
|---|----------------------------------|---|
| 1 | User Name | User name |
| 2 | Grade | The current grade level |
| 3 | Monthly data | These cells provide information about students' Multiple Choice activities, LevelSet scores, and any Lexile reading measure adjustments that took place over the course of the month. Click here to learn more about interpreting students' Lexile reading measures. <ul style="list-style-type: none"> The numbers in parentheses after the student's LevelSet score show the Percentile and Normal Curve Equivalent (NCE), respectively, compared to students in the United States at that particular grade, Lexile reading measure level and time of academic year. Please click here to learn more about norm-referenced Lexile reading measure score interpretations. The number of activities considered for Lexile reading measure adjustments appears in parentheses. The number of activities completed in total does not include Writing. Note that all eligible activities since the last adjustment are considered for future adjustments. Activities considered for Lexile reading measure adjustment prior to July 13, 2018, are not identified on this report. Activity data are updated nightly and may not include the most recent activities. |
| 4 | GROWTH | Change in Lexile reading measure level. |
| 5 | Initial Expected Post-Test Score | A forecast, based on the student's pre-test Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. This initial forecast is static and will not change throughout the year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-10L of the initial forecasted Lexile reading measure. Teachers and administrators may use this field to determine the target Lexile reading measure score for each student. If this field is blank, then the student has not taken a pre-test or took it recently and data about Lexile reading measure expectations is not yet available. Please check back tomorrow. |
| 6 | Current Expected Post-Test Score | A forecast, based on the student's most-recent Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-20L of the mid-year forecasted Lexile reading measure. This forecast is based on typical growth expectations under normal instructional conditions; there are many ways to accelerate student growth, including following Achieve3000's best practices around Literacy HQ use and implementation. If NA is indicated, the student's Lexile reading measure level has changed recently, and data about Lexile reading measure expectations is not yet available. Please check back tomorrow.) |
| 7 | MC Activities | Number of activities completed in total (does not include Writing). Note that activity data is updated nightly and may not include the most recent activities. |

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How has Lexile reading measure performance changed over time?
August 1, 2021 - July 31, 2022

Track changes in Lexile reading measure/reading activity performance

| Health Sciences High & Middle College | | | | | | | | | | | | | | | GROWTH | Initial Expected Post-Test Score | Current Exp Post-Test S |
|---------------------------------------|----------------|---|---|---|---|---|---|---|---|---|---|---|-----------------------------------|-------|--------|----------------------------------|-------------------------|
| | Total Students | August 2021 | September 2021 | October 2021 | November 2021 | December 2021 | January 2022 | February 2022 | March 2022 | April 2022 | May 2022 | June 2022 | July 2022 | | | | |
| + Grade: 9 | 37 | 1/37 Lexile reading measure adjusted Avg Lexile reading measure: 915L | 18/37 Lexile reading measure adjusted Avg Lexile reading measure: 924L | 14/37 Lexile reading measure adjusted Avg Lexile reading measure: 945L | 10/37 Lexile reading measure adjusted Avg Lexile reading measure: 979L | 7/37 Lexile reading measure adjusted Avg Lexile reading measure: 1039L | 6/37 Lexile reading measure adjusted Avg Lexile reading measure: 1067L | 10/37 Lexile reading measure adjusted Avg Lexile reading measure: 1130L | 6/37 Lexile reading measure adjusted Avg Lexile reading measure: 1162L | 3/37 Lexile reading measure adjusted Avg Lexile reading measure: 1248L | 3/37 Lexile reading measure adjusted Avg Lexile reading measure: 1340L | 4/37 Lexile reading measure adjusted Avg Lexile reading measure: 1333L | | +122L | 930L | | |
| + Grade: 10 | 163 | 1/163 Lexile reading measure adjusted Avg Lexile reading measure: 1135L | 123/163 Lexile reading measure adjusted Avg Lexile reading measure: 939L | 100/163 Lexile reading measure adjusted Avg Lexile reading measure: 966L | 73/163 Lexile reading measure adjusted Avg Lexile reading measure: 1003L | 65/163 Lexile reading measure adjusted Avg Lexile reading measure: 986L | 50/163 Lexile reading measure adjusted Avg Lexile reading measure: 1005L | 116/163 Lexile reading measure adjusted Avg Lexile reading measure: 1038L | 99/163 Lexile reading measure adjusted Avg Lexile reading measure: 1062L | 73/163 Lexile reading measure adjusted Avg Lexile reading measure: 1094L | 76/163 Lexile reading measure adjusted Avg Lexile reading measure: 1099L | 108/163 Lexile reading measure adjusted Avg Lexile reading measure: 1141L | Avg Lexile reading measure: 842L | +204L | 920L | | |
| + Grade: 11 | 163 | 1/163 Lexile reading measure adjusted Avg Lexile reading measure: 1135L | 119/163 Lexile reading measure adjusted Avg Lexile reading measure: 1059L | 94/163 Lexile reading measure adjusted Avg Lexile reading measure: 1095L | 51/163 Lexile reading measure adjusted Avg Lexile reading measure: 1112L | 40/163 Lexile reading measure adjusted Avg Lexile reading measure: 1129L | 75/163 Lexile reading measure adjusted Avg Lexile reading measure: 1160L | 109/163 Lexile reading measure adjusted Avg Lexile reading measure: 1136L | 81/163 Lexile reading measure adjusted Avg Lexile reading measure: 1169L | 69/163 Lexile reading measure adjusted Avg Lexile reading measure: 1190L | 63/163 Lexile reading measure adjusted Avg Lexile reading measure: 1213L | 95/163 Lexile reading measure adjusted Avg Lexile reading measure: 1196L | Avg Lexile reading measure: 1133L | +172L | 1040L | | |
| + Grade: 12 | 287 | 1/287 Lexile reading measure adjusted Avg Lexile reading measure: 1101L | 132/287 Lexile reading measure adjusted Avg Lexile reading measure: 1165L | 94/287 Lexile reading measure adjusted Avg Lexile reading measure: 1215L | 77/287 Lexile reading measure adjusted Avg Lexile reading measure: 1236L | 64/287 Lexile reading measure adjusted Avg Lexile reading measure: 1285L | 79/287 Lexile reading measure adjusted Avg Lexile reading measure: 1278L | 108/287 Lexile reading measure adjusted Avg Lexile reading measure: 1198L | 87/287 Lexile reading measure adjusted Avg Lexile reading measure: 1238L | 72/287 Lexile reading measure adjusted Avg Lexile reading measure: 1263L | 67/287 Lexile reading measure adjusted Avg Lexile reading measure: 1293L | 71/287 Lexile reading measure adjusted Avg Lexile reading measure: 1272L | Avg Lexile reading measure: 1123L | +180L | 1140L | | |
| School Total | 650 | 3/650 Lexile reading measure adjusted Avg Lexile reading measure: 1069L | 392/650 Lexile reading measure adjusted Avg Lexile reading measure: 1049L | 302/650 Lexile reading measure adjusted Avg Lexile reading measure: 1085L | 216/650 Lexile reading measure adjusted Avg Lexile reading measure: 1113L | 176/650 Lexile reading measure adjusted Avg Lexile reading measure: 1135L | 210/650 Lexile reading measure adjusted Avg Lexile reading measure: 1156L | 343/650 Lexile reading measure adjusted Avg Lexile reading measure: 1123L | 273/650 Lexile reading measure adjusted Avg Lexile reading measure: 1155L | 217/650 Lexile reading measure adjusted Avg Lexile reading measure: 1185L | 209/650 Lexile reading measure adjusted Avg Lexile reading measure: 1202L | 278/650 Lexile reading measure adjusted Avg Lexile reading measure: 1167L | Avg Lexile reading measure: 1031L | +182L | 1030L | | |

¹ Potentially invalid assessment.
² One or more of the student's multiple choice activities may be invalid. Refer to the Student Work > My Lessons > Activities report to learn more.
³ Suggested Lexile decrease was overridden. Decreasing Lexiles that are overridden are not eligible for adjustment for 4 weeks and completion of 8 activities.
⁴ Student's performance on LevelSet resulted in a large Lexile reading measure decrease, which indicates a possible lack of effort. The previous Lexile reading measure was maintained. Student will be eligible for adjustment after 4 weeks and completion of 8 multiple-choice activities.
⁵ Lexile reading measures used for growth calculation include at least one Lexile reading measure that has been manually adjusted. Please note that manual adjustments may not appear on this report if a student's Lexile reading measure was adjusted more than once during a month.
⁶ **On Track** Student is "On Track" for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.
⁷ **Emerging Reader** Based on the Lexile reading measure of 50L or below this student is considered an Emerging Reader and may need additional support. Due to processing time, there may be up to a one day delay in the availability of Lexile reading measure scores.
 This report was run with the following exception: Work completed in the student's Achieve3000 language setting, either Spanish or English.

Report Legend

| # | Column | Description |
|---|----------------------------------|---|
| 1 | User Name | User name |
| 2 | Grade | The current grade level |
| 3 | Monthly data | These cells provide information about students' Multiple Choice activities, LevelSet scores, and any Lexile reading measure adjustments that took place over the course of the month. Click here to learn more about interpreting students' Lexile reading measures. <ul style="list-style-type: none"> The numbers in parentheses after the student's LevelSet score show the Percentile and Normal Curve Equivalent (NCE), respectively, compared to students in the United States at that particular grade, Lexile reading measure level and time of academic year. Please click here to learn more about norm-referenced Lexile reading measure score interpretations. The number of activities considered for Lexile reading measure adjustments appears in parentheses. The number of activities completed in total does not include Writing. Note that all eligible activities since the last adjustment are considered for future adjustments. Activities considered for Lexile reading measure adjustment prior to July 13, 2018, are not identified on this report. Activity data are updated nightly and may not include the most recent activities. |
| 4 | GROWTH | Change in Lexile reading measure level. |
| 5 | Initial Expected Post-Test Score | A forecast, based on the student's pre-test Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. This initial forecast is static and will not change throughout the year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-10L of the initial forecasted Lexile reading measure. Teachers and administrators may use this field to determine the target Lexile reading measure score for each student. If this field is blank, then the student has not taken a pre-test or took it recently and data about Lexile reading measure expectations is not yet available. Please check back tomorrow. |
| 6 | Current Expected Post-Test Score | A forecast, based on the student's most-recent Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-6L of the mid-year forecasted Lexile reading measure. This forecast is based on typical growth expectations under normal instructional conditions; there are many ways to accelerate student growth, including following Achieve3000's best practices around Literacy HQ use and implementation. If NA is indicated, the student's Lexile reading measure level has changed recently, and data about Lexile reading measure expectations is not yet available. Please check back tomorrow.) |
| 7 | MC Activities | Number of activities completed in total (does not include Writing). Note that activity data is updated nightly and may not include the most recent activities. |

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How has Lexile reading measure performance changed over time?

August 1, 2022 - July 31, 2023

Track changes in Lexile reading measure/reading activity performance

| Health Sciences High & Middle College | | Total Students | August 2022 | September 2022 | October 2022 | November 2022 | December 2022 | January 2023 | February 2023 | March 2023 | April 2023 | May 2023 | June 2023 | July 2023 | GROWTH | Initial Expected Post-Test Score | Current Expected Post-Test Score | MC Activities |
|---------------------------------------|-----------|----------------|---|---|--|--|--|--|--|--|--|--|--|---|--------------|----------------------------------|----------------------------------|---------------|
| + | Grade: 9 | 50 | 19/50 Lexile reading measure adjusted Avg Lexile reading measure: 780L | 5/50 Lexile reading measure adjusted Avg Lexile reading measure: 828L | 5/50 Lexile reading measure adjusted Avg Lexile reading measure: 828L | 9/50 Lexile reading measure adjusted Avg Lexile reading measure: 731L | 3/50 Lexile reading measure adjusted Avg Lexile reading measure: 759L | 5/50 Lexile reading measure adjusted Avg Lexile reading measure: 793L | 9/50 Lexile reading measure adjusted Avg Lexile reading measure: 943L | 1/50 Lexile reading measure adjusted Avg Lexile reading measure: 884L | Avg Lexile reading measure: 988L | 3/50 Lexile reading measure adjusted Avg Lexile reading measure: 1227L | 1/50 Lexile reading measure adjusted Avg Lexile reading measure: 1013L | | +67L | 820L | | 507 |
| + | Grade: 10 | 128 | 100/128 Lexile reading measure adjusted Avg Lexile reading measure: 907L | 64/128 Lexile reading measure adjusted Avg Lexile reading measure: 927L | 46/128 Lexile reading measure adjusted Avg Lexile reading measure: 900L | 34/128 Lexile reading measure adjusted Avg Lexile reading measure: 921L | 56/128 Lexile reading measure adjusted Avg Lexile reading measure: 946L | 96/128 Lexile reading measure adjusted Avg Lexile reading measure: 966L | 61/128 Lexile reading measure adjusted Avg Lexile reading measure: 995L | 61/128 Lexile reading measure adjusted Avg Lexile reading measure: 995L | 68/128 Lexile reading measure adjusted Avg Lexile reading measure: 1004L | 81/128 Lexile reading measure adjusted Avg Lexile reading measure: 911L | 15/128 Lexile reading measure adjusted Avg Lexile reading measure: 936L | 2/128 Lexile reading measure adjusted Avg Lexile reading measure: 851L | +115L | 820L | | 7298 |
| + | Grade: 11 | 162 | 126/162 Lexile reading measure adjusted Avg Lexile reading measure: 1037L | 91/162 Lexile reading measure adjusted Avg Lexile reading measure: 1074L | 55/162 Lexile reading measure adjusted Avg Lexile reading measure: 1129L | 45/162 Lexile reading measure adjusted Avg Lexile reading measure: 1124L | 91/162 Lexile reading measure adjusted Avg Lexile reading measure: 1118L | 115/162 Lexile reading measure adjusted Avg Lexile reading measure: 1137L | 61/162 Lexile reading measure adjusted Avg Lexile reading measure: 1183L | 77/162 Lexile reading measure adjusted Avg Lexile reading measure: 1158L | 97/162 Lexile reading measure adjusted Avg Lexile reading measure: 1172L | 32/162 Lexile reading measure adjusted Avg Lexile reading measure: 1071L | 1/162 Lexile reading measure adjusted Avg Lexile reading measure: 1026L | | +140L | 1030L | | 7041 |
| + | Grade: 12 | 272 | 103/272 Lexile reading measure adjusted Avg Lexile reading measure: 1096L | 68/272 Lexile reading measure adjusted Avg Lexile reading measure: 1098L | 61/272 Lexile reading measure adjusted Avg Lexile reading measure: 1133L | 52/272 Lexile reading measure adjusted Avg Lexile reading measure: 1185L | 85/272 Lexile reading measure adjusted Avg Lexile reading measure: 1219L | 108/272 Lexile reading measure adjusted Avg Lexile reading measure: 1206L | 61/272 Lexile reading measure adjusted Avg Lexile reading measure: 1230L | 71/272 Lexile reading measure adjusted Avg Lexile reading measure: 1277L | 96/272 Lexile reading measure adjusted Avg Lexile reading measure: 1306L | 98/272 Lexile reading measure adjusted Avg Lexile reading measure: 1296L | 1/272 Lexile reading measure adjusted Avg Lexile reading measure: 1213L | | +180L | 1085L | | 7049 |
| School Total | | 612 | 348/612 Lexile reading measure adjusted Avg Lexile reading measure: 966L | 228/612 Lexile reading measure adjusted Avg Lexile reading measure: 996L | 171/612 Lexile reading measure adjusted Avg Lexile reading measure: 1005L | 134/612 Lexile reading measure adjusted Avg Lexile reading measure: 1029L | 237/612 Lexile reading measure adjusted Avg Lexile reading measure: 1062L | 327/612 Lexile reading measure adjusted Avg Lexile reading measure: 1082L | 184/612 Lexile reading measure adjusted Avg Lexile reading measure: 1097L | 216/612 Lexile reading measure adjusted Avg Lexile reading measure: 1111L | 277/612 Lexile reading measure adjusted Avg Lexile reading measure: 1141L | 146/612 Lexile reading measure adjusted Avg Lexile reading measure: 1115L | 4/612 Lexile reading measure adjusted Avg Lexile reading measure: 1007L | | +143L | 980L | | 21895 |

¹ Potentially invalid assessment.
² Suggested Lexile decrease was overridden. Decreasing Lexiles that are overrides are not eligible for adjustment for 4 weeks and completion of 8 activities.
³ One or more of this student's multiple choice activities may be invalid. Refer to the Student Work > My Lessons > Activities report to learn more.
⁴ Student's performance on LevelSet resulted in a large Lexile reading measure decrease, which indicates a possible lack of effort. The previous Lexile reading measure was maintained. Student will be eligible for adjustment after 4 weeks and completion of 8 multiple-choice activities.
⁵ [Click here](#) to learn more about interpreting students' Lexile reading measures.
⁶ [Click here](#) to learn more about room-referenced Lexile reading measure score interpretations.
⁷ The number of activities considered for Lexile reading measure adjustments appears in parentheses. The number of activities completed in total does not include Writing. Note that all eligible activities since the last adjustment are considered for future adjustments. Activities considered for Lexile reading measure adjustment prior to July 13, 2018 are not identified on this report. Activity data is updated nightly and may not include the most recent activities.
⁸ A forecast, based on the student's pre-test Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. This initial forecast is static and will not change throughout the year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-10L of the initial forecasted Lexile reading measure. Teachers and administrators may use this field to determine the target Lexile reading measure score for each student. If this field is blank, then the student has not taken a pre-test or took it recently and data about Lexile reading measure expectations is not yet available. Please check back tomorrow.
⁹ A forecast, based on the student's most-recent Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-25L of the mid-year forecasted Lexile reading measure. This forecast is based on typical growth expectations under normal instructional conditions; there are many ways to accelerate student growth, including following Achieve3000's best practices around Literacy HQ use and implementation. If NA is indicated, the student's Lexile reading measure level has changed recently, and data about Lexile reading measure expectations is not yet available. Please check back tomorrow.
¹⁰ Number of activities completed in total (does not include Writing). Note that activity data is updated nightly and may not include the most recent activities.

This report was run with the following exception: Work completed in the student's Achieve3000 language setting, either Spanish or English.

Report Legend

| # | Column | Description |
|---|----------------------------------|---|
| 1 | User Name | User name |
| 2 | Grade | The current grade level |
| 3 | Monthly data | These cells provide information about students' Multiple Choice activities, LevelSet scores, and any Lexile reading measure adjustments that took place over the course of the month. Click here to learn more about interpreting students' Lexile reading measures. <ul style="list-style-type: none"> The numbers in parentheses after the student's LevelSet score show the Percentile and Normal Curve Equivalent (NCE), respectively, compared to students in the United States at that particular grade, Lexile reading measure level and time of academic year. Please click here to learn more about room-referenced Lexile reading measure score interpretations. The number of activities considered for Lexile reading measure adjustments appears in parentheses. The number of activities completed in total does not include Writing. Note that all eligible activities since the last adjustment are considered for future adjustments. Activities considered for Lexile reading measure adjustment prior to July 13, 2018 are not identified on this report. Activity data is updated nightly and may not include the most recent activities. |
| 4 | GROWTH | Change in Lexile reading measure level. |
| 5 | Initial Expected Post-Test Score | A forecast, based on the student's pre-test Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. This initial forecast is static and will not change throughout the year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-10L of the initial forecasted Lexile reading measure. Teachers and administrators may use this field to determine the target Lexile reading measure score for each student. If this field is blank, then the student has not taken a pre-test or took it recently and data about Lexile reading measure expectations is not yet available. Please check back tomorrow. |
| 6 | Current Expected Post-Test Score | A forecast, based on the student's most-recent Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-25L of the mid-year forecasted Lexile reading measure. This forecast is based on typical growth expectations under normal instructional conditions; there are many ways to accelerate student growth, including following Achieve3000's best practices around Literacy HQ use and implementation. If NA is indicated, the student's Lexile reading measure level has changed recently, and data about Lexile reading measure expectations is not yet available. Please check back tomorrow. |
| 7 | MC Activities | Number of activities completed in total (does not include Writing). Note that activity data is updated nightly and may not include the most recent activities. |

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How has Lexile reading measure performance changed over time?

August 1, 2023 - June 27, 2024

Track changes in Lexile reading measure/reading activity performance

| Health Sciences High & Middle College | | | | | | | | | | | | | | | | | |
|---------------------------------------|----------------|---|---|---|---|---|--|--|--|--|--|---|--------|----------------------------------|----------------------------------|---------------|----|
| | Total Students | August 2023 | September 2023 | October 2023 | November 2023 | December 2023 | January 2024 | February 2024 | March 2024 | April 2024 | May 2024 | June 2024 | GROWTH | Initial Expected Post-Test Score | Current Expected Post-Test Score | MC Activities | |
| + Grade: 9 | 135 | | 100/135 Lexile reading measure adjusted Avg Lexile reading measure: 773L | 70/135 Lexile reading measure adjusted Avg Lexile reading measure: 796L | 49/135 Lexile reading measure adjusted Avg Lexile reading measure: 819L | 55/135 Lexile reading measure adjusted Avg Lexile reading measure: 825L | 102/135 Lexile reading measure adjusted Avg Lexile reading measure: 829L | 56/135 Lexile reading measure adjusted Avg Lexile reading measure: 832L | 75/135 Lexile reading measure adjusted Avg Lexile reading measure: 855L | 54/135 Lexile reading measure adjusted Avg Lexile reading measure: 874L | 95/135 Lexile reading measure adjusted Avg Lexile reading measure: 888L | 3/135 Lexile reading measure adjusted Avg Lexile reading measure: 809L | +121L | 790L | | 7055 | |
| + Grade: 10 | 155 | 86/155 Lexile reading measure adjusted Avg Lexile reading measure: 807L | 56/155 Lexile reading measure adjusted Avg Lexile reading measure: 876L | 77/155 Lexile reading measure adjusted Avg Lexile reading measure: 917L | 65/155 Lexile reading measure adjusted Avg Lexile reading measure: 939L | 47/155 Lexile reading measure adjusted Avg Lexile reading measure: 976L | 112/155 Lexile reading measure adjusted Avg Lexile reading measure: 964L | 67/155 Lexile reading measure adjusted Avg Lexile reading measure: 1016L | 61/155 Lexile reading measure adjusted Avg Lexile reading measure: 1033L | 24/155 Lexile reading measure adjusted Avg Lexile reading measure: 972L | 86/155 Lexile reading measure adjusted Avg Lexile reading measure: 1066L | 27/155 Lexile reading measure adjusted Avg Lexile reading measure: 914L | +132L | 895L | | 5998 | |
| + Grade: 11 | 168 | 52/168 Lexile reading measure adjusted Avg Lexile reading measure: 1078L | 74/168 Lexile reading measure adjusted Avg Lexile reading measure: 1037L | 32/168 Lexile reading measure adjusted Avg Lexile reading measure: 1045L | 21/168 Lexile reading measure adjusted Avg Lexile reading measure: 1024L | 66/168 Lexile reading measure adjusted Avg Lexile reading measure: 1097L | 115/168 Lexile reading measure adjusted Avg Lexile reading measure: 1154L | 60/168 Lexile reading measure adjusted Avg Lexile reading measure: 1167L | 53/168 Lexile reading measure adjusted Avg Lexile reading measure: 1212L | 42/168 Lexile reading measure adjusted Avg Lexile reading measure: 1233L | 96/168 Lexile reading measure adjusted Avg Lexile reading measure: 1215L | 24/168 Lexile reading measure adjusted Avg Lexile reading measure: 1089L | +113L | 1080L | | 5400 | |
| + Grade: 12 | 126 | | 3/126 Lexile reading measure adjusted Avg Lexile reading measure: 738L | | Avg Lexile reading measure: 415L | | 1/126 Lexile reading measure adjusted Avg Lexile reading measure: 890L | 1/126 Lexile reading measure adjusted Avg Lexile reading measure: 1090L | | | | | +35L | 920L | | 955L | 24 |
| School Total | 584 | 140/584 Lexile reading measure adjusted Avg Lexile reading measure: 955L | 233/584 Lexile reading measure adjusted Avg Lexile reading measure: 892L | 179/584 Lexile reading measure adjusted Avg Lexile reading measure: 900L | 136/584 Lexile reading measure adjusted Avg Lexile reading measure: 903L | 168/584 Lexile reading measure adjusted Avg Lexile reading measure: 965L | 330/584 Lexile reading measure adjusted Avg Lexile reading measure: 992L | 184/584 Lexile reading measure adjusted Avg Lexile reading measure: 1005L | 189/584 Lexile reading measure adjusted Avg Lexile reading measure: 1020L | 120/584 Lexile reading measure adjusted Avg Lexile reading measure: 1027L | 277/584 Lexile reading measure adjusted Avg Lexile reading measure: 1098L | 54/584 Lexile reading measure adjusted Avg Lexile reading measure: 929L | +120L | 930L | | 18477 | |

¹ One or more of this student's multiple choice activities may be invalid. Refer to the Student Work > My Lessons > Activities report to learn more.
² Suggested Lexile decrease was overridden. Decreasing Lexiles that are overridden are not eligible for adjustment for 4 weeks and completion of 8 activities.
³ Student's performance on LevelSet resulted in a large Lexile reading measure decrease, which indicates a possible lack of effort. The previous Lexile reading measure was maintained. Student will be eligible for adjustment after 4 weeks and completion of 8 multiple-choice activities.
⁴ Potentially invalid assessment.

Warning: student is 'On Track' for College and Career Readiness. Students without a Lexile level for the current school year will not have a forecast for College and Career readiness.
 Based on the Lexile reading measure of 50L or below this student is considered an Emerging Reader and may need additional support. Due to processing time, there may be up to a one day delay in the availability of Lexile reading measure scores.

This report was run with the following exception: Work completed in the student's Achieve3000 language setting, either Spanish or English.

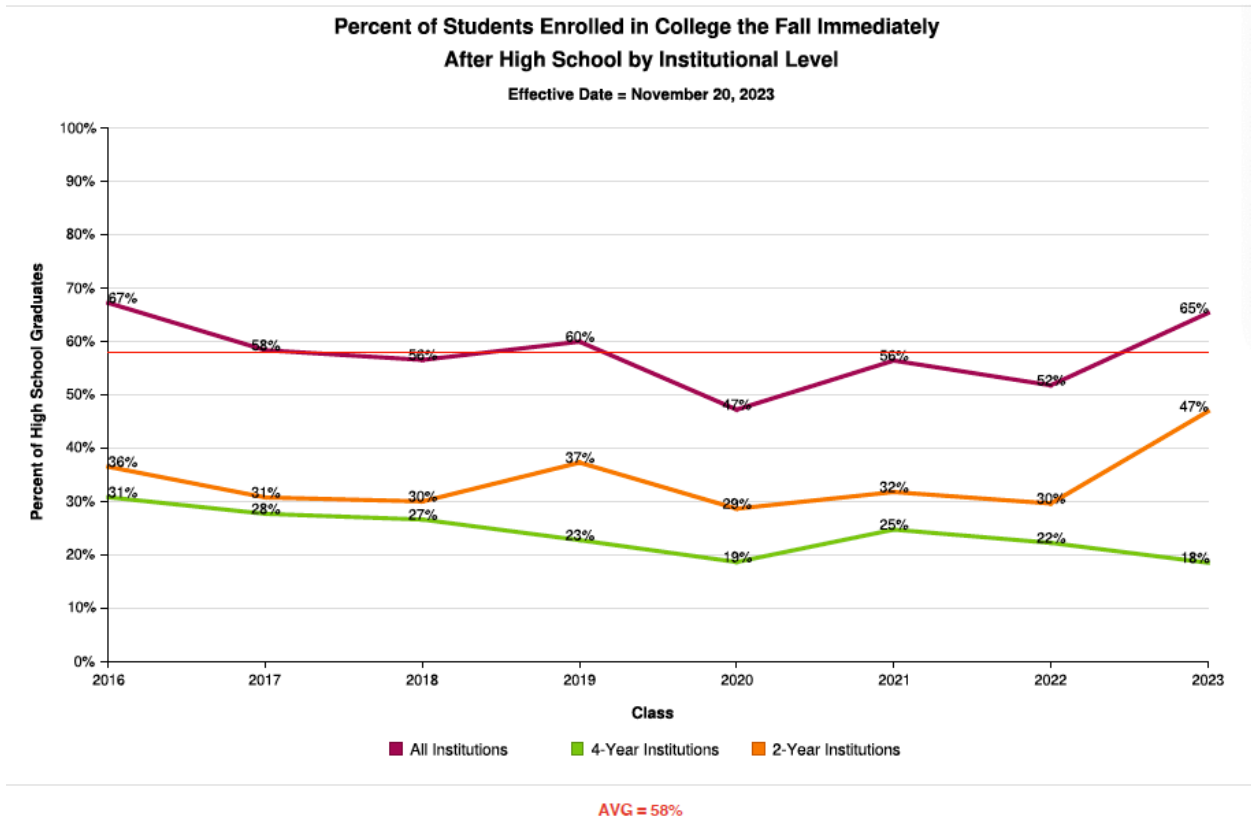
Report Legend

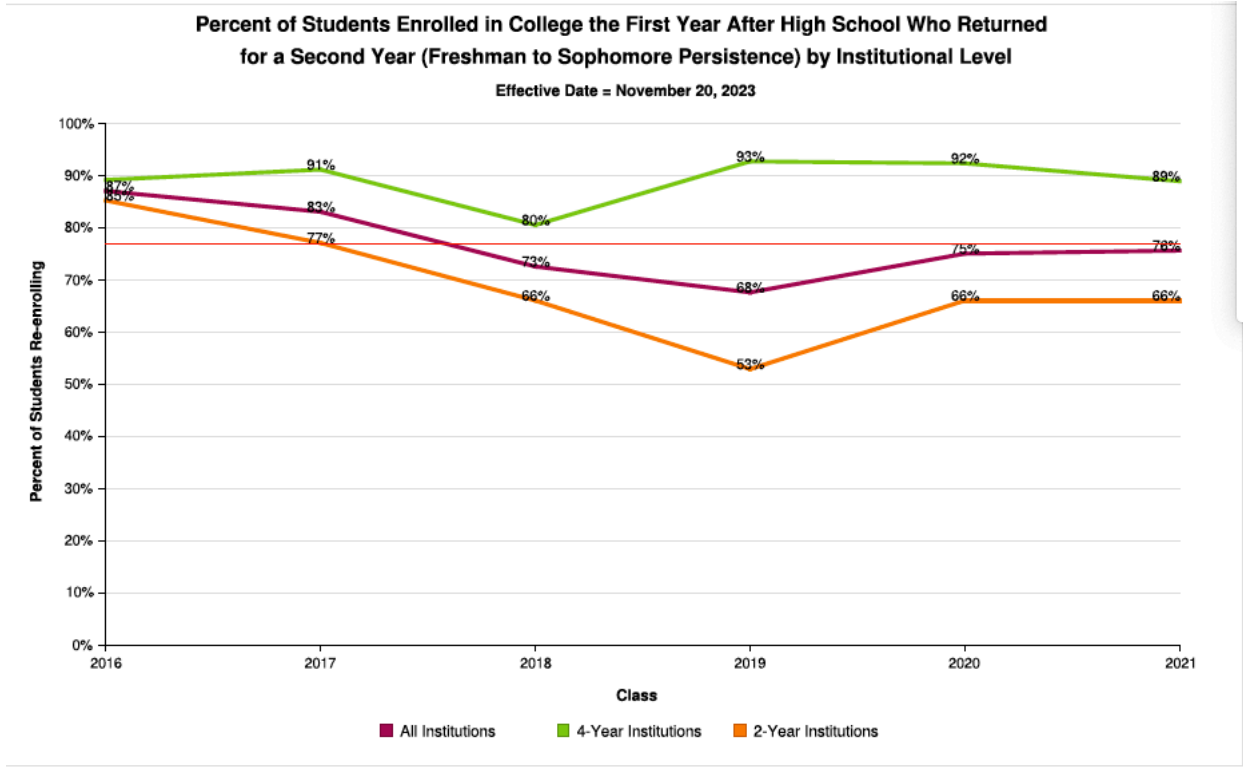
| # | Column | Description |
|---|----------------------------------|---|
| 1 | User Name | User name |
| 2 | Grade | The current grade level |
| 3 | Monthly data | These cells provide information about students' Multiple Choice activities, LevelSet scores, and any Lexile reading measure adjustments that took place over the course of the month. Click here to learn more about interpreting students' Lexile reading measures. <ul style="list-style-type: none"> The numbers in parentheses after the student's LevelSet score show the Percentile and Normal Curve Equivalent (NCE), respectively, compared to students in the United States at that particular grade, Lexile reading measure level and time of academic year. Please click here to learn more about norm-referenced Lexile reading measure score interpretations. The number of activities considered for Lexile reading measure adjustments appears in parentheses. The number of activities completed in total does not include Writing. Note that all eligible activities since the last adjustment are considered for future adjustments. Activities considered for Lexile reading measure adjustment prior to July 13, 2018, are not identified on this report. Activity data are updated nightly and may not include the most recent activities. |
| 4 | GROWTH | Change in Lexile reading measure level. |
| 5 | Initial Expected Post-Test Score | A forecast, based on the student's pre-test Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. This initial forecast is static and will not change throughout the year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-10L of the initial forecasted Lexile reading measure. Teachers and administrators may use this field to determine the target Lexile reading measure score for each student. If this field is blank, then the student has not taken a pre-test or took it recently and data about Lexile reading measure expectations is not yet available. Please check back tomorrow. |
| 6 | Current Expected Post-Test Score | A forecast, based on the student's most-recent Lexile reading measure, of the student's LevelSet post-test score, assuming the post-test will be administered in May of this year. Note that all forecasts have some degree of uncertainty. As a general rule, about two-thirds of the time a student's actual post-test Lexile reading measure will fall within +/-20L of the mid-year forecasted Lexile reading measure. This forecast is based on typical growth expectations under normal instructional conditions; there are many ways to accelerate student growth, including following Achieve3000's best practices around Literacy HQ use and implementation. If N/A is indicated, the student's Lexile reading measure level has changed recently, and data about Lexile reading measure expectations is not yet available. Please check back tomorrow.) |
| 7 | MC Activities | Number of activities completed in total (does not include Writing). Note that activity data is updated nightly and may not include the most recent activities. |

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Overall College Persistence Data (from the National Student Clearinghouse)

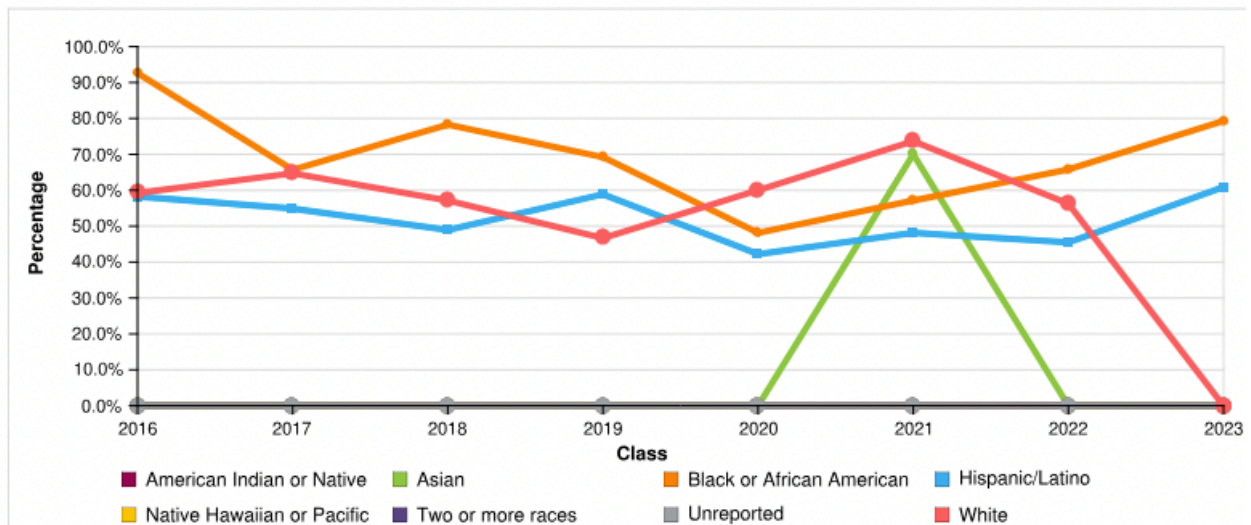




Disaggregated College Persistence Data

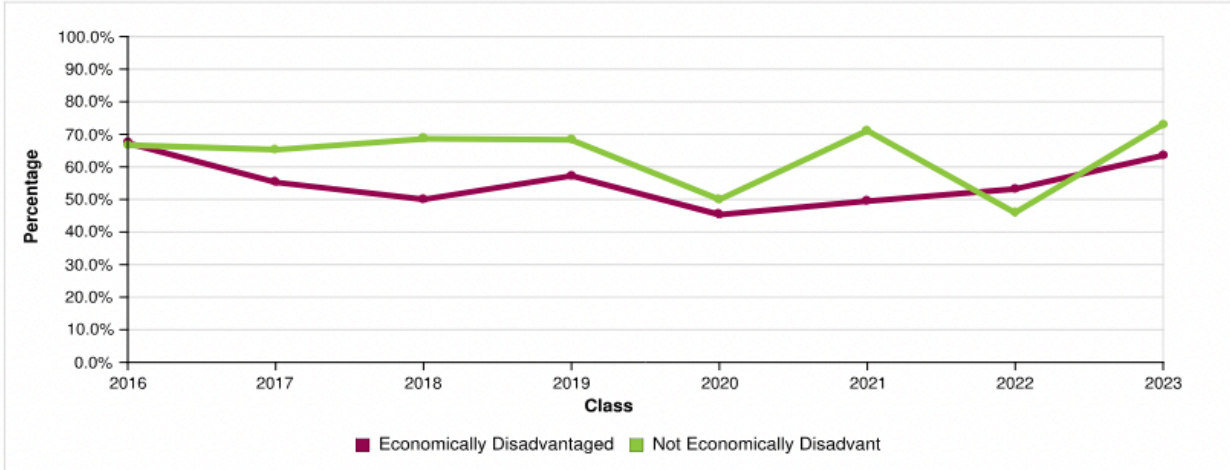
StudentTracker Demographics Report

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



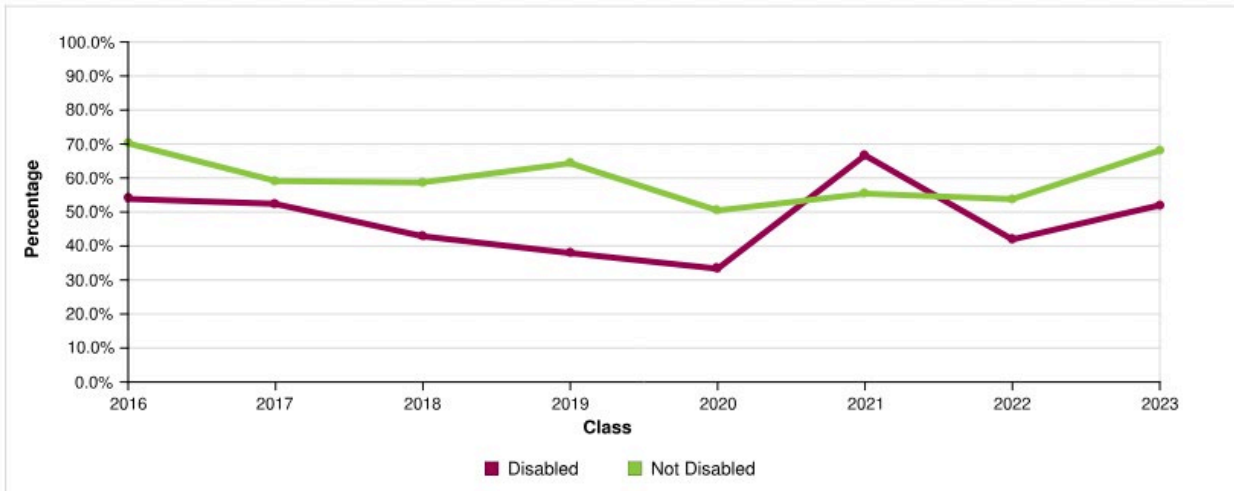
StudentTracker Demographics Report

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



To whom it may concern,

I am writing to share my positive experiences with Health Sciences High and Middle College. The staff at this school is exceptionally supportive and caring, always believing in their students and guiding them towards making good decisions.

The school offers valuable programs in the early morning and late afternoon, providing students with additional time to work on their school assignments and catch up on any missed work. With its dedicated staff and numerous opportunities for student growth, Health Sciences High and Middle College offers many benefits and is truly a wonderful place to learn.

Sincerely,

Janet Aispuro

Jul 28, 2024

To Whom It May Concern,

My name is Marcela. My two daughters and I have been a part of the HSHMC family for 11 consecutive years . They both started at HSHMC as sixth graders, in middle school, and eventually graduated from the high school when the time came. My decision to enroll my oldest daughter came after I attended a reading conference where Dr. Lapp spoke about HSHMC, a school where students could learn in a safe and supportive environment and a place they could consider a home away from home. That's precisely the kind of environment I envisioned for my daughters. Since the first day I walked my first sixth grader onto the school campus, until the last time I walked out with my last graduate my experience was just that, one of family.

HSHMC was always a place where we were welcomed with kindness, compassion and professionalism. On-campus security and constant communication of events occurring on and around campus made me feel that my daughters were safe and well taken care of when they were at school. I was just a phone call away. When I called campus they recognized my voice. That's how personal life at HSHMC was for me. If there was ever a concern I was immediately notified and informed of actions taken if necessary. I was also met in person or over the phone to ensure that all, if any, academic or social concerns were dealt with. .

My daughters always felt heard, encouraged and supported. Teachers and administrators never set limits on their potential to learn and grow. Both of my daughters participated in the Fire Science Program, California Health Occupation Students of America, Sharp Hospital and Speech Pathology internship programs, dual enrollment in college courses, sports, and many student lead clubs and events with leadership opportunities. They both graduated with honors and 40+ college credits. My oldest daughter was accepted into SDSU and was able to graduate in three years with a BA in Speech and Hearing Sciences because of the Dual Enrollment Program at HSHMC. My youngest daughter earned 112 internship hours in the Radiology Department at Sharp Hospital in preparation of her chosen career. This aided in her acceptance into Cal State Northridge in the Radiologic Sciences major.

My daughters' educational needs were met beyond my expectations at HSHMC. They were challenged and always encouraged to strive for excellence in all they did. They thrived as individuals and members of a positive learning community. I will always be grateful for the staff and administrators at HSHMC as they have made a profound positive impact and contribution towards both of my daughters' development in their careers as well as becoming productive members of society. If I was able to make my choice for my daughters education all over again I would choose HSHMC ten fold.

Sincerely,

Marcela Arellano



International Health Group
DBA/Dalrada Career Institute
8787 Complex Dr., Ste B100
San Diego, CA 92123

July 31, 2024

To whom It May Concern:

Health Science High & Middle College (HSHMC) in San Diego, CA has created a program to support economically disadvantaged students in pursuing a career in the healthcare field and preparing them for possible future advancement in the fields of medicine.

We at Dalrada Career Institute (DCI), previously known as International Health Group, have partnered with HSHMC (since 2020) to support their senior class in obtaining a Certified Nursing Assistant (CNA) license while learning about an exciting and stable career in healthcare.

HSHMC's values align with ours, as we both strive to make a difference by helping a younger generation of healthcare professionals kick-start their careers. With the caring and passionate staff at HSHMC and our team at DCI, our joint efforts have led to the execution of a well-organized CNA training program to excite and encourage each student to complete the course and pursue their career in the healthcare field. Since 2020, we have helped approximately 150 students (avg. 30 seniors/yr.), successfully complete our CNA training program!

Due to a shortfall in the workforce for healthcare, especially CNAs, the graduating seniors will have the opportunity to be employed (as a CNA) after only one semester. The working hours for CNA jobs are also attractive for many younger adults, with flexible shift opportunities for them to continue their education as well as work while gaining additional experience.

We highly praise HSHMC for their efforts in supporting students to get a head start in the healthcare field as a CNAs, while continuing their mission to support students to find not only careers in healthcare but also find financial stability in this challenging economy.

We look forward to working together in support of students through our CNA training program and seeing HSHMC graduates further their education in Nursing, Medicine, or any of the vast professions within the healthcare system.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Tiffany Kaita", written in a cursive style.

Tiffany Kaita
Administrator



1107 9th Street, Suite 200 | Sacramento, CA 95814
p 916-448-0995 | f 916-415-1093 | www.ccsa.org

June 18, 2024

Dominique Smith
Health Sciences High School
3910 University Avenue, Suite 100
San Diego, CA 92105

RE: Eligibility for Renewal Notification – Delivered via e-mail

Dear Dominique,

As your California Charter Schools Association (CCSA) Local Advocacy Representative, I am reaching out to affirm that Health Sciences High School has met the legal requirements to be eligible for a charter renewal from the San Diego Unified Board of Education.

In light of the California Department of Education's (CDE) March 2024 school performing categories list release, Health Sciences High School was classified as a Middle Performing school.

Under the Default Renewal Standard (Middle Performing), charter schools are eligible for a renewal for a five-year term and can only be denied if all three criteria listed below are met. As such, renewal under this standard is *presumptive*. EC § 47607.2(b)(6) says that the chartering authority may deny renewal only upon making written findings, supported by specific facts, that the charter:

1. Failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school;
2. That closure of the charter school is in the best interest of the pupils; and
3. That its decision provided greater weight to performance on measurements of academic performance (EC § 47607.2(b)(2)). Those academic measures are defined as ELA, Math, College/Career, and English Learner Progress, in EC § 47607(c)(3).

As a CCSA member partner, Health Sciences High School will continue to have access to CCSA's robust renewal support and resources to ensure compliance with renewal standards leading up to and beyond the forthcoming public hearing and decision-making meetings.

Please feel free to provide this letter to your authorizer and board members or have them contact me directly for further dialogue or assistance. My contact is acongo@ccsa.org or 619.742.6578.

Sincerely,

A handwritten signature in black ink, appearing to read "Arthur Congo". The signature is fluid and cursive, with the first name "Arthur" and last name "Congo" clearly distinguishable.

Arthur Congo
Associate Director, Southern California Local Advocacy
California Charter Schools Association

I have had three children in the Fire Program at HSHMC. Two are graduates of HSHMC who have also completed the EMT program, and my third child is still at HSHMC entering his Junior year of High School. All three of my kids have demonstrated remarkable dedication, skill, and a profound commitment to public service as a result of this program. Through rigorous training and hands-on experience, they have not only mastered the essential techniques of firefighting but also developed strong leadership and teamwork abilities.

Captain Swift's enthusiasm and passion have taught my kids perseverance, as they learned to balance extracurricular activities and academic responsibilities with the demanding physical and mental challenges of the program. My kids have further developed the values of courage, discipline, and resilience at HSHMC through the fire program. I've seen them make exceptional growth as students but more importantly as human beings.

Angélica Hueso-García

Dear Health Sciences High and Middle College Community,

We are the Jimenez family – Jesse, Lizbeth, and our children Jesse, Issaiah, and Lynnah. We are writing to express our heartfelt support for Health Sciences High and Middle College (HSHMC) and to share our wonderful experiences with the school.

Our journey with HSHMC began with our eldest son, Jesse, who graduated with the Class of 2022. The support Jesse received from the school has been invaluable. Even after graduating, he continues to receive assistance from HSHMC in his pursuit of further education. Jesse is currently studying to become an auto mechanic, and the ongoing support from the school has made a significant difference in his academic journey and career aspirations.

Issaiah, is an 11th grader at HSHMC. He absolutely loves the Fire Science program and is actively involved in many extracurricular activities. He loved participating in this year's HOSA conference and the school's summer trip to Europe. The opportunities and experiences have nurtured his passion, helped him develop important skills and have giving him life ling memories.

Our youngest, Lynnah, is an incoming 9th grader who just completed the summer school session. She thoroughly enjoyed taking ASL and Arts classes. The engaging and supportive environment at HSHMC has already made a positive impact on her, and we are excited to see her grow and thrive in the coming years.

We chose HSHMC for our children because of its unique programs, dedicated staff, and the supportive community. Our experience has been nothing short of exceptional, and we continue to support the school because of the profound impact it has had on our family. HSHMC truly cares about the success and well-being of its students, and we are grateful to be a part of such an amazing community.

Thank you for allowing us to share our story.

Sincerely,

Jesse and Lizbeth Jimenez

Jessica Carlson
Manager, Clinical Nursing Support
Sharp Memorial Hospital
7901 Frost Street
San Diego, CA 92123

Health Sciences High and Middle College

Ian Pumpian
3910 University Ave
San Diego, CA 92105

To whom it may concern,

My name is Jessica Carlson, and I am fortunate enough to oversee the Health Science High and Middle College hospital internships at Sharp Memorial Hospital for the past 3 years. I am writing to express my support for the partnership between Sharp Memorial Hospital and Health Sciences High and Middle College. It has been a joy and a privilege to inspire high school students to consider a career in healthcare and provide them with a behind the scenes look at what it is like to work at Sharp Memorial. It has been exciting to show these students that whether they have an interest in providing hands-on patient care or indirectly contributing to the patient experience, there is something for everyone here at Sharp.

The internship program has consistently demonstrated its value by providing students with invaluable hands-on experience in healthcare settings. On average, our hospital sees over 150 students per week and average over 100 hours a year of internship experience. These opportunities not only enhance their academic learning but also prepare them for future careers in the medical field as HSHMC students are able to transition into the CNA program through International Health Group based on their experience at our facilities. Since 2019, Sharp Healthcare has prepared 133 students to enter the CNA program, with 107 completing their state exams. Furthermore, our partnership has fostered a mutually beneficial relationship whereby students benefit from exposure to real-world medical environments, while Sharp Hospital gains fresh perspectives and potential future healthcare professionals. This alignment of academic learning with practical experience is crucial in preparing students to meet the challenges of a rapidly evolving healthcare industry.

I commend Health Sciences High and Middle College for its commitment to excellence in education and for nurturing the next generation of healthcare professionals. The internship program stands as a testament to your dedication to providing students with the tools they need to succeed in their chosen fields.

June 28, 2024

To Whom it May Concern,

As a parent of a child in the Fire Technology Program at HSHMC I can say that the program has had a positive influence on my daughter in so many ways. Her confidence has increased, her dedication to school work has increased and she has shown an increase in personal responsibility. It is wonderful to see the amount of support the students have for each other and the respect they have for their instructor. Participation in HOSA, Health Occupations Students of America, took time and dedication to learn about and implement the skills utilized in the health field. The Best of the Best Fire Skills Competition showed us parents how that time and dedication to learning and practicing those skills presents itself in physical form. It was apparent that the students not only learned those skills and how to implement them, but also learned the importance of team work and how important it is to support one another. The program has been and continues to be a positive influence in my daughter's life not only in school, but in preparation for being a responsible and conscientious adult.

Maricela Nuñez
Parent of Victoria Nuñez.

Ryan Purdy
Regional Director, Community Relations
Sharp Grossmont Hospital
5555 Grossmont Center Dr.
La Mesa, CA 91942

Health Sciences High and Middle College
Ian Pumpian
3910 University Ave
San Diego, CA 92105

To Whom It May Concern,

I am writing to express my support for the partnership between Sharp HealthCare and Health Sciences High and Middle College (HSHMC). As the Regional Director of Community Relations at Sharp Grossmont Hospital, I oversee our commitment to education and community engagement. As such, I have had the privilege of witnessing firsthand the positive impact of our collaboration with Health Sciences High.

The internship program has consistently demonstrated its value by providing students with invaluable hands-on experience in healthcare settings. On average, our hospital sees over 150 students per week and average over 100 hours a year of internship experience. These opportunities not only enhance their academic learning, but also prepare them for future careers in the medical field. As such, HSHMC students are able to transition into the CNA program through International Health Group based on their experience at our facilities. Since 2019, Sharp HealthCare has prepared 133 students to enter the CNA program--with 107 ultimately completing their state exams. Our partnership has fostered a mutually beneficial relationship whereby students benefit from exposure to real-world medical environments. At the same time, while Sharp HealthCare gains fresh perspectives and potential future healthcare professionals. This alignment of academic learning with practical experience is crucial in preparing students to meet the challenges of a rapidly evolving healthcare industry.

I commend Health Sciences High and Middle College for its commitment to excellence in education, and for nurturing the next generation of healthcare professionals. The internship program stands as a testament to your dedication to providing students with the tools they need to succeed in their chosen fields.

We look forward to continuing our collaboration and witnessing the continued success of HSHMC students. Thank you for your dedication to educational excellence and for the opportunity to support your institution.

Sincerely,

A handwritten signature in black ink that reads "Ryan Purdy". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Ryan Purdy

Dear San Diego Unified School District,

I am writing to express my strong support for HSHMC School and the invaluable work it provides to its students. As parents, we have witnessed firsthand the positive impact that HSHMC School has on its students and the broader community.

HSHMC School has consistently demonstrated a commitment to educational excellence, fostering a nurturing environment where students can thrive academically, socially, and emotionally. The dedication of the teachers, staff, and administrators is evident in the quality of education and the strong sense of community that permeates the school.

In particular, we are impressed by the Fire Technology pathway. Our son graduated this past June with his EMT certification, passed the NREMT (National Registry Emergency Technician) and is currently a fire recruit at Southwestern College, and a cadet with SDFD (San Diego Fire Dept). We know none of this would be possible without the dedication of the HSHMC staff. We wholeheartedly believe other schools within SDUSD should learn the methods of instruction and the dedication to supporting students in school and beyond. HSHMC is truly vested in their students, families and the community. They not only enhance the learning experience but also contribute to the development of well-rounded, compassionate individuals who are well-prepared for their futures.

The support provided by HSHMC School extends beyond the classroom, creating a supportive and inclusive atmosphere that benefits students, families, and the community as a whole. It is clear that the school's efforts align with its mission to provide a high-quality education to support the growth and development of every student.

We are confident that HSHMC School will continue to make a significant impact, and are proud to support its mission and objectives.

We look forward to seeing the continued success and positive impact of the school in the years to come.

Sincerely,

Zachary & Nicole Stephens

Deborah Romo
Imaging Manager / HSHMC student Placement
Sharp Chula Vista Hospital
751 Medical Center Court

Health Sciences High and Middle College
Ian Pumpian
3910 University Ave
San Diego, CA 92105


To whom it may concern,

I hope this letter finds you well. I am writing to express my support for the partnership between Sharp Hospital and Health Sciences High and Middle College. As Student placement coordinator of Sharp Hospital, overseeing our commitment to education and community engagement, I have had the privilege of witnessing firsthand the positive impact of our collaboration with Health Sciences High.

The internship program has consistently demonstrated its value by providing students with invaluable hands-on experience in healthcare settings. On average, our hospital sees over 150 students per week and average over 100 hours a year of internship experience. These opportunities not only enhance their academic learning but also prepare them for future careers in the medical field as HSHMC students are able to transition into the CNA program through International Health Group based on their experience at our facilities. Since 2019 Sharp Healthcare has been able to prepare 133 students to enter the CNA program with 107 completing their state exams. Furthermore, our partnership has fostered a mutually beneficial relationship whereby students benefit from exposure to real-world medical environments, while Sharp Hospital gains fresh perspectives and potential future healthcare professionals. This alignment of academic learning with practical experience is crucial in preparing students to meet the challenges of a rapidly evolving healthcare industry.

I commend Health Sciences High and Middle College for its commitment to excellence in education and for nurturing the next generation of healthcare professionals. The internship program stands as a testament to your dedication to providing students with the tools they need to succeed in their chosen fields.

We look forward to continuing our collaboration and witnessing the continued success of HSHMC students. Thank you for your dedication to educational excellence and for the opportunity to support your institution.

 Date 8-8-24

Coversheet

Revised 2024-2025 Budget

Section: IV. OPEN SESSION: Action Items
Item: A. Revised 2024-2025 Budget
Purpose: Vote
Submitted by:
Related Material: 2024-25 1st Interim Budget - Health Science (2).xlsm

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](#):

2024-25 1st Interim Budget - Health Science (2).xlsm

Coversheet

2024-2025 First Interim Report

Section: IV. OPEN SESSION: Action Items
Item: B. 2024-2025 First Interim Report
Purpose: Vote
Submitted by:
Related Material:
FY 2024-25 First Interim Report Template - Health Sciences (DISTRICT) (1).xlsx

Notice

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

FY 2024-25 First Interim Report Template - Health Sciences (DISTRICT) (1).xlsx

Coversheet

2023-2024 Independent Audit

Section: IV. OPEN SESSION: Action Items
Item: C. 2023-2024 Independent Audit
Purpose: Vote
Submitted by:
Related Material:
C - Health Sciences High and Middle College 2024 FS - DRAFT 11.26.24 (ar).pdf

Financial Statements

June 30, 2024

Health Sciences High and Middle
College

Charter No. 0876

Health Sciences High and Middle College

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June 30, 2024

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Independent Auditor's Report

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

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Health Sciences High and Middle College (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of Health Sciences High and Middle College as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and other supplementary information on pages 16-20 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such

information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the financial statements. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated [REDACTED], 2024 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Rancho Cucamonga, California
[REDACTED], 2024

Health Sciences High and Middle College

Statement of Financial Position

June 30, 2024

| | | |
|---|--|---------------------|
| Assets | | |
| Current Assets | | |
| Cash | | \$ 6,903,385 |
| Receivables | | 1,665,211 |
| Prepaid expenses | | 26,281 |
| | | <u>8,594,877</u> |
| Total current assets | | |
| Non-Current Assets | | |
| Security deposit | | 3,433 |
| Property and equipment | | 906,505 |
| Operating lease right-of-use asset | | 85,230 |
| | | <u>995,168</u> |
| Total non-current assets | | |
| Total assets | | <u>\$ 9,590,045</u> |
| Liabilities | | |
| Current Liabilities | | |
| Accounts payable | | \$ 58,961 |
| Accrued liabilities | | 344,897 |
| Refundable advance | | 3,191,514 |
| Current portion of operating lease liability | | 82,120 |
| | | <u>3,677,492</u> |
| Total current liabilities | | |
| Long-Term Obligations | | |
| Operating lease liability, less current portion | | 4,192 |
| | | <u>4,192</u> |
| Total liabilities | | <u>3,681,684</u> |
| Net Assets | | |
| Without donor restrictions | | 5,593,843 |
| With donor restrictions | | 314,518 |
| | | <u>5,908,361</u> |
| Total net assets | | |
| Total liabilities and net assets | | <u>\$ 9,590,045</u> |

Health Sciences High and Middle College

Statement of Activities

Year Ended June 30, 2024

| | Without Donor Restrictions | With Donor Restrictions | Total |
|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Support and revenues | | | |
| Local Control Funding Formula | \$ 6,719,635 | \$ - | \$ 6,719,635 |
| Federal revenue | 1,159,785 | - | 1,159,785 |
| Other State revenue | 2,605,160 | - | 2,605,160 |
| Local revenues | 377,037 | - | 377,037 |
| Interest income | 142,088 | - | 142,088 |
| Fundraising revenue | 1,360 | - | 1,360 |
| Total support and revenues | <u>11,005,065</u> | <u>-</u> | <u>11,005,065</u> |
| Expenses | | | |
| Program services | 9,926,217 | - | 9,926,217 |
| Management and general | 722,438 | - | 722,438 |
| Total expenses | <u>10,648,655</u> | <u>-</u> | <u>10,648,655</u> |
| Change in Net Assets | 356,410 | - | 356,410 |
| Net Assets, Beginning of Year | <u>5,237,433</u> | <u>314,518</u> | <u>5,551,951</u> |
| Net Assets, End of Year | <u><u>\$ 5,593,843</u></u> | <u><u>\$ 314,518</u></u> | <u><u>\$ 5,908,361</u></u> |

Health Sciences High and Middle College
Statement of Functional Expenses
Year Ended June 30, 2024

| | Program Services | Management and General | Total Expenses |
|----------------------------|---------------------|---------------------------|----------------------|
| Salaries | \$ 4,454,434 | \$ 457,643 | \$ 4,912,077 |
| Employee benefits | 1,398,482 | 27,220 | 1,425,702 |
| Payroll taxes | 208,648 | 10,020 | 218,668 |
| Fees for services | 787,279 | 63,999 | 851,278 |
| Advertising and promotions | 98,473 | 10,117 | 108,590 |
| Office expenses | 1,011,529 | 36,542 | 1,048,071 |
| Information technology | 108,228 | 11,119 | 119,347 |
| Occupancy | 164,822 | 8,093 | 172,915 |
| Conferences and meeting | 222,533 | 13,189 | 235,722 |
| Interest | 6 | 1 | 7 |
| Depreciation | 116,223 | 11,941 | 128,164 |
| Insurance | 51,259 | 5,266 | 56,525 |
| Other expenses | 1,001,667 | 48,506 | 1,050,173 |
| Instructional materials | 119,827 | - | 119,827 |
| District oversight fees | 182,807 | 18,782 | 201,589 |
| | <u>\$ 9,926,217</u> | <u>\$ 722,438</u> | <u>\$ 10,648,655</u> |
| Total functional expenses | <u>\$ 9,926,217</u> | <u>\$ 722,438</u> | <u>\$ 10,648,655</u> |

Health Sciences High and Middle College
Statement of Cash Flows
Year Ended June 30, 2024

| | |
|---|--------------|
| Operating Activities | |
| Change in net assets | \$ 356,410 |
| Adjustments to reconcile change in net assets to net cash from (used for) operating activities | |
| Depreciation expense | 128,164 |
| Changes in operating assets and liabilities | |
| Receivables | (182,734) |
| Prepaid expenses | 111,385 |
| Accounts payable | 6,581 |
| Accrued liabilities | 839 |
| Refundable advance | 424,823 |
| Operating lease assets and liabilities | 560 |
| | 846,028 |
| Net Cash from (used for) Operating Activities | 846,028 |
| Investing Activities | |
| Purchases of property and equipment | (215,058) |
| Net Change in Cash | 630,970 |
| Cash, Beginning of Year | 6,272,415 |
| Cash, End of Year | \$ 6,903,385 |
| Supplemental Cash Flow Disclosure | |
| Cash paid during the year in interest | \$ 7 |

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

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

Health Sciences High and Middle College (the Organization) was incorporated in the State of California in 2010 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Charter School was approved by the State of California Department of Education on October 6, 2006. In 2018, the Charter School was renewed by San Diego Unified School District for five years ending June 30, 2023. Pursuant to EC 47604.4, the Organization's charter has been extended by two years, now ending in 2025.

Charter school number authorized by the State: 0876

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

Basis of Accounting

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

Net Assets

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

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

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

Concentration of Credit Risk

The Organization maintains its cash in bank deposit accounts which exceed federally insured limits. Accounts are guaranteed by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per depositor, per insured bank, for each account ownership category. At June 30, 2024, the Organization had approximately \$6,312,629 in excess of FDIC-insured limits.

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2024 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Property and Equipment

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

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2024.

Right-of-Use Leased Assets and Liabilities

Right-of-use leased assets and the related liabilities are recognized at the lease commencement date and represent the Organization's right-of-use an underlying asset and lease obligations for the lease term. Right-of-use leased assets are measured at the initial value of the lease liability plus any payments made to the lessor before the commencement of the lease term, less any lease incentives received from the lessor at or before the commencement of the lease term, plus any initial direct costs necessary to place the lease asset into service. Right-of-use leased assets are amortized over the shorter of the lease term or the useful life of the underlying asset using the straight-line method. The amortization period varies among the leases.

Revenue and Revenue Recognition

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

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. At June 30, 2024 conditional contributions approximating \$1,783,158, for which no amounts had been received in advance, have not been recognized in the accompanying financial statements.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2024.

Functional Allocation of Expenses

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

Income Taxes

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

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

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

Estimates

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

Financial Instruments and Credit Risk

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

Note 2 - Liquidity and Availability

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

| | |
|--|----------------------------|
| Cash | \$ 6,903,385 |
| Receivables | <u>1,665,211</u> |
| Total | <u>8,568,596</u> |
| Less those not available for general expenditure within one year due to Restrictions by donor with purpose restrictions | <u>(314,518)</u> |
| Financial assets availability to meet cash needs for general expenditure within one year | <u><u>\$ 8,254,078</u></u> |

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

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

Note 3 - Property and Equipment

Property and equipment consist of the following at June 30, 2024:

| | |
|-------------------------------|--------------------------|
| Building improvements | \$ 1,078,997 |
| Furniture and Fixtures | 52,772 |
| Computer and equipment | 525,154 |
| Transportation equipment | 59,348 |
| Construction in progress | <u>77,760</u> |
| | 1,794,031 |
| Less accumulated depreciation | <u>(887,526)</u> |
| Total | <u><u>\$ 906,505</u></u> |

Note 4 - Leases

The Organization leases certain real property for the operations of the charter school and equipment at various terms under long-term non-cancelable operating lease agreements. The leases expire at various dates through 2028 and provide for renewal options up to five years. The Organization includes in the determination of the right-of-use assets and lease liabilities any renewal options reasonably certain to be exercised. The Organization's operating lease provides for increases in future minimum annual rental payments. Additionally, the operating lease agreement requires the Organization to pay real estate taxes, insurance, and repairs.

The weighted-average discount rate is based on the discount rate implicit in the lease. If the implicit rate is not readily determinable from the lease, the Organization estimates an applicable incremental borrowing rate. The incremental borrowing rate is estimated using the Organization's applicable borrowing rates and the contractual lease term.

The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis.

The Organization elected the practical expedient to not separate lease and non-lease components for real property and equipment leases.

Total lease costs for the year ended June 30, 2024 were as follows:

| | |
|----------------------|-------------------------|
| Operating lease cost | <u><u>\$ 35,518</u></u> |
|----------------------|-------------------------|

The following table summarizes the supplemental cash flow information for the year ended June 30, 2024:

| | |
|--|-------------------------|
| Cash paid for amounts included in the measurement of lease liabilities | |
| Operating cash flows from operating leases | <u><u>\$ 34,403</u></u> |

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

| | |
|---------------------------------------|-----------|
| Weighted-average remaining lease term | |
| Operating leases | 4.7 Years |
| Weighted-average discount rate | |
| Operating leases | 4.00% |

The future minimum lease payments under noncancelable operating leases with terms greater than one year are listed below as of June 30, 2024:

| | <u>June 30, 2024</u> |
|------------------------------------|-------------------------|
| | <u>Operating</u> |
| 2025 | \$ 83,878 |
| 2026 | 1,855 |
| 2027 | 1,421 |
| 2028 | 120 |
| 2029 | 120 |
| Thereafter | <u>1,080</u> |
| Total lease payments | 88,474 |
| Less interest | <u>(2,162)</u> |
| Present value of lease liabilities | <u><u>\$ 86,312</u></u> |

Note 5 - Net Assets

Net assets consist of the following at June 30, 2024:

| | |
|---|----------------------------|
| Net assets without donor restrictions | |
| Undesignated net assets | <u><u>\$ 5,593,843</u></u> |
| Net assets with donor restrictions | |
| Subject to expenditure for specified purpose | |
| California Educational Foundation Trust Grant | <u><u>\$ 314,518</u></u> |

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

Note 6 - Employee Retirement Systems

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

The details of the plan are as follows:

Plan Description

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. If a participating employer stops contribution to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers as all plan assets are held by the plan and all benefit obligations are borne by the STRP.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2022, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

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

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

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

Health Sciences High and Middle College

Notes to Financial Statements

June 30, 2024

The STRP provisions and benefits in effect at June 30, 2024, are summarized as follows:

| | STRP Defined Benefit Program | |
|---|-----------------------------------|--------------------------------|
| | On or before December 31, 2012 | On or after January 1, 2013 |
| Hire date | 2% at 60 | 2% at 62 |
| Benefit formula | 5 years of service | 5 years of service |
| Benefit vesting schedule | Monthly for life | Monthly for life |
| Benefit payments | 60 | 62 |
| Retirement age | 2.0% - 2.4% | 2.0% - 2.4% |
| Monthly benefits as a percentage of eligible compensation | 10.25% | 10.205% |
| Required employee contribution rate | 19.10% | 19.10% |
| Required employer contribution rate | 10.828% | 10.828% |
| Required state contribution rate | | |

Contributions

Required member, the Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2024, are presented above and the Organization's total contributions were \$882,232.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of \$288,871 (10.828% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Note 7 - Contingencies, Risks, and Uncertainties

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

Note 8 - Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through [REDACTED], 2024, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Supplementary Information

June 30, 2024

Health Sciences High and Middle College

Health Sciences High and Middle College
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2024

| Federal Grantor/Pass-Through Grantor/Program or Cluster Title | Federal Financial Assistance Listing | Pass-Through Entity Identifying Number | Federal Expenditures |
|--|---|---|-------------------------|
| U.S. Department of Education | | | |
| Passed through California Department of Education (CDE) | | | |
| Special Education Cluster | | | |
| Basic Local Assistance Entitlement | 84.027 | 13379 | \$ 139,726 |
| Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611 | 84.027A | 15197 | <u>6,058</u> |
| Subtotal Special Education (IDEA) Cluster | | | <u>145,784</u> |
| Passed through California Department of Education (CDE) | | | |
| COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss | | | |
| | 84.425U | 10155 | 49,414 |
| COVID-19 - Elementary and Secondary School Emergency Relief III (ESSER III) Fund | | | |
| | 84.425U | 15559 | <u>725,343</u> |
| Subtotal | | | <u>774,757</u> |
| Title I, Part A, Basic Grants Low-Income and Neglected | 84.010 | 14329 | 165,480 |
| Title II, Part A, Supporting Effective Instruction | 84.367 | 14341 | 20,320 |
| Title III, English Learner Student Program | 84.365 | 14346 | 17,154 |
| Title IV, Part A, Student Support and Academic Enrichment | 84.424 | 15396 | 13,663 |
| Carl D. Perkins Career and Technical Education: Secondary, Section 131 | 84.048 | 14894 | <u>19,582</u> |
| Total U.S. Department of Education | | | <u>1,156,740</u> |
| U.S. Department of Rehabilitation | | | |
| Passed through the California Department of General Services | | | |
| Workability II, Transition Partnership | 84.126 | 10006 | <u>3,045</u> |
| Total Federal Financial Assistance | | | <u>\$ 1,159,785</u> |

Health Sciences High and Middle College
 Schedule of Average Daily Attendance
 Year Ended June 30, 2024

| | <u>Second Period Report</u> | <u>Annual Report</u> |
|--|---------------------------------|--------------------------|
| Regular ADA Ninth through twelfth | <u>460.45</u> | <u>463.81</u> |
| Classroom Based ADA Ninth through twelfth | <u>434.49</u> | <u>434.96</u> |

Health Sciences High and Middle College
 Schedule of Instructional Time
 Year Ended June 30, 2024

| Grade Level | 1986-1987 Minutes Requirement | 2023-2024 Actual Minutes | Number of Minutes Credited Form J-13A | Total Minutes Offered | Number of Actual Days | | Number of Days Credited Form J-13A | Total Days Offered | Status |
|---------------|-------------------------------------|--------------------------------|---|-----------------------------|-------------------------|------------------------|--|-----------------------|----------|
| | | | | | Traditional Calendar | Multitrack Calendar | | | |
| Grades 9 - 12 | 64,800 | | | | | | | | |
| Grade 9 | | 65,825 | - | 65,825 | 179 | - | - | 179 | Complied |
| Grade 10 | | 65,825 | - | 65,825 | 179 | - | - | 179 | Complied |
| Grade 11 | | 65,825 | - | 65,825 | 179 | - | - | 179 | Complied |
| Grade 12 | | 65,825 | - | 65,825 | 179 | - | - | 179 | Complied |

Health Sciences High and Middle College
 Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
 Year Ended June 30, 2024

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

| | |
|--|---------------------|
| Net Assets | |
| Balance, June 30, 2024, Unaudited Actuals | \$ 5,989,694 |
| Increase in | |
| Prepaid expenses | 10,833 |
| Refundable Advance | <u>(92,166)</u> |
| Balance, June 30, 2024, Audited Financial Statements | <u>\$ 5,908,361</u> |

Health Sciences High and Middle College

Notes to Supplementary Information

June 30, 2024

Note 1 - Purpose of Supplementary Schedules**Schedule of Expenditures of Federal Awards**Basis of Presentation

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2024. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

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

Indirect Cost Rate

The Organization does not draw for indirect administrative expenses and has not elected to use the ten percent de minimus cost rate.

Schedule of Average Daily Attendance

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

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *California Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *California Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

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

Other Information

June 30, 2024

**Health Sciences High and Middle
College**

Health Sciences High and Middle College
Local Education Agency Organization Structure (Unaudited)
June 30, 2024

ORGANIZATION

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

GOVERNING BOARD

| MEMBER | OFFICE | TERM EXPIRES |
|-------------------------|------------------------|--------------|
| Frederick Johnson, M.D. | Chairman | June 2028 |
| Dan Gross, R.N., DNSc | Member | June 2028 |
| Janie Kramer, R.N. | Member | June 2028 |
| Scott Evans, Ph.D. | Member | June 2027 |
| Deanna White | Member | June 2026 |
| Alisha Carpenter | Member | July 2028 |
| Brent Steineckert | Member | June 2028 |
| Jason Broad | Member | June 2028 |
| Michael Byrd | Member | June 2028 |
| Noor Esmailpour | Student Representative | June 2025 |

ADMINISTRATION

| | |
|---------------------|--------------------------|
| Dr. Ian Pumpian | Chief Executive Officer |
| Dr. Doug Fisher | Chief Operations Officer |
| Dr. Nancy Frey | Chief Knowledge Officer |
| Dr. Dominique Smith | Principal |
| Broc Arnaiz, MA | Vice Principal |
| Dr. Oscar Corrigan | Vice Principal |

Independent Auditor's Reports

June 30, 2024

Health Sciences High and Middle College

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of Health Sciences High and Middle College (the Organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated [REDACTED], 2024.

Report on Internal Control over Financial Reporting

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

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

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

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

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

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited Health Sciences High and Middle College's (the Organization) compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on the Organization's major federal program for the year ended June 30, 2024. The Organization's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

Basis for Opinion on the Major Federal Program

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

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

Responsibilities of Management for Compliance

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

Auditor's Responsibilities for the Audit of Compliance

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

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

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

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

Report on Internal Control over Compliance

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

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

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

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

Rancho Cucamonga, California
 , 2024

Independent Auditor's Report on State Compliance and on Internal Control Over Compliance

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

Report on Compliance

Opinion on State Compliance

We have audited Health Sciences High and Middle College's (the Organization) compliance with the requirements specified in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2024.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS), the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*), and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

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

Auditor’s Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization’s compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization’s compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization’s compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization’s internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the Organization’s compliance with the state laws and regulations applicable to the following items:

| 2023-2024 K-12 Audit Guide Procedures | Procedures Performed |
|---|----------------------|
| Local Education Agencies Other Than Charter Schools | |
| Attendance | Not Applicable |
| Teacher Certification and Misassignments | Not Applicable |
| Kindergarten Continuance | Not Applicable |
| Independent Study | Not Applicable |
| Continuation Education | Not Applicable |
| Instructional Time | Not Applicable |
| Instructional Materials | Not Applicable |
| Ratio of Administrative Employees to Teachers | Not Applicable |
| Classroom Teacher Salaries | Not Applicable |
| Early Retirement Incentive | Not Applicable |

| 2023-2024 K-12 Audit Guide Procedures | Procedures Performed |
|---|----------------------|
| GANN Limit Calculation | Not Applicable |
| School Accountability Report Card | Not Applicable |
| Juvenile Court Schools | Not Applicable |
| Middle or Early College High Schools | Not Applicable |
| K-3 Grade Span Adjustment | Not Applicable |
| Apprenticeship: Related and Supplemental Instruction | Not Applicable |
| Comprehensive School Safety Plan | Not Applicable |
| District of Choice | Not Applicable |
| Home to School Transportation | Not Applicable |
| School Districts, County Offices of Education, and Charter Schools | |
| Proposition 28 Arts and Music in Schools | Yes |
| After/Before School Education and Safety Program | Not Applicable |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control and Accountability Plan | Yes |
| Independent Study-Course Based | Not Applicable |
| Immunizations | Yes |
| Educator Effectiveness | Yes |
| Expanded Learning Opportunities Grant (ELO-G) | Not Applicable |
| Career Technical Education Incentive Grant | Yes |
| Expanded Learning Opportunities Program | Not Applicable |
| Transitional Kindergarten | Not Applicable |
| Charter Schools | |
| Attendance | Yes |
| Mode of Instruction | Yes |
| Nonclassroom-Based Instruction/Independent Study | Yes |
| Determination of Funding for Nonclassroom-Based Instruction | Not Applicable |
| Annual Instructional Minutes – Classroom Based | Yes |
| Charter School Facility Grant Program | Yes |

The term “Not Applicable” is used above to mean either the Organization did not offer the program during the current fiscal year, the Organization did not participate in the program during the current fiscal year, the program did not exceed the threshold required for testing, or the program applies to a different type of local education agency.

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

Report on Internal Control over Compliance

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

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Rancho Cucamonga, California
[REDACTED], 2024

Schedule of Findings and Questioned Costs
June 30, 2024

Health Sciences High and Middle College

Health Sciences High and Middle College

Summary of Auditor's Results

Year Ended June 30, 2024

FINANCIAL STATEMENTS

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

FEDERAL AWARDS

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

Identification of major programs

| <u>Name of Federal Program or Cluster</u> | <u>Federal Financial Assistance Listing</u> |
|---|---|
| COVID-19 Education Stabilization Fund | 84.425U |
| Dollar threshold used to distinguish between type A and type B programs | \$750,000 |
| Auditee qualified as low-risk auditee? | Yes |

STATE COMPLIANCE

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

Health Sciences High and Middle College

Financial Statement Findings

Year Ended June 30, 2024

None reported.

Health Sciences High and Middle College
Federal Awards Findings and Questioned Costs
Year Ended June 30, 2024

None reported.

Health Sciences High and Middle College
State Compliance Findings and Questioned Costs
Year Ended June 30, 2024

None reported.

Health Sciences High and Middle College

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2024

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

Coversheet

Revised Fiscal Control Policy

Section: IV. OPEN SESSION: Action Items
Item: D. Revised Fiscal Control Policy
Purpose: Vote
Submitted by:
Related Material: Fiscal Control Policy - 2024-2025.pdf

HEALTH SCIENCES

FISCAL AND OPERATING POLICIES

2024-2025

(Board Approved December 3, 2024)

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PAYROLL TAX COMPLIANCE

25

100 INTERNAL CONTROL POLICIES*101 Introduction*

Internal control policies provide the Health Sciences High and Middle Charter School, hereafter known as the Charter School, with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the Charter School's activities.

102 Compliance With Laws

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the Charter School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the Charter School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the Charter School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The Charter School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the HSHMC Board or its governing body, by the Charter School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the Charter School.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between the charter school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or charter school employee.

202 *HSHMC Board Authorities*

The HSHMC Board shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the Charter School's name, with SDUSD pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The HSHMC Board will meet quarterly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and any applicable subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the President of the Board and the Charter Chief Education Officer are the only individuals with full signatory authority and are responsible for authorizing all other individuals with limited signatory authority.

204 *Government Access to Records*

The Principal or contracted business back office services provider will provide access to the organization's records to SDUSD and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.

C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Principal or the business back office services provider from unauthorized access.

206 *Security of Charter School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the HSHMC Board and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

207 *Use of Charter School Assets*

A. No employee may use any of the Charter School property, equipment, material or supplies for personal use without the prior approval of the Principal or Chief Education Officer.

208 *Use Of Charter School Credit Cards*

Charter School credit cards should only be issued with the formal approval of the Board of Trustees and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for charter school-related expenditures.

Purpose

This policy outlines the responsible and approved use of HSHMC Purchasing Cards (PCards) to facilitate efficient purchasing, promote accountability, and ensure proper usage aligned with school goals.

Authorized Users

Only approved HSHMC staff members are eligible to use PCards. Each cardholder undergoes an approval process managed by HSHMC Senior Leadership.

Permitted Uses

PCards may be used for:

- Operational Expenses: Approved purchases supporting school operations and functions.
- Instructional Materials: Supplies or resources directly contributing to instructional objectives.
- Authorized Travel Expenses: Pre-approved travel costs, aligning with HSHMC's travel guidelines.

Prohibited Uses

PCards are not permitted for:

- Personal Expenses: Including any non-school-related purchases.
- Cash Advances: Direct cash withdrawal is prohibited.
- Unauthorized Purchases: Any items outside the approved purchasing categories.

Cardholder Responsibilities

Each cardholder is responsible for:

- Adhering to Compliance Standards: Ensuring all transactions comply with HSHMC fiscal guidelines.
- Documentation and Receipts: Submitting receipts and documentation for each transaction promptly.
- Security and Reporting: Reporting lost, stolen, or compromised cards immediately to safeguard HSHMC funds.

300 FINANCIAL MANAGEMENT POLICIES

301 Basis Of Accounting

The Charter School will maintain their accounting records and related financial reports using the accrual basis of accounting.

302 Accounting Policies

The Charter School is a not-for-profit charter school approved under *Education Code* Section 47604 that operates as a nonprofit public benefit corporation pursuant to Section 501(c) (3) of the *Internal Revenue Code*. Accordingly, it uses the not-for-profit accounting model and the accrual basis of accounting. The authoritative source of GAAP for this model is the Financial Accounting Standards Board (FASB).

303 Basis of Presentation

The Charter School uses a chart of accounts in compliance with the Standardized Account Code Structure or SACS. The operations of the Charter School are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

304 *Revenues*

Under the accrual basis of accounting, revenues are recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and not specifically disallowed by the funding source.

307 *Cash Management*

- A. The Charter School maintains cash accounts at the following banks:
 - 1. U.S. Bank
 - 2. Citibank
 - 3. CalPrivate Bank
 - 4. San Diego County Treasury

308 *Accounts Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. In June of each year the back-office service provider prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget if applicable. These budgets and projections are reviewed and approved by the HSHMC Board at an annual meeting and modified as necessary.
- B. A profit and loss statement displaying budget vs. actual results is prepared monthly by the back office services provider and reviewed by the Chief Education Officer. Summary budget vs. actual reports are presented to the HSHMC Board at each quarterly board meeting.

311 *Insurance and Bonding*

- A. The Charter School maintains minimum levels of coverage as required per the MOU with San Diego Unified. The HSHMC Board may decide to carry higher levels of insurance by a vote:
 - 1. General liability-\$5,000,000 per occurrence
 - 2. Business & personal property (including auto/bus)-\$2,000,000 per occurrence
 - 3. Workers' Compensation-\$1,000,000 per occurrence
 - 4. Errors and Omissions-\$1,000,000/\$2,000,000 per claim/annual aggregate. \$5,000 deductible per claim.
 - 5. Employee Practice-\$1,000,000/\$2,000,000 per claim/annual aggregate. \$5,000 deductible per claim.

- A. The Charter School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the HSHMC Board.

312 *Record Retention And Disposal*

- A. Records are maintained for the following indicated minimum periods:
 - Books, records, documents and other supporting evidence including paid, canceled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- C. All financial records are maintained in chronological order, organized by fiscal year.

313 *Financial Reporting*

The back-office services provider maintains supporting records in sufficient detail to prepare the Charter School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
 - 3. 1st and 2nd interims, and 3rd interim if needed
 - 4. Unaudited actuals

- B. Monthly:
 - 1. Trial balance

2. Internally generated budget vs. actual financial statements
3. Billing invoices to funding sources
4. Updating the cash flow projection

C. Periodically:

1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
2. Other reports upon request

314 *Audit*

The HSHMC Board arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, California Department of Education, County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The HSHMC Board appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the HSHMC Board.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 *ASSETS*

402 *Bank Accounts*

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the HSHMC Board at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

US Bank

Citibank

CalPrivate Bank

403 *Petty Cash Payments*

- A. Petty cash payments are made from a fund not to exceed \$150, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$75.

- B. The petty cash account is balanced on a monthly basis by the Principal. The replenishment check is made out to the Principal - *Petty Cash Custodian*” on an as needed basis.

404 *LIABILITIES AND FUND EQUITY*

405 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

- A. Compensated absences arise when employees are absent from employment due to Personal Time Off leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:
 - 1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
 - 2. The employee's right to receive the compensation for future absences is vested or accumulates.
 - 3. It is probable that the compensation will be paid.
 - 4. The amount of compensation is reasonably estimable.
- B. Compensated absences not required to be paid upon employee termination are only recorded when paid.

409 *Debt*

- A. Short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.
- B. Loan agreements approved by the HSHMC Board should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 Revenue Recognition

The Charter School records revenue using the accrual basis of accounting, consistent with generally accepted accounting principles.

600 FACILITIES

601 Disposal Of Property And Equipment

- A. No property or equipment shall be removed from the premises without prior written approval from either the CEO, Chief Financial Officer, or Principal.
- B. The Charter School has adopted standard disposition procedures for Charter School staff to follow, which include an *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
- C. When property is retired, the appropriate entry reflecting disposition of the asset and any associated depreciation will be recorded on the general ledger. Any gain or loss realized on the asset will be recorded as well.

700 PROCUREMENT POLICIES

- A. The Charter School adheres to the following objectives:
 - 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
 - 2. All purchases will be made in the best interests of the Charter School and its funding sources.
 - 3. Only quality supplies/services will be obtained, and delivery will be scheduled at the time and place required.
 - 4. Purchases will be made from responsible sources of supply.
 - 5. Maximum value for all expenditures will be obtained.
 - 6. Vendors will be dealt with fairly and impartially.
 - 7. Dependable sources of supply will be maintained.
 - 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest resulting from purchasing from related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.
- B. All lease agreements and contracts in excess of \$50,000 will be evidenced by a written document approved by the HSHMC School Board and signed by the Chief

Education Officer. The document will identify all the terms and conditions of the lease/contract.

800 TRAVEL POLICIES

801 Employee Mileage Reimbursement

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by receipts.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose, the miles driven, and parking fees and tolls paid. The Travel Report will be submitted within one month after the travel date, supported by receipts if applicable.

900 CONSULTANTS AND CONTRACTORS

901 Consultant Utilization

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. A contract outlining details of the agreement (e.g., work requirements/details of actual services to be performed, rate of compensation, and nature and amount of other reimbursable expenses, if any) with the individuals or organizations providing the services.
- B. Invoices or billings submitted by consultants, including sufficient detail of time expended and the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 Independent Contractors

The use of Independent Contractors is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, Independent Contractors will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. The consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Use their own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

1001 GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Business Manager.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.

1002. GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. **Trial Balance**

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. **Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers**

Reconciliations are prepared on a monthly basis.

Procedures

- A. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider and given to the Chief Education Officer.
- B. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
- C. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the unaudited actuals and audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

1101. CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. **Cash Flow Projection**

The Charter School annually prepares, and updates monthly, a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. **Cash Receipts Policies**

The Charter School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The Charter School also uses electronic fund transfers to accelerate deposits.

C. **Internal Accounting Controls**

1. Opening of mail is assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
2. Listed receipts and credits compared to accounts receivable and bank deposits.
3. General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is reviewed by the Receptionist who sorts the checks and forwards them to the Business Manager or the appropriate recipient.
2. All checks are restrictively endorsed immediately.
3. The back office business services provider prepares journal entries.
4. The back office business services provider reviews and signs off on journal entries.
5. The back office business services provider inputs journal entries.
6. The Principal makes deposits on a regular basis. If deposits are made other than daily, deposits should be maintained in a secure area with limited access.
7. Reconciliation of cash receipts to deposit slips and bank statements are performed by the back office business services provider on a monthly basis.

1102. CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

1. Pre-numbered checks and special check protective paper.
2. Match disbursement records against accounts payable/open invoice files.
3. Bank statements reconciled to cash accounts and any outstanding checks verified by the back office business services provider.
4. Supporting documentation canceled to prevent resubmission for payment. Software does not allow the same invoice number to be entered twice.
5. Detailed comparison of actual vs. budget disbursements on a periodic basis.
6. Separation of duties to the extent possible for an organization the size of the HSHMC Charter School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.).
2. All invoices submitted for signature will include approvals for payment and expense account charged. Check number and date of payment are added to the documentation once item is paid.
3. The Chief Education Officer, Principal, or an Administrator approves invoices for payment, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by the back office business services provider.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by the back office business services provider.

1103. *PETTY CASH FUNDS*

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

Internal Accounting Controls

Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain an imprest petty cash system of \$150, which will be maintained and secured by the Chief Education Officer or their designee.
2. The Chief Education Officer or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than \$75.
3. When the fund needs to be replenished, a check request is prepared by the Chief Education Officer or their designee, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1104. *ASB FUNDS*

Cash control procedures

1. Pre-numbered receipt books for all receipt transactions
2. Separate receipt books used for separate events
3. Inventory control
4. Pre-numbered tickets for event sales
5. Cash boxes or locked drawers are used to keep received money secure

Proper cash handling and physical chain of custody for all cash receipts

1. No cash or checks will be accepted unless accompanied by the appropriate documents
2. Only employees or students designated by the Principal or Account Manager will accept cash
3. All students handling cash will be supervised by a designated staff member.

4. Dual cash counts performed as determined necessary by account manager or principal
5. Written receipts issued when cash is received
6. A vendor check request must be approved by account manager or principal in advance of any check or cash disbursement to any individual or company.
7. Checks are endorsed for deposit to the bank account
8. Deposits made to bank accounts at least weekly
9. Bank accounts are reconciled on a monthly basis

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

1201. PERSONNEL REQUIREMENTS

Control Objective

To ensure that the Charter School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

A. New Employees

1. Requests for new employees are initiated by the Chief Education Officer and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted for a security clearance and takes a TB test. Security clearance and a negative TB test result must be received by the charter school before any employee may start work.

B. Personal Time Off Pay

1. Employees accrue personal time off time based on personnel policy of the Charter School. (see employee handbook)
2. Employee is required to provide advanced notice to supervisors for a planned personal time off request.
3. Regular part-time employees will earn personal time off on a pro-rated basis based on personnel policy of the Charter School.
4. Employees' earned personal time off balances are adjusted monthly to reflect personal time off earned and taken and are reviewed by the Principal on a quarterly basis.
5. The Director of Human Resources monitors personal time off by maintaining a log for each individual in the HR software system.
6. Unused personal time off is based on personnel policy of the Charter School.

1202. TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed in the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

Reconciliation of hours charged on electronic timesheets to attendance records are completed monthly.

Procedures

Time Recording Preparation

1. Salaried employees ensure that their timesheets accurately reflect any time off requests on a semi-monthly basis.
2. Hourly employees prepare their timesheets on a semi-monthly basis.
3. Electronic timesheets are reviewed by the back office for accuracy and processed for payroll on a semi-monthly basis.

1203. PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

Time records are reconciled with payroll records.

Procedures

1. The total time recorded on electronic timesheets and the number of employees is calculated by the back office business services provider.
2. The payroll documents received from the Payroll Service (e.g., calculations, payrolls and payroll summaries) are compared with timesheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider or Director of Human Resources.

3. The back office business services provider verifies gross pay and payroll deductions.
4. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
5. The Payroll Service sends a copy of the Payroll Register directly to the Director of Human Resources for review.

1204. PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

Major Controls

- A. Employees are encouraged to participate in direct deposit.
- B. For those employees receiving a paper check, the check is mailed to the employee at their address of record.
- C. If an employee picks up a paper check from the office they will be required to present identification showing they are the person named on the check and to sign and date a log verifying receipt of the check.

1205. PAYROLL WITHHOLDINGS

Control Objective

To ensure that payroll withholdings are correctly computed and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The Payroll Service calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The Payroll Service calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by the employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 ASSET TRACKING AND DEPRECIATION

Procedures

1. All assets with an acquisition cost of \$500 or more should be tracked through the use of an inventory list. This list should include:
 - a. Acquisition date
 - b. Value of the asset when acquired
 - c. Description of the asset
 - d. Vendor or donor from whom the asset was acquired
 - e. Location(room number) of the asset

2. Property acquired with an estimated useful life of greater than one fiscal year shall be capitalized and depreciated according to the capitalization thresholds and estimated useful lives assigned to each category of capital assets. Property, plant, and equipment shall be categorized by the following asset types and depreciated using straight line method and half year convention in accordance with the following capitalization thresholds and estimated useful lives.

| Asset Type | Capitalization Threshold | Useful Life |
|---|--------------------------|-------------|
| Land | \$0 | n/a |
| Land Improvements | \$10,000 | 10 years |
| Buildings | \$100,000 | 50 years |
| Building Improvements | \$50,000 | 5-10 years |
| Machinery, Equipment, Transportation | \$5,000 | 8 years |
| Furniture, Fixtures, and Office Equipment | \$5,000 | 5-10 years |
| Computers | \$5,000 | 5 years |

3. Costs include the acquisition costs as well as any ancillary costs, such as freight, installation, and setup costs associated with preparing the asset for its intended use.

4. Expenditures incurred in construction, such as materials, labor, supervision, engineering, legal, insurance, and overhead, will be categorized as “construction in progress” until the project is completed and placed in service. No depreciation shall be taken on construction in progress.

5. Records will be maintained of the location, cost, and accumulated depreciation of all capital assets.

6. An inventory of assets will be performed annually, verifying the asset is still in the charter school's possession and updating any change in location.

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the Charter School pays for only authorized business expenses.

Major Controls

A. Travel Policies

The Charter School has adopted policies on travel reimbursement.

A. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) as well as documentation for any company credit card purchases.

B. Internal Accounting Controls

1. Justification for travel is approved by the Chief Education Officer or Principal
2. Documentation for incurred employee expenses is required
3. Documentation for company credit card purchase is required

C. Expense Advance or Reimbursement

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.
2. All credit card purchases are supported by invoices or receipts in order to be reimbursed.
3. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Principal.
4. Claims for reimbursement must be submitted on the Expense Reimbursement form, which is available from your supervisor. Expenses must be claimed within 90 days of the occurrence or they will not be reimbursed. When the expense involves travel, specific requirements include: airfare exceeding \$500 must be approved in advance, hotels exceeding \$200 per night must be approved in advance, and reservations must be made at least 21 days in advance of travel or an exception must be approved.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

1501. ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. **Budget Process**

The Chief Education Officer works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from HSHMC's community. The budgets and projections are submitted to the HSHMC Board for approval.

B. **Internal Accounting Controls**

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budget and projection for review by the Chief Education Officer in consultation with the charter school staff.
2. To support budget and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Chief Education Officer review the budget and projection submitted for completeness and reasonableness.
4. The HSHMC Board approves and adopts the final budget and projection.
5. The adopted budget totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

1502. FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Major Controls

A. **Schedule**

Monthly managerial reports are prepared based on a schedule.

B. **Review and Approval**

Financial reports are reviewed for accuracy and completeness.

C. **Audit**

The annual financial statements of the Charter School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and a cash flow projection for the Chief Education Officer to review. Quarterly reports are reviewed by the HSHMC Board.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The Charter School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

1503. PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The Charter School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.