



# Health Sciences High and Middle College

## HSHMC Board Meeting

Published on May 20, 2025 at 1:18 PM PDT

Amended on May 23, 2025 at 5:19 PM PDT

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### Date and Time

Tuesday May 27, 2025 at 9:30 AM PDT

### Location

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

Join Zoom Meeting

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

Meeting ID: 372 040 3229

Passcode: Board

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:30 AM</b>
<b>A.</b>	Record Attendance		1 m
<b>B.</b>	Call the Meeting to Order	Frederick Johnson	1 m

	Purpose	Presenter	Time
<b>C.</b> Approve Minutes	Approve Minutes	Frederick Johnson	1 m
Approve minutes for HSHMC Board Meeting on April 22, 2025			
<b>D.</b> Public Comment		Frederick Johnson	5 m
<b>II. Information Items</b>			<b>9:38 AM</b>
<b>A.</b> HSHMC Highlights - Student Report		Noor Esmailpour	5 m
<b>B.</b> New Student Board Representative Intro		Dominique Smith	2 m
<b>C.</b> CEO Comments		Ian Pumpian	5 m
<b>D.</b> SELPA Local Plan Certification		Ian Pumpian	1 m
<b>E.</b> Dashboard Local Indicator Reports		Greg Ottinger	3 m
These will be uploaded to the 2025 State Dashboard at a later date. Does not require board approval, rather just an informational item.			
<b>III. Action Items</b>			<b>9:54 AM</b>
<b>A.</b> 2025-2026 Preliminary Budget	Vote	Greg Ottinger	5 m
<b>B.</b> 2025-2026 LCAP with Budget Overview for Parents	Vote	Dominique Smith	5 m
Overview and public presentation was made at May 22, 2025 board meeting.			
<b>C.</b> 2025-2026 Instructional Minutes		Dominique Smith	1 m
<b>D.</b> 2025-2026 School Calendar		Dominique Smith	1 m
<b>E.</b> HSHMC Book Adoption Approval		Dominique Smith	1 m
<b>F.</b> 20205-2026 Cuyamaca College CCAP		Dominique Smith	1 m
<b>G.</b> 2025-26 Consolidated Application Funds		Greg Ottinger	1 m
<b>H.</b> 2023-24 and 2024-25 Education Protection Account (EPA)		Greg Ottinger	1 m
<b>I.</b> Management of Surplus Property		Dominique Smith	2 m

	Purpose	Presenter	Time
<b>J.</b> Consent Agenda Vote Consent Agenda Vote on Items C-I	Vote	Frederick Johnson	5 m
<b>IV. Closing Items</b>			<b>10:17 AM</b>
<b>A.</b> 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 April 22, 2025

APPROVED



## Health Sciences High and Middle College

### Minutes

#### HSHMC Board Meeting

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##### **Date and Time**

Tuesday April 22, 2025 at 9:30 AM

##### **Location**

**Sharp Chula Vista Medical Center**  
**751 Medical Center Ct.**  
**Chula Vista, CA 91911**  
**SCVMC Boardroom**

Join Zoom Meeting

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

Meeting ID: 372 040 3229

Passcode: Board

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##### **Directors Present**

B. Steineckert, D. Gross, D. White, F. Johnson, J. Broad, J. Kramer, M. Byrd

##### **Directors Absent**

A. Carpenter, S. Evans

##### **Ex Officio Members Present**

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

##### **Non Voting Members Present**

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

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## Guests Present

Oscar Corrigan, Shauntel Burton

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## 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 Apr 22, 2025 at 9:31 AM.

### C. Approve Minutes

D. Gross made a motion to approve the minutes from HSHMC Board Meeting on 02-24-25.

M. Byrd seconded the motion.

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

#### Roll Call

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

### D. Public Comment

No public comment.

## II. Information Items

### A. Student Report

Student board member, Noor Esmailpour, shared the following highlights with the board:

- Students are very excited about their move up to the 3rd and 4th floors that took place after spring break and how much the new addition has added excitement and energy to the school.
- A group of students recently attended a leadership conference in Chicago.

- HSHMC was well represented at the HOSA competition in March. Four of our teams (5 students each team) placed in the top 5 for the EMT event.
- One of our seniors, Tony Torres, is a Gate Scholar and was matched with Emory for a full ride.
- Seniors are excited about their upcoming Prom which will be held at the Soap Factory. This venue was secured at a major discount through HSHMC's community schools partnerships.
- Graduation is being held again this year SDSU on May 29.
- Noor herself has accepted admission to attend UCLA!

## B. CEO Comments

CEO, Ian Pumpian shared the following items for information and discussion:

- Oscar Corrigan was introduced to the board. Javier Vaca has moved on to a new opportunity with the San Diego County Office of Education and Oscar will have taken over most of Javier's responsibilities. Ian commended Oscar for the fine job he has done thus far.
- Shauntel Burton was introduced to the board. She is one of the school's administrative assistants and handles some of the school's finances. Sheri is training her on some of the administrative board responsibilities.
- Ian shared his appreciation to the Sharp Foundation for the Robert Wood Johnson grant opportunity that was submitted by the Foundation to benefit HSHMC. This grant would help HSHMC fund a part-time social worker, an academic coach, and a new HR job coach position within Sharp that would support current seniors with their post-secondary job aspirations. This new position is very innovative and would benefit both Sharp Healthcare and HSHMC students. If the grant is not funded we still need to leverage our relationship with HR and to look for other funding to support this effort.
- Bus lease costs are expensive. HSHMC employs a professional bus driver and staff who are trained to drive the bus(es). The school leases a van, and a 40 passenger bus but are currently looking to purchase a 60-passenger van and is in need of a cost-saving place to park the bus. Ian wondered if there was a place at Sharp that could house the bus(es). Dan Gross and Michael Berg will follow up on this item.
- Ian asked Jason about the status of the posters to help advertise student opportunities at HSHMC. Jason will follow up on the distribution of the advertisements.
- Ian asked Dom to update the board on scholarship opportunities for students at HSHMC. Dom highlighted several students and their academic accomplishments. Dan suggested that a list be developed for the board that showcases all the post-secondary outcomes of this year's seniors.

**C. 2024-2025 HSHMC Updated Cuyamaca Course List**

Dominique Smith shared the adjusted Cuyamaca course offerings with the Board that incorporate the summer schedule.

**D. LCAP - Overview and Public Presentation of LCAP for HSHMC**

A public presentation and overview of the LCAP was provided by Dominique Smith.

**III. CLOSED SESSION**

**A. CEO Evaluation**

A closed session was held to discuss the evaluation of CEO, Ian Pumpian.

**IV. OPEN SESSION**

**A. Action Item from closed session.**

D. Gross made a motion to Approve the content of the evaluation of Ian Pumpian as presented by Chairman Frederick Johnson with the compensation as written with a 15% base increase over two years.

M. Byrd seconded the motion.

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

**Roll Call**

F. Johnson	Aye
J. Broad	Aye
S. Evans	Absent
A. Carpenter	Absent
D. White	Aye
M. Byrd	Aye
D. Gross	Aye
B. Steineckert	Aye
J. Kramer	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 10:40 AM.

Respectfully Submitted,  
S. Johnson

### Documents used during the meeting

- HSHMC Updated Course List Spring 2025.pdf
- 2025\_Local\_Control\_and\_Accountability\_Plan\_Health\_Sciences\_High\_School\_20250415.pdf

# Coversheet

## SELPA Local Plan Certification

**Section:** II. Information Items  
**Item:** D. SELPA Local Plan Certification  
**Purpose:**  
**Submitted by:**  
**Related Material:** Local\_Plan\_Desert\_Mountain\_SELPA\_\_Summary\_2025.docx.pdf

## Local Plan Information for upcoming Board meeting

Item: Discussion/Information

Subject: Desert Mountain SELPA Special Education Local Plan Update 2025-2026

Background: The Desert Mountain SELPA Special Education Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. Both the current plan and a summary of changes is attached. The CAHELP JPA board approved the Special Education Local Plan at their May 9th, 2025, meeting, and are providing information to the local school boards of JPA member districts.

### **Section B: Governance and Administration**

California Education Code requires that the Special Education Local Plan Section B: Governance and Administration be presented for public hearing and approved by the CAHELP JPA Governance Board prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years.

Section B contains four sections including:

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

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

### **Section D: Annual Budget Plan**

California Education Code requires that an Annual Budget Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2025-26 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

### **Section E: Annual Service Plan**

California Education Code requires that an Annual Service Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2025-26 Annual Service Plan describes all special education services currently provided in the Desert Mountain SELPA broken down by type, location, and level of severity. This includes all the services at each and every school in all local education agencies within the SELPA.

# Coversheet

## Dashboard Local Indicator Reports

**Section:** II. Information Items  
**Item:** E. Dashboard Local Indicator Reports  
**Purpose:**  
**Submitted by:**  
**Related Material:** Local Indicators.pdf

# 2025-26 Local Performance Indicator Self-Reflection

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

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-23	26.0	83.7%	0	0	2.2	1.9	1.9	0

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

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

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

Teachers engaged in ongoing Professional Development through whole staff professional learning, content PLCs, grade-level PLCs, and Collective Efficacy Cycles (CEC). Topics for staff professional development included Teacher Clarity (a research-based process that identifies the most critical parts of instruction: learning intentions, success criteria, and learning progressions), supporting Multilingual Learners, Gradual Release of Responsibility, and Attendance Intervention. In addition, staff members meet every morning for further professional learning, including content PLCs and grade level PLCs to work on improving teaching and learning. Data analysis drove the focus of these PLCs and CECs to include numeracy and effective literacy strategies, such as close reading, and targeted strategies to support our Multilingual Learners. The coaching cycles support this through regular meetings with coplanning and coteaching, supported by the analysis of student data to ensure student learning. All teachers

hold appropriate teaching credentials and implement state board adopted standards for all students, including English learners, as measured by credential reviews and classroom observations of instruction.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

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

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

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

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

### Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

Based on input from our educational partners, one of our strengths is the HSHMC Parent Advisory Group. To ensure stakeholder presence in decision making, outreach for membership in the Principal's Parent Advisory Group is conducted using a variety of media forms such as phone calls, emails, texts, and mailings. All communications are offered to parents, coordinated by our Parent Liaison, in a format and language they are able to understand. The Parent Advisory Group meets at least quarterly each school calendar year to review the school’s budget and progress towards LCAP goals, objectives, activities and expenditures. Parents are encouraged and invited to attend quarterly School Board meetings to offer feedback and provide input. Resources, trainings, and materials are offered to families related to academic standards, state and local academic assessments, monitoring student progress and

communicating with teachers. The group goal is improve achievement and attendance, college and career readiness, and provide other parent training opportunities.

In addition, HSHMC is committed to effectively communicating with families in a multitude of ways, such as a weekly voice bulletin sent out to families in multiple languages with the same information about what is happening at school each week posted on our website and on our Parent Portal through PowerSchool. Our Parent Liaison is continuing to focus on building relationships and gathering critical information from parents to better serve our students. To further maximize parental involvement and participation, school meetings are arranged at a variety of times, or home visits are conducted, to accommodate working parents or other limitations that may prevent families from involvement. Staff reaches out, communicates, and works with parents as equal partners to build ties between parents and the school, and encourages involvement in parent programs and activities. Kippy's, our outdoor space, is used to host numerous community events, including Family Nights and our annual Symposium, bringing more neighborhood families to our school. HSHMC is also reaching out to students and the community through murals that are inclusive and celebrate diversity. We also added an event to welcome families interested in enrolling their students in the Fall 2025.

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

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

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

A variety of communication processes are already in place to reach out to families (see #1 above), and we do so in a variety of languages and hold meetings at various times to give parents options for attending. Through the work of the implementation of the California Community School Partnership (CCSP) grant we have been able to provide more opportunities for our families in need to receive support such as cancer screening event, multiple food pantries, and clothing/personal hygiene mutual aid mall. We will continue to generate new ideas and strategies for building even stronger relationships among all our educational partners. Currently the role of parent liaison is growing and will be gathering more information in the coming year to provide more needed services, and build relationships between staff and families.

## Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5

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

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

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

HSHMC has built strong and effective partnerships with many community partners to provide positive outcomes for students. The health sciences program provides both motivation and training to our students to prepare them to be successful in world of health care. These partnerships with Sharp Healthcare and local community colleges give students real life experiences and a strong foundational knowledge that will allow them to be successful in joining that career field, or in continuing their education in that area. The same is true for our relationships in area of Fire Sciences. Teachers help students to see the relevance of what they are learning in high school to their future path to a related career in health or fire science. We continue to get input from students and families to expand pathway opportunities. The same is true for the families of our students who have requested additional information on they support their children in both being successful and school and preparing for the next steps on their college/career path. HSHMC is now providing more information to families on the college application process, and the financial-aid opportunities available.

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

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

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

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

### Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

HSHMC measures parent participation and input in school decision making with the LCAP family survey. The survey indicated that parents are included in school decision making through the Principal's Parent Advisory Group and two parent trustee positions on the HSHMC governing board. In addition, parents are invited and encouraged to attend quarterly School Board meetings to offer feedback and provide input. The parent leadership team meets formally, no less than quarterly, to increase parent voice and participation. Additionally there is a DELAC that meets to support the English Learner students and programs at the school. Activities include providing input and review school calendar; reviewing and expanding parent engagement strategies and opportunities; reviewing and providing input on LCAP goals, objectives, activities and expenditures. HSHMC has established and met goals in our LCAP that includes increased parent participation and capacity by continued development, planning, and advertising a year- long, school-wide calendar of events and activities that includes parent academies, volunteer opportunities, special events, and board meetings.

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

Continue outreach to families and establish stronger connections with the community to ensure that parents, students and community partners know their input is valued and respected. We also aim to capture data from our community events in more formal ways in the future.

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

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

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

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

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

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

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

HSHMC measures school climate through the use of the California Healthy Kids Survey. Disaggregated survey data is shared school-wide and key learnings are used to drive and inform practices and procedures to enhance teaching and learning. Additionally, we analyze this data at professional learning events. This informs actions to build mentorships. We also have students analyze the data and give feedback or gather more data from other students.

Specifically the 2024-25 student data demonstrated that students feel welcome at school (74%) and listened to by adults at the school (77.3%). Parents also feel welcome at the school (77%) and believe that their voice is heard while in meetings (68%).

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

Survey data revealed HSHMC's strength in maintaining a welcoming, inclusive climate and culture that honors student voice and family engagement. An area of strength is our ongoing dedication to building and maintaining school culture. The first week of school is focused on school pillars and building community. Increased support for the use of Restorative Practices and Social-Emotional Learning school-wide to maintain a welcoming school climate and culture is an identified area for growth. In order to meet this need, we have targeted professional development to support teacher implementation of restorative practices. Teachers receive feedback from administration and coaches. In addition, we have implemented a formal Student Engagement Team (SET) with one team member supporting each grade level. These members attend to the needs of our staff and students. They check-in with teachers and students daily to help foster a safe learning environment. They do this by having impromptu conversations and formal restorative conversations. The SET Team logs these interactions to create a more accurate form of data collection for student behaviors that drive conversations with parents and disciplinary outcomes. The SET Team meets at least quarterly to discuss best practices for supporting our school-wide restorative efforts. Additionally there is a behavior huddle that occurs weekly to discuss students that need help with behaviors. This huddle includes admin, members of SET Team, teacher, and a counselor.

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

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

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

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

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

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

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

All HSHMC students have access to, and are enrolled in, a broad course of study, and participation in expanded academic and non-academic opportunities that include college and career development experiences, internships,

and college classes. HSHMC provides a school academic counselor, college and career counselor, and College Success Team members for individualized academic counseling to all students that focuses on completion of coursework to completing the specific A-G requirements. In addition, they review options for dual enrollment in college courses through Cuyamaca Community College at HSHMC. The college courses include general education courses and other health related courses. All courses are attended by an HSHMC staff who assist with additional time during the class day to provide supports to the students including studying tools, review strategies, and feedback. The students have additional seat hours to those required by the college where the high school level supports are provided who teach a lab (to support students) for each identified course. In addition to college classes, students participate in a number of internship opportunities. HSHMC has a Fire Technology, Patient Care and Business pathways.

Career Development staff members and CTE credentialed teachers support the students at the various internship locations. EL students receive designated instruction through an ELD course taught by a designated group of staff members whose professional development focus is on providing effective instruction to English Learners. ELs are offered push in supports from ELD instructors as well as pulled out during independent working time to provide reading support.

For students who are at risk of meeting the A-G graduation requirements, HSHMC implements ongoing support provided through an Academic Recovery system that includes extended day options and in-class supports. When available, the disaggregated data shows a minimal difference between student groups in access to our measurements of a broad course of study.

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

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

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

HSHMC has purchased software and hardware to differentiate learning and support learning and student achievement in all core courses (Achieve 3000, Study Sync, and i-Ready). HSHMC provides annual graduation coaching for each student that includes a review of student progress toward A-G completion and advice for students at risk of not completing the program of study. Supplemental instruction and intervention for English learners is provided in all subject areas along with the development of general academic and discipline-specific vocabulary, language and content knowledge. Targeted support and intervention for students who are credit deficient is provided through ISP and summer course offerings. HSHMC has a CCAP with Grossmont/Cuyamaca Community College District to provide courses to the students at the community college. Transportation to, and supervision at, internship sites is provided by HSHMC. Certification level courses that meet Career Pathway Capstone requirements were developed and CTE instructors were hired to teach pathway coursework. HSHMC uses technology support to track and schedule student pathway coursework, along with curriculum, uniforms, and materials for all CTE related courses and internships. Travel and registration costs are provided for students' opportunities to travel and engage in different off- site experiences.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

# Coversheet

## 2025-2026 Preliminary Budget

**Section:** III. Action Items  
**Item:** A. 2025-2026 Preliminary Budget  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
A -25-26 Preliminary Budget - Health Sciences (DISTRICT TEMPLATE) (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](#):

A -25-26 Preliminary Budget - Health Sciences (DISTRICT TEMPLATE) (1).xlsx

# Coversheet

## 2025-2026 LCAP with Budget Overview for Parents

**Section:** III. Action Items  
**Item:** B. 2025-2026 LCAP with Budget Overview for Parents  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** B - LCAP with Budget Overview for Parents.pdf

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Health Sciences High and Middle College

CDS Code: 37683380114462

School Year: 2025-26

LEA contact information:

Oscar Corrigan

Director

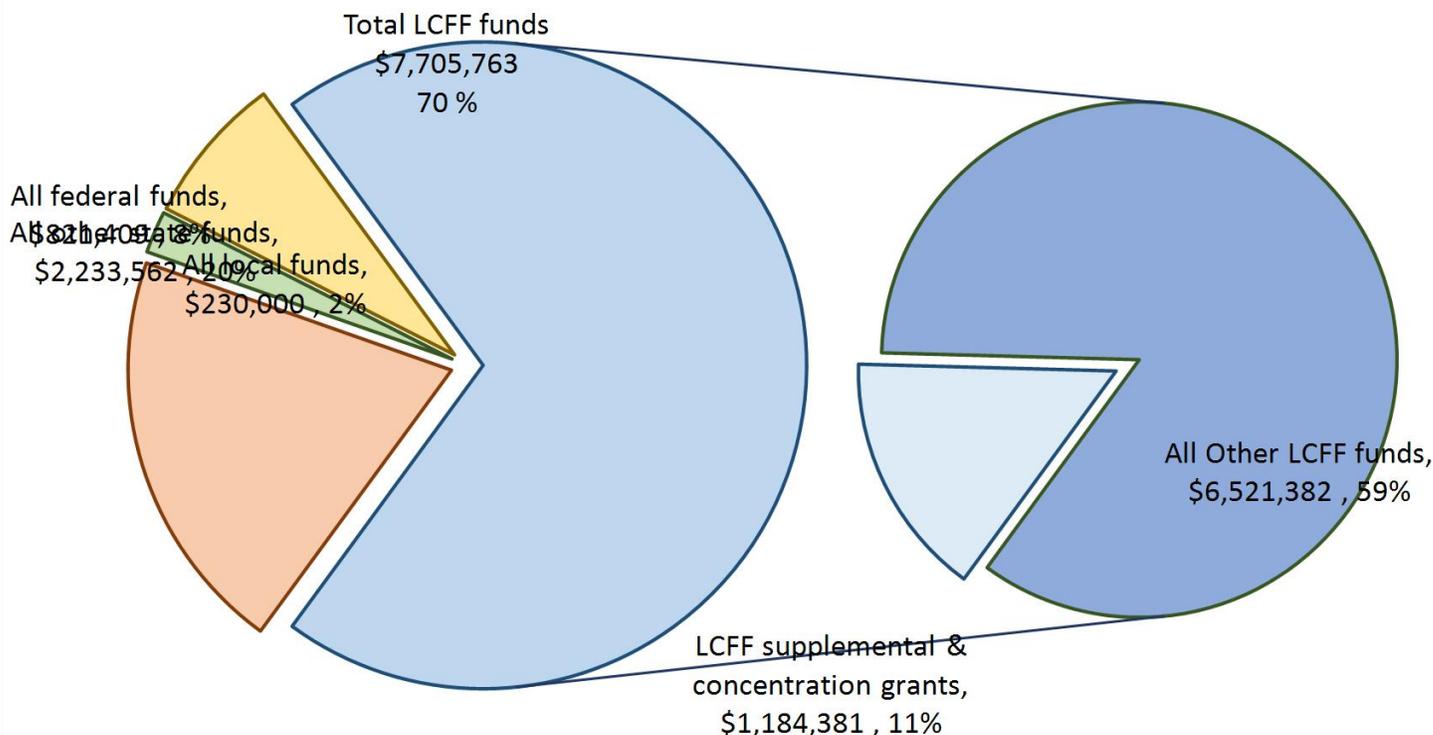
ocorrigan@hshmc.org

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 2025-26 School Year

## Projected Revenue by Fund Source

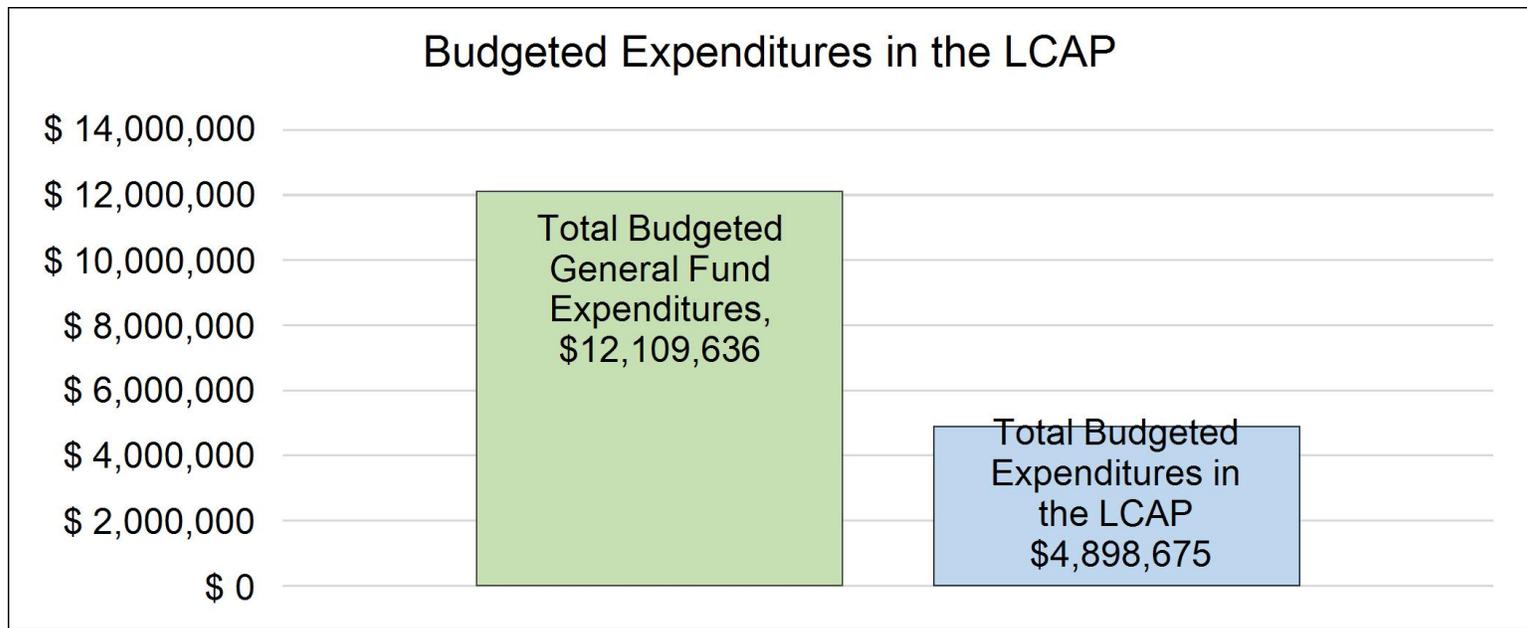


This chart shows the total general purpose revenue Health Sciences High and Middle College expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Health Sciences High and Middle College is \$10,990,734, of which \$7,705,763 is Local Control Funding Formula (LCFF), \$2,233,562 is other state funds, \$230,000 is local funds, and \$821,409 is federal funds. Of the \$7,705,763 in LCFF Funds, \$1,184,381 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 2025-26. 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 \$12,109,636 for the 2025-26 school year. Of that amount, \$4,898,675 is tied to actions/services in the LCAP and \$7,210,961 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

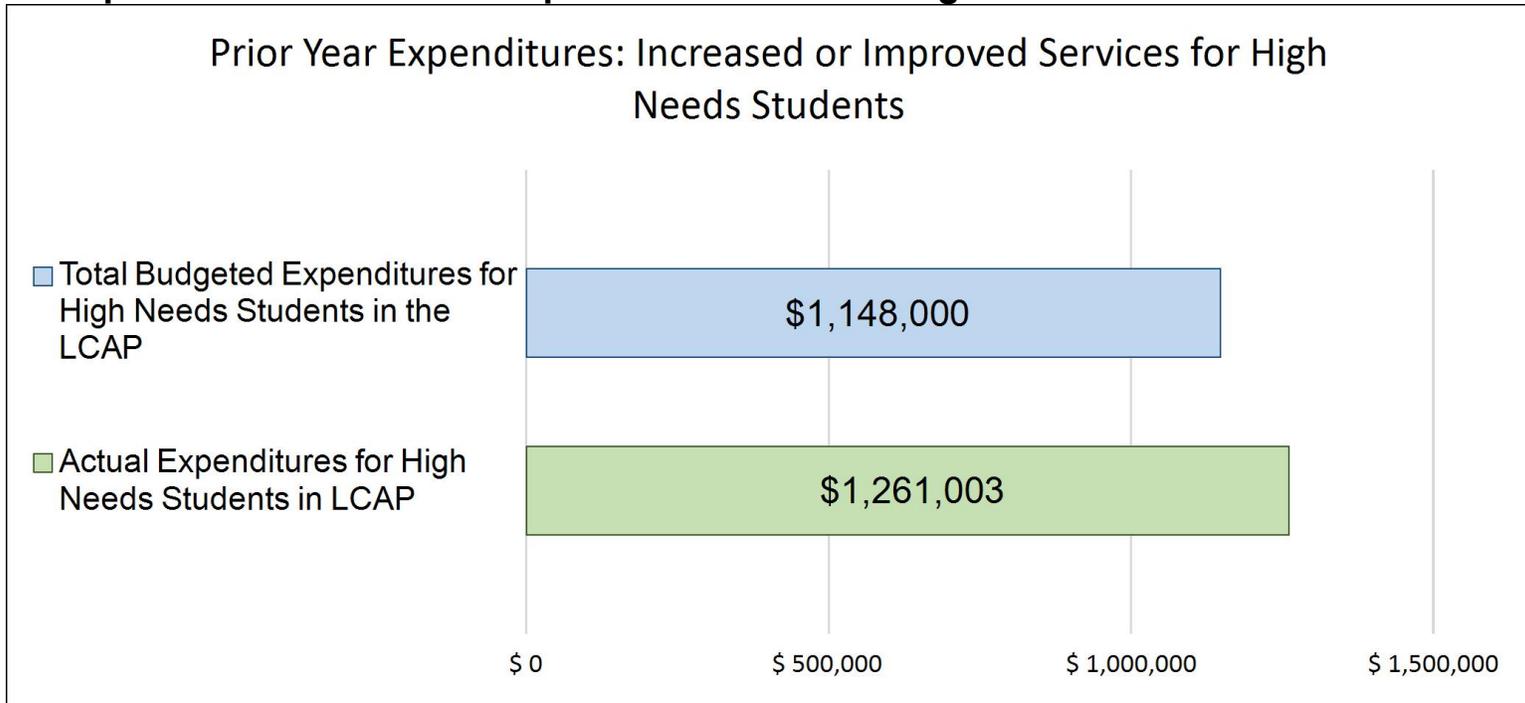
The HSHMC LCAP does not include any operating expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Health Sciences High and Middle College is projecting it will receive \$1,184,381 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 \$1,254,575 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 2024-25



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 2024-25, Health Sciences High and Middle College's LCAP budgeted \$1,148,000 for planned actions to increase or improve services for high needs students. Health Sciences High and Middle College actually spent \$1,261,003 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$113,003 had the following impact on Health Sciences High and Middle College's ability to increase or improve services for high needs students:

HSHMC provided additional resources to support college and career initiatives.

# 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	Oscar Corrigan Director	ocorrigan@hshmc.org 619-528-9070

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 growing as 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 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 are 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 75.9% of the students are socioeconomically disadvantaged, 22.7% are English Learners and 19.2% are Students with Disabilities. The student population of 528 students is 72.9% Hispanic and 14.4% African American as shown in current (2024) California Dashboard data. 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 are continuing to effectively use our new sports and events area, Kippy's Center for student and family events in addition to promoting health and wellness through access to a gym. Currently we are completing our capital improvement project at our facilities. We will have more classroom space including a new science laboratory and more areas for smaller group meetings and targeted interventions. Additionally, we are creating CTE program spaces to have designated rooms where students can build upon the skills they are learning in internships and college coursework.

## Reflections: Annual Performance

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

HSHMC's mission statement explicitly states that students will earn a diploma that matters. As such, in addition to engaging in rigorous, well balanced, and 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.

Health Sciences High 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 90% of all

students rated as Prepared. The Graduation rate is 98.5%, blue on the Dashboard, for all students and blue for 3 of the 3 student groups of English Learners, Hispanic, and Socioeconomically Disadvantaged. In the previous year our Suspension rate was very low, blue on the Dashboard at 0.02%. Due to a slight 1.6% increase in suspensions we are orange on the 2024 Dashboard.

Regarding other metrics on the Dashboard, we made growth for all three indicators and student groups that were red in 2023. The three indicators were English Learner Progress (ELP), ELA, and mathematics in 2023. Our 2024 Dashboard now reflects green for ELP, representing an increase in students making progress towards English language proficiency based on implementation of increased Multilingual Learner (MLL) supports.

We also made gains in ELA and mathematics, with yellow and orange on the 2024 Dashboard respectively.

- English Language Arts (ELA) for all students, Hispanic, and Socioeconomically Disadvantaged student groups were yellow while English Learners were in orange.
- Mathematics for all students, English Learner, Hispanic and Socioeconomically Disadvantaged student groups were all in orange.

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. Additionally, consistent monitoring of i-Ready data during professional learning time provided valuable insight on how students are progressing within the school year, giving staff real-time feedback on areas in ELA and mathematics where either acceleration or reteaching is needed.

Our professional learning, instructional coaching, and Professional Learning Communities (PLCs) provided ongoing opportunities to impact student outcomes. As an example, teachers engaged in quarterly Collective Efficacy Cycles, where they worked with colleagues to identify a common challenge that addressed student learning needs. Common challenges from the 2024-2025 school year included: “Our students need more intentional opportunities to learn and utilize academic vocabulary”, “We want to strengthen our integrated ELD efforts through oral language development to better support our Multilingual Learners”, and “We want to leverage close reading to help students better understand complex texts”. These professional learning opportunities provided staff time to collaborate and make informed decisions that positively impacted student learning.

Note: HSHMC has unexpended LREBG funds for the 2025-2026 year. However, HSHMC does not intent to expend additional funds until the 2026-27 and/or 2027-2028 school years.

## 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 (HSHMC)

### ***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 continue to augment the annual LCAP planning process to gather additional targeted information regarding how to improve student outcomes on Dashboard measurements. Additionally, as part of the Needs Assessment process, LCAP Planning meetings have been held and will continue with all educational partners, including staff, students, parents, parents of EL students, and community partners. The meetings 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. There are no longer areas red indicators on the 2024 California Dashboard. The staff has continued to refine and develop targeted interventions to provide additional support, using a variety of instructional strategies for students scoring below grade level on their most recent i-Ready diagnostic.

This includes the use of tailored lessons created by i-Ready for each student. 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 continuing to be addressed through intentional professional development focused on analyzing ELPAC scores and improving the skills of ELs in reading, writing, listening, and speaking through integrated and designated ELD supports. A review of evidence-based interventions, such as SDAIE, reinforce strategies that support English Learners as well as other students in content area classes. 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 i-Ready 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.

The goal is to continue to refine our system using benchmark data and evidence-based practices integrated into classrooms and targeted interventions. 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 is continuing to refine its interim monitoring process to identify skills that students need more support to master and to more quickly address learning gaps. i-Ready is one part of that monitoring for ELA and Math, and Achieve3000 is also a part of the system. As the school completes additional data analysis and needs assessments to respond to the 2023 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 are assigned to an intervention course, based on their skill level, where the skills are 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 is monitoring 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.

# 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. 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 including both in-person and through digital communication. Working together we can continually grow and improve, enhancing the educational experiences for all students. Our continued commitment as a community school and with the support of the CCSPP community, our Community School 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 throughout the week.</p>
Teachers	<p>Teacher/Staff Meetings occur each week on Monday mornings. Discussions range from attendance data to best teaching practices. Additionally, we look at i-Ready data to identify areas of growth and success. These meetings are regularly linked to LCAP goals and actions to impact revisions of the LCAP. Dashboard data were discussed during schoolwide professional learning and in grade level PLCs. Teachers and staff collaborate weekly in small groups, Collective Efficacy Cycles, three times a week to engage in iterative cycles to ensure improvements to student learning. Additionally,</p>

Educational Partner(s)	Process for Engagement
	teachers meet with grade level and content area groups to improve vertical and horizontal alignment.
Principals	Participate in Teacher/Staff meetings (see above). Principal and other site administrators meet regularly to discuss actions connected to LCAP goals.
Administrators	Participate in Teacher/Staff meetings (see above) Principal and other site administrators meet regularly to discuss actions connected to LCAP goals.
Other School Personnel	Participate in Teacher/Staff meetings (see above)
Parents	LCAP parent surveys were available in Spanish and English at school wide events (9/18/24, 11/21/24, 11/22/24, and 3/12/25). LCAP feedback was elicited through posters on 3/12/25 during the Open House event. DELAC meetings allowed for parent input (9/18/24, 11/12/24, and 2/11/25) with specific LCAP input elicited during the February meeting. LCAP surveys were mailed home with quarter grades and school bulletins throughout the year.
Students	Students completed the California Healthy Kids Survey in October 2024 and May 2025. Results are shared. Also, senior students led events where they facilitated class circles in grades 9-11 to gather more evidence about how students feel at school. Staff also share information with the leadership team about input they receive via informal discussions with students about HSHMC incidents/likes/concerns.
Board and Community	CTE partners provide regular feedback and ideas to staff at HSHMC. During the Board Public Hearing the draft LCAP was shared with the Board and community for feedback (April 2025). The LCAP Survey is available on the Website. The Board Meeting for Approval of LCAP was in May 2025.
SELPA	Desert Mountain SELPA staff talk regularly (weekly) with the HSHMC Education Specialist that works with the school's Special Education

Educational Partner(s)	Process for Engagement
	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%		All teachers - 100% Teacher of English Learners - 100%	All teachers - 18.9% Teacher of English Learners - 0%
1.2	Access to Standards aligned instructional materials, as measured by tools in Local Indicator -Basics.	100% of students have sufficient access	100% of students have sufficient access		100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% of the facilities are safe, clean and functional, and maintained in good repair.		100%	0%
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		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	0%
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% of all students have access, including unduplicated pupils and individuals with exceptional needs		100%	0%
1.6	Student Voice Survey Results	Student Voice Survey Question # 1. School is a welcoming and friendly place - 84.2% agree 10. Teachers	(Year 1) Using CHKS, we now have a new baseline:		#1 - 90% #10 - 88% New Target for CHKS will be 76% for school connectedness	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		respect students - 80.2% agree New Baseline for Year 2 using CHKS	(Year 2-3) Baseline Q# from Fall 2024 Based on Table A6.4, 70% of our students had school connectedness Based on Table A6.5, 68.5% of respondents have caring relationships with adults in school.		and 74% for caring relationships with adults.	

## Goal Analysis [2024-25]

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.

The overall implementation for Metrics 1.1-1.5 were successful in that 100% of our teachers were appropriately assigned and fully credentialed. We ensured teachers implemented the appropriate standards for their grade level and content while utilizing standards-aligned materials. Also, our facilities for 2024-25 were in good repair. Metric 1.6 measured school climate with Baseline data from the Student Voice Survey, which was used in years prior. In 2024-25 we utilized the California Healthy Kids Survey (CHKS) and aligned these questions to similar items from Student Voice. The items from CHKS, now serving as our Baseline data, were related to overall school connectedness and about having healthy relationships with students. Therefore, changing the survey tool resulted in differences in planned action and actual implementation.

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.

N/A

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

The actions were effective in maintaining a strong base program as indicated by the maintenance metric for teacher credentialing (100%), access to materials (100%), and well maintained, safe, and healthy facilities (100%). Our administration of the CHKS was not entirely effective due to a lower than expected response rate.

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.

Based on the low participation by certain grade levels on CHKS, we administered the survey with grade level leads to ensure that student responses increased to give our staff a better understanding of how students feel about the school climate to implement future changes for the coming school year. We will continue to refine this system to ensure we have an accurate representation of our student population.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Services	HSHMC will continue to hire and retain appropriately assigned and fully credentialed teachers, and provide all students with access to California standards aligned instructional materials, for all courses included in the broad course of study offered.  (General Funded (GF) expenses such as classroom teacher salaries; some admin and classified staff salaries, basic standards based textbooks)	\$3,275,000.00	No
1.2	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their growth and education by earning advanced degrees, and/or certifications	\$115,500.00	No

Action #	Title	Description	Total Funds	Contributing
		such as Apple Teacher Certification, National Board Certification, and Induction. (GF, Title II)  (GF, Title II)		
1.3	Facilities and Safety	Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs  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.  (GF)	\$31,500.00	No
1.4	Academic Program	All students will benefit from the rigorous and relevant standards aligned academic base program provided in all classrooms and grade-levels at HSHMC  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.  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.  (MTSS Tier 1)  (GF; EL teacher, Counselor, basic school supplies,)	\$17,850.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Social/emotional Safety	Ensure a school culture where all students and staff feel emotionally safe at school. (MTSS, Tier 1)  (GF - counselor)	\$21,000.00	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"> <li>• EL - 140.4 pts below standard</li> <li>• Hispanic - 80.9 pts below</li> <li>• SED - 77 pts below</li> <li>• SWD - 121.9 pts below</li> </ul>	ELA- 9.4 points below standard (all students) <ul style="list-style-type: none"> <li>• EL - 99.1 pts below</li> <li>• Hispanic - 14.9 pts below</li> <li>• SED - 27.5 pts below</li> </ul>		ELA - 17 points below standard <ul style="list-style-type: none"> <li>• EL - 65 pts below</li> <li>• Hispanic - 27 pts below</li> <li>• SED - 23 pts below</li> <li>• SWD - 68 pts below</li> </ul>	ELA - increased 52.9 points (all students) <ul style="list-style-type: none"> <li>• EL - increased 41.3 pts</li> <li>• Hispanic - increased 66 pts</li> </ul>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>African Am. - 36.3 pts below</li> </ul> <p>Math - 178.7 points below standard (all students)</p> <ul style="list-style-type: none"> <li>EL - 254.5 pts below standard</li> <li>Hispanic - 189.5 pts below</li> <li>SED - 188.1 pts below</li> <li>SWD - 224.3 pts below</li> <li>African Am. - 156.5 pts below</li> </ul>	<ul style="list-style-type: none"> <li>SWD - 76.9 pts below</li> <li>African Am. - 82.5 pts below</li> </ul> <p>Math - 115.5 pts below standard (all students)</p> <ul style="list-style-type: none"> <li>EL - 193.7 pts below</li> <li>Hispanic - 120.6 pts below</li> <li>SED - 135.5 pts below</li> <li>SWD - 186.6 pts below</li> <li>African Am. - 163.1 pts below</li> </ul>		<ul style="list-style-type: none"> <li>African Am.- 47 pts below</li> </ul> <p>Math - 113 pts below standard</p> <ul style="list-style-type: none"> <li>EL - 164 pts below</li> <li>Hispanic - 114 pts below</li> <li>SED - 113 pts below</li> <li>SWD - 134 pts below</li> <li>African Am.- 90 pt below</li> </ul>	<ul style="list-style-type: none"> <li>SED - increased 49.5 pts</li> </ul> <p>SWD - increased 45 pts</p> <ul style="list-style-type: none"> <li>African Am. - decreased 46.2 pts</li> </ul> <p>Math - increased 63.2 (all students)</p> <ul style="list-style-type: none"> <li>EL - increased 60.8 pts</li> <li>Hispanic - increased 68.9 pts</li> <li>SED - increased 52.6 pts</li> <li>SWD - increased 37.7 pts</li> <li>African Am. - decreased 6.6 pts</li> </ul>
2.2	Other Pupil Outcomes - California Science Test (CAST) results, disaggregated by student groups if available	22.89% met or exceeded standards	14.05% Met or Exceeded		35% met or exceeded standards	Decreased 8.84%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	English Learner Progress - - results on the Dashboard  Reclassification rate (%)	31.7% making progress  Reclassification rate = 13.3%	2024: 45.7% making progress  Reclassification rate = 13.68%		52 % making progress  Reclassification rate = 25%	English Learner Progress Increased 14%  Reclassification rate increased 0.38%
2.4	College and Career Indicators- results from Dashboard (disaggregated if statistically appropriate): <ul style="list-style-type: none"> <li>• % Prepared on Dashboard</li> <li>• A-G Completion rate</li> <li>• CTE Pathway Completion rate</li> <li>• Advanced Placement (not offered)</li> </ul>	% Prepared: All students - 86.9% (Very High on Dashboard) <ul style="list-style-type: none"> <li>• EL - 80%</li> <li>• Hispanic - 85%</li> <li>• SED - 87 %</li> <li>• SWD - 54%</li> <li>• African Am. - 89%</li> </ul> A-G - 89.7% CTE - 26.7%	All students - 90% <ul style="list-style-type: none"> <li>• EL - 87.5%</li> <li>• Hispanic - 89.8%</li> <li>• SED - 88.2%</li> <li>• SWD - 76.9%</li> <li>• African Am. - 96%</li> </ul> A-G - 92.41% CTE - 34%		% Prepared: All students - 88% (Very High on Dashboard) <ul style="list-style-type: none"> <li>• EL - 83%</li> <li>• Hispanic - 88%</li> <li>• SED - 88 %</li> <li>• SWD - 60%</li> <li>• African Am. - 89%</li> </ul> A-G - 95% for all students CTE Pathway Completion - above 28% for all students	All students - increased 3.1% <ul style="list-style-type: none"> <li>• EL - increased 7.5%</li> <li>• Hispanic - increased 4.3%</li> <li>• SED - increased 1.2%</li> <li>• SWD - increased 23.1%</li> <li>• African Am. - increased 7.1%</li> </ul> A-G - increased 2.71% CTE - increased 7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Graduation Rate, disaggregated	97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%	98.5% graduated EL - 97 % SED- 98.2% Hispanic - 98.9% SWD - 96.3% African-American - 96%		98% all students 97% EL 98% SED 95% SWD	% graduated increased 1.2% EL - increased 3.6% SED- increased 1.3% Hispanic - increased 0.8% SWD - increased 7.8% African-American - increased 3.4%
2.6	High School Dropout Rate	0.69%	1.53%		maintain below 1%	increased 0.84%
2.7	Suspensions and Expulsions	Suspensions 0.2% Expulsions 0	Suspensions 1.7% from 2024 CA Dashboard Expulsions 0		Suspensions < 1% Expulsions - < 1%	Increased 1.6%
2.8	Attendance Rate  Chronic Absenteeism rates	BASELINE 2023-2024 Attendance Rate - 90%  Chronic Absenteeism - 37.4%	YTD Attendance Rate- 92% YTD Chronic Absenteeism - 28%		Attendance rate > 95%  Chronic Absenteeism < 10%	Attendance Rate increased - 92% Chronic Absenteeism decreased – 9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Student Voice Surveys on students' and family's feelings of connectedness to school, and feeling respected at school	Student Voice Survey Question: Safety - 74.4% (I have a teacher I can talk to) Connectedness - 84.2% New Baseline for Year 2 using CHKS	(Year 1) Using CHKS, we now have a new baseline: (Year 2-3) Baseline Q# from Fall 2024 CHKS Table A2.1 School perceived as very safe or safe: 74% Table 8.1 connectedness A6.4 70%		School perceived as very safe or safe 80% School connectedness 76%	N/A

## Goal Analysis [2024-25]

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.

The implemented actions, measured by Metrics 2.1 and 2.3, resulted in improvements overall for students in CAASPP testing for ELA (overall increase of 52.9 points) and Math (overall increase of 63.2 points), and ELPAC data for ELP (14% increase). These successes were reflected on the California School Dashboard with a shift from the 2023 red indicators to yellow (ELA), orange (math), and green (ELP) for 2024. To continue to support growth in Metric 2.1, we began utilizing i-Ready diagnostics to measure and monitor student performance in ELA and mathematics. i-Ready data were utilized to inform instruction and intervention efforts. The school also purchased ELlevation software, allowing all staff access to data (i.e. ELPAC, CAASPP, i-Ready, and Achieve3000 scores) to better monitor student progress. A challenge to attend to are our scores on the California Science Test (Metric 2.2).

For Metric 2.4, the implementation of our College and Career program continues to support our students, resulting in 90% prepared (blue on the Dashboard for College/Career). The implementation of our academic programs allowed our graduation rate to grow to 98.5% while all student groups either maintained or increased.

We implemented a new team, the Student Engagement Team, to support restorative practices, attendance, and overall school climate to impact attendance and academics in response to our increase in suspensions from the 2023-24 school 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.

N/A

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

Our structures and delivery of professional development related to ELD, ELA, and attendance helped empower staff and teachers to effectively impact change for our students' learning and participation. Grade level teams had designated time to analyze i-Ready and CAASPP data to align practices and implement universal supports and targeted interventions.

An effective action was the use of i-Ready diagnostic testing to better understand students' reading and math skills. These diagnostics, administered three times each school year, were used to create universal academic classroom supports as well as small group interventions in the classroom. Additionally, the data were used to create intervention study groups with individualized lessons aimed to build the skills of our students. Our growth, as measured by i-Ready in 2024 was 75% of our students demonstrated growth or proficiency in Math and 71% demonstrated growth or proficiency in ELA, attesting to the effectiveness of our practices.

The use of an in-house designed curriculum for ISP was deemed ineffective leading to the purchasing of Edgenuity to better monitor student progress and impact student learning.

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.

For the coming year, we will continue to focus on growth for students in ELA, Math, and English Learner Proficiency to influence more change on the dashboard. We will continue to refine our ELD program in the classroom while considering model schools and evidence based practices. Staff will have access to ELLevation to monitor students within their classrooms to build targeted supports. We will also focus efforts on our science scores, with PLC time devoted to content departments in an effort to support vertical alignment and the rigorous demands of the Next Generation Science Standards.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Support	We have an attendance Team that monitors attendance daily through huddles. The team reaches out to families to work on plans to increase attendance. Students who are not meeting attendance standards will receive counseling and home visits from attendance staff. (Title 1 and LCFF S/C; Dean of Students - a % of salary)	\$63,000.00	Yes
2.2	Professional Development	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 improving outcomes measured in the California Dashboard, including scores in ELA, mathematics, and science. 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. Department and content PLCs will support staff in methods to identify student needs, based on interim assessments, and implement strategies to address those needs. Professional Development will also be provided to support HSHMC in building a positive school culture. MTSS Tier 2 supports will be planned, implemented and monitored for success. (Academic Coach and staff time; Title III, Title II, Title , LCFF S/C)	\$147,525.00	Yes
2.3	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 circumstances. This includes options for Extended Day and Year programs for interventions, and programs such as Independent Study. Also included are summer sessions, Saturday School and other types of interventions for students needing additional support. Staff will continue to investigate new and innovative options to meet student needs. The purchasing of Edgenuity to monitor students progress. (Title 1, LCFF S/C)	\$252,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	College and Career	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. Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve. 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 (Career Counselor, College Team Coordinator; LCFF S/C, CTE)	\$120,750.00	Yes
2.5	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. The work of the Student Engagement 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. Support for Foster Youth and students who are homeless will continue through the Dean of Students.</p> <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. (Dean of Students; LCFF S/C)</p>	\$147,000.00	Yes
2.6	Supplemental Support for at-risk students	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 orange and yellow in those areas on the California Schools Dashboard.	\$424,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Provide supplemental personnel (ie. Instructional Coaches, College and Career Counselor, 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>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. MTSS Tier 2 supports will be developed and implemented. (Title 1, LCFF S/C, CSI)</p>		
<b>2.7</b>	Supplemental Support for English Learners	<p>English Learner students will receive supplemental support from ELD Specialists who will supply push-in support 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> <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 (i.e. -Ready, StudySync, Achieve3000, ELlevation, etc.). 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. (ELD Coordinator; Title III, LCFF S/C)</p>	\$136,500.00	Yes
<b>2.8</b>	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.	\$5,250.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Supplemental Support for SEL	Counselors will work with students who are struggling socially or emotionally and need extra support. Focused supports will be provided for students in foster care, or who are experiencing homelessness. 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. 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. (Restorative Practices Support; Title I, LCFF S/C, CCSP)	\$57,750.00	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	Full implementation and sustainability		#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	0
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: 3 Back to school night, Open House, and Symposium		Outreach event number = increase  Percent of parents who attended at least one event = increase	Met (increased by one event)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	Responses on Parent/Family Survey regarding - -feeling valued -feeling welcomed	Parent/Family Climate Survey - <ul style="list-style-type: none"> <li>• feeling valued - 77% Agree or Strongly Agree</li> <li>• feeling welcomed - 68% Agree or Strongly Agree</li> </ul>	We now have a new baseline from Fall 2024 Welcome and valued is >90% HSHMC encourages collaboration for inclusion and support for students is >90%		Welcome and valued >95% HSHMC encourages collaboration for inclusion and support for students >95%	N/A

## Goal Analysis [2024-25]

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.

We value the engagement of our community, and we successfully welcomed students, families, community members, and staff at multiple school events. We saw successes with our family outreach events through increased attendance based on our efforts to publicize these events coupled with our recruitment efforts. Our community liaison helped with family communication through regular email announcements, messaging on our website, personal phone calls home, and a presence at our DELAC meetings. Additionally, families had more opportunities to give formal feedback on our LCAP goals through digital and paper surveys at these events, and the inclusion of our LCAP survey on our monthly bulletins that get emailed to all families.

A difference in planned action was the use of a different survey to learn about parent and family climate. We used a shorter survey more targeted to our community as we believed this would reduce barriers for our families to give feedback. We saw more responses in the Fall of 2024.

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.

N/A

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

We were effective in engaging families in DELAC meetings as though we acknowledge that an increase in participation is needed for the coming year. Our community liaison has been effectively providing families with information about the school, events, and improved access to our LCAP survey.

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.

We changed our survey tool to gather feedback from parents and families.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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. 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. Our Parent Liaison continues to be developed to assist families and gather more feedback from parents. (LCFF, Title I)</p>	\$31,500.00	No
3.2	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. This includes, but is not limited to, annual climate survey, annual calendar of parent events, hybrid in-person meetings, personal emails or phone calls,</p>	\$21,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		etc. We have added additional features to PowerSchool to increase communication and provide more information to families.		
<b>3.3</b>	Workshops and Trainings	Provide Professional Learning for staff on the benefits of parent involvement and how to build stronger relationships with parents. Provide workshops for parents on the importance of being involved in the charter, the benefits, and how to support their young adult's education (both academic and social/emotional). Provide workshops on preparing for college and for careers, including financial information, writing resumes, etc. (Community School Team, College and Career Counselor, Dean of Students, and Parent Liaison; training time; LCFF S/C)	\$31,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2024-25]

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.

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.

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

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.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2024-25]

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.

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.

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

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.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
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# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,184,381	\$43,726

## 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
19.169%	0.000%	\$0.00	19.169%

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
2.1	<p><b>Action:</b> Attendance Support</p> <p><b>Need:</b> Action: Attendance Support Need: Attendance rates are at 92% and Chronic Absenteeism is at 28%. Students cannot learn if they aren't in school</p> <p><b>Scope:</b></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
	LEA-wide		
2.2	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> While overall scores in ELA and Math have increased overall, we still can focus on working towards supporting students to meet grade level standards assessed on SBAC. Therefore, HSHMC needs to find strategies to improve student results.</p> <p><b>Scope:</b> LEA-wide</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.	Academic Achievement improvement in ELA and Math, with disaggregated scores.
2.3	<p><b>Action:</b> Educational Options</p> <p><b>Need:</b> 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><b>Scope:</b> LEA-wide</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.	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
2.4	<p><b>Action:</b> College and Career</p> <p><b>Need:</b> 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><b>Scope:</b> 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
2.5	<p><b>Action:</b> Positive School Environment</p> <p><b>Need:</b> Survey results for feelings of connectedness to the school, and safety demonstrate there is a need for improvement in this area.</p> <p><b>Scope:</b> 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.	California Healthy Kids Survey
2.6	<p><b>Action:</b> Supplemental Support for at-risk students</p> <p><b>Need:</b> See test data in Action 2.1</p> <p><b>Scope:</b> 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
2.9	<p><b>Action:</b> Supplemental Support for SEL</p> <p><b>Need:</b> 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><b>Scope:</b> 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
3.2	<p><b>Action:</b> Communication and Outreach</p> <p><b>Need:</b> 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><b>Scope:</b> 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
3.3	<p><b>Action:</b> Workshops and Trainings</p> <p><b>Need:</b> 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><b>Scope:</b> 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
<p><b>2.7</b></p>	<p><b>Action:</b> Supplemental Support for English Learners</p> <p><b>Need:</b> English Learners are scoring below other student groups on the ELA SBAC test.</p> <p><b>Scope:</b> 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 77.08%, 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 (i.e. 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 9-12. 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

# 2025-26 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 %)
Totals	6,178,665	1,184,381	19.169%	0.000%	19.169%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,742,175.00	\$0.00	\$0.00	\$156,500.00	\$4,898,675.00	\$4,603,675.00	\$295,000.00

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	Planned Percentage of Improved Services
1	1.1	Basic Services	All	No			All Schools		\$3,255,000.00	\$20,000.00	\$3,275,000.00				\$3,275,000.00	
1	1.2	Beyond Credentialing	All	No					\$0.00	\$115,500.00	\$115,500.00				\$115,500.00	
1	1.3	Facilities and Safety	All	No			All Schools		\$0.00	\$31,500.00	\$31,500.00				\$31,500.00	
1	1.4	Academic Program	All	No			All Schools		\$15,850.00	\$2,000.00	\$17,850.00				\$17,850.00	
1	1.5	Social/emotional Safety	All	No			All Schools		\$21,000.00	\$0.00	\$21,000.00				\$21,000.00	
2	2.1	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$63,000.00	\$0.00	\$58,000.00			\$5,000.00	\$63,000.00	
2	2.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$147,525.00	\$0.00	\$122,025.00			\$25,500.00	\$147,525.00	
2	2.3	Educational Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$162,000.00	\$90,000.00	\$236,000.00			\$16,000.00	\$252,000.00	
2	2.4	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$115,750.00	\$5,000.00	\$120,750.00				\$120,750.00	
2	2.5	Positive School Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$132,000.00	\$15,000.00	\$147,000.00				\$147,000.00	

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	Planned Percentage of Improved Services
2	2.6	Supplemental Support for at-risk students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$424,000.00	\$0.00	\$334,000.00			\$90,000.00	\$424,000.00	
2	2.7	Supplemental Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$136,500.00	\$0.00	\$126,500.00			\$10,000.00	\$136,500.00	
2	2.8	Supplemental Support for Students with Disabilities	Students with Disabilities	No			All Schools		\$5,250.00	\$0.00	\$5,250.00				\$5,250.00	
2	2.9	Supplemental Support for SEL	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$52,750.00	\$5,000.00	\$57,750.00				\$57,750.00	
3	3.1	Parent Leadership and Advisory Groups	All	No			All Schools		\$26,500.00	\$5,000.00	\$21,500.00			\$10,000.00	\$31,500.00	
3	3.2	Communication and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$20,050.00	\$1,000.00	\$21,050.00				\$21,050.00	
3	3.3	Workshops and Trainings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$26,500.00	\$5,000.00	\$31,500.00				\$31,500.00	

# 2025-26 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
6,178,665	1,184,381	19.169%	0.000%	19.169%	\$1,254,575.00	0.000%	20.305 %	<b>Total:</b>	\$1,254,575.00
								<b>LEA-wide Total:</b>	\$1,128,075.00
								<b>Limited Total:</b>	\$126,500.00
								<b>Schoolwide Total:</b>	\$57,750.00

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 (%)
2	2.1	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,025.00	
2	2.3	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,000.00	
2	2.4	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,750.00	
2	2.5	Positive School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$147,000.00	
2	2.6	Supplemental Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$334,000.00	
2	2.7	Supplemental Support for English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	\$126,500.00	

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 (%)
				Student Group(s)				
2	2.9	Supplemental Support for SEL	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$57,750.00	
3	3.2	Communication and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,050.00	
3	3.3	Workshops and Trainings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,500.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,626,500.00	\$4,502,092.00

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	1.1	Basic Services	No	\$3,120,000.00	\$3,004,135
1	1.2	Beyond Credentialing	No	\$110,000.00	\$141,508
1	1.3	Facilities and Safety	No	\$30,000.00	\$29,316
1	1.4	Academic Program	No	\$17,000.00	\$10,456
1	1.5	Social/emotional Safety	No	\$20,000.00	\$23,365
2	2.1	Attendance Support	Yes	\$60,000.00	\$33,848
2	2.2	Professional Development	Yes	\$140,500.00	\$141,196
2	2.3	Educational Options	Yes	\$200,000.00	\$200,769
2	2.4	College and Career	Yes	\$115,000.00	\$175,384
2	2.5	Positive School Environment	Yes	\$140,000.00	\$102,310
2	2.6	Supplemental Support for at-risk students	Yes	\$404,000.00	\$392,564

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	2.7	Supplemental Support for English Learners	Yes	\$130,000.00	\$82,464
2	2.8	Supplemental Support for Students with Disabilities	No	\$5,000.00	\$3,705
2	2.9	Supplemental Support for SEL	Yes	\$55,000.00	\$64,178.00
3	3.1	Parent Leadership and Advisory Groups	No	\$30,000.00	\$28,604
3	3.2	Communication and Outreach	Yes	\$20,000.00	\$34,145
3	3.3	Workshops and Trainings	Yes	\$30,000.00	\$34,145

# 2024-25 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)
	\$1,148,000.00	\$1,261,003.00	(\$113,003.00)	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)
2	2.1	Attendance Support	Yes	\$55,000.00	\$33,848		
2	2.2	Professional Development	Yes	\$115,000.00	\$141,196		
2	2.3	Educational Options	Yes	\$184,000.00	\$200,769		
2	2.4	College and Career	Yes	\$115,000.00	\$175,384		
2	2.5	Positive School Environment	Yes	\$140,000.00	\$102,310		
2	2.6	Supplemental Support for at-risk students	Yes	\$314,000.00	\$392,564		
2	2.7	Supplemental Support for English Learners	Yes	\$120,000.00	\$82,464		
2	2.9	Supplemental Support for SEL	Yes	\$55,000.00	\$64,178		
3	3.2	Communication and Outreach	Yes	\$20,000.00	\$34,145		
3	3.3	Workshops and Trainings	Yes	\$30,000.00	\$34,145		

# 2024-25 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)
			0.000%	\$1,261,003.00	0.000%	0.000%	\$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](mailto: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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

### 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

### Requirements

**School districts and COEs:** [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

### For English Learners and Long-Term English Learners

- 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.

### For Technical Assistance

- 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.

### For Lowest Performing Dashboard Indicators

- 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.

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

## 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 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 2024

# Coversheet

## 2025-2026 Instructional Minutes

**Section:** III. Action Items  
**Item:** C. 2025-2026 Instructional Minutes  
**Purpose:**  
**Submitted by:**  
**Related Material:** C - 2025-2026 Instructional Minutes.pdf

School	Health Sciences
Location	221
Track	Traditional

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

Schedule	Start Time	Ending Time	Total minutes per day	Minus excess passing time	Minus minutes of lunch	Instructional minutes per day	Number of days per year	Instructional minutes per year	Excess or (shortage)
Regular Days	08:30 AM	03:10 AM	400	N/A	30	370	173	64,010	
Minimum Days	08:30 AM	12:50 PM	265	N/A	30	235	7	1,645	
							180	65,655	855

**Regular Days Schedule**

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

**Minimum Days Schedule**

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

I verify that the above is the correct schedule for the 2025-2026 school year.

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Signature (Principal) \_\_\_\_\_ Date \_\_\_\_\_

**Minimum days**

9/9/25 Tue		
12/18/25 Thur		
12/19/25 Fri		
1/13/26 Tue		
4/14/26 Tue		
5/27/26 Wed		
5/28/26 Thur		

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# Coversheet

## 2025-2026 School Calendar

**Section:** III. Action Items  
**Item:** D. 2025-2026 School Calendar  
**Purpose:**  
**Submitted by:**  
**Related Material:** D -2025-2026HSHMC Family Calendar copy.xls

## 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](#):

D -2025-2026HSHMC Family Calendar copy.xls

# Coversheet

## HSHMC Book Adoption Approval

**Section:** III. Action Items  
**Item:** E. HSHMC Book Adoption Approval  
**Purpose:**  
**Submitted by:**  
**Related Material:** E - Instructional Materials for Board Approval.pdf

## Health Sciences High and Middle College Instructional Materials per Course

COURSES	TEXTBOOK	CODE*	PUBLISHER
English Language Arts/English Language Development			
ELA 1-4	California StudySync ELA with ELD	D	McGraw Hill
Mathematics			
Integrated Math 1	Reveal Math Integrated I	D	McGraw Hill
Integrated Math 2	Reveal Math Integrated II	D	McGraw Hill
Integrated Math 3	Reveal Math Integrated III	D	McGraw Hill
Pre Calculus	Precalculus National Edition	T	McGraw Hill
Elementary Statistics	Elementary Statistics 4th Edition	T	McGraw Hill
Science			
Anatomy & Physiology	Hole's Essential of Human Anatomy and Physiology HS 2nd Edition	D	McGraw Hill
Biology	Inspire Biology	D	McGraw Hill
Chemistry	Inspire Chemistry	D	McGraw Hill
Physics	Inspire Physics	D	McGraw Hill
History/Social Science			
Ethnic Studies	Achieve 3000 Actively Learn	D D	McGraw Hill McGraw Hill
World History	Impact Modern World History, Culture, & Geography	D	McGraw Hill
US History	Impact California Social Studies United States History & Geography	D	McGraw Hill
Government	Impact California Social Studies Principles of American Democracy	D	McGraw Hill

Economics	Impact California Social Studies Principles of Economics	D	McGraw Hill
World Language			
Spanish 1	¡Asi se dice!	D	McGraw Hill
Spanish 2	¡Asi se dice!	D	McGraw Hill
<p>*Code:                      D = digital textbook (all materials are available through a single sign on: HSHMC Clever)                      T = textbook</p>			

# Coversheet

## 20205-2026 Cuyamaca College CCAP

**Section:** III. Action Items  
**Item:** F. 20205-2026 Cuyamaca College CCAP  
**Purpose:**  
**Submitted by:**  
**Related Material:** F - HSHMC 2025-26 Course List (1).pdf

**Attachment “A”**

**Grossmont-Cuyamaca Community College District and  
Health Sciences High and Middle College Charter School  
2025-2026 CCAP Course List**

Cuyamaca College Courses Offered at Health Sciences High and Middle College

**1. Course: BIO 120**

**Title:** Principles of Biology

**Scope/Nature:** Survey of the basic biological principles with particular emphasis on the molecular and cellular aspects of the organism. The unifying concepts of biology such as organization, metabolism, genetics and evolution are discussed. The laboratory component extends and complements the lecture with hands-on experiences that include experimental design, light microscopy, cellular biology, enzymes, data analysis and interpretation, organismal biology, genetics, systematics, and ecology. Meets transfer requirements for non-majors. (CSU/UC) (AA/AS-B)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	4	32	F	8:30-4:05	0	4.14

Total Sections: 1  
 Total Enrollment: 32  
 Total Online FTES: 0  
 Total In-Person FTES: 4.14

**2. Course: BUS 110**

**Title:** Introduction to Business

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5825	3	30	Online	Asynchronous	2.91	0

Total Sections: 1  
 Total Enrollment: 30  
 Total Online FTES: 2.91  
 Total In-Person FTES: 0

**3. Course: BUS 111**

**Title:** Entrepreneurship: Starting a Business

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	30	Online	Asynchronous	2.91	0

Total Sections: 1  
 Total Enrollment: 30  
 Total Online FTES: 2.91  
 Total In-Person FTES: 0

**4. Course: BUS 195**

**Title:** Principles of Money Management

**Scope/Nature:** Explores the theories and techniques of managing personal income by setting life planning goals that will culminate in the development of a personal plan for students to manage their finances throughout their lifespan. Within the broad backdrop of business and economics in the United States, topics will include lifelong financial planning, budgeting, managing checking and savings accounts, building and maintaining good credit, retirement, and estate planning, insurance, home ownership, and creating an investment portfolio. (CSU)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5826	3	40	Online	Asynchronous	3.89	0
Spring 2026	TBD	3	30	Online	Asynchronous	2.91	0
Summer 2026	TBD	3	30	Online	Asynchronous	2.91	0

Total Sections: 3

Total Enrollment: 100  
 Total Online FTES: 9.71  
 Total In-Person FTES: 0

**5. Course: CD 125**

**Title:** Child Growth and Development

**Scope/Nature:** The study of child growth and development from conception through adolescence as determined by the interaction of the biosocial, cognitive and social/emotional domains of development within the family and the cultural context with implications for raising successful adults. Observations of children of various ages are an integral part of this course. (C-ID CDEV 100) (CSU/UC) (AA/AS-D, CSU-D,E, IGETC-4)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6655	3	30	Online	Asynchronous	2.91	0

Total Sections: 1  
 Total Enrollment: 30  
 Total Online FTES: 2.91  
 Total In-Person FTES: 0

**6. Course: CD 134**

**Title:** Health, Safety and Nutrition of Young Children

**Scope/Nature:** Strategies for applying holistic health, safety and nutrition in early childhood settings. Designed for teachers, parents or others who desire current information on concepts of health, safety and nutrition as it applies to children from infancy through school age. Covers laws, practices, and curriculum regarding physical and mental health, safety, fitness and nutrition. An emphasis on program planning will include collaboration with families and healthcare providers leading to the development of good habits, attitudes and responses promoting healthy and safe lifestyles. (C-ID ECE 220) (CSU)

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	30	Online	Asynchronous	2.91	0

Total Sections: 1  
 Total Enrollment: 30  
 Total Online FTES: 2.91  
 Total In-Person FTES: 0

**7. Course: COMM C1000**

**Title:** Introduction to Public Speaking

**Scope/Nature:** In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. Special attention will be given to learning how to prepare, organize and deliver a speech to a diverse audience, while demonstrating rhetorical sensitivity to diversity, equity, inclusion, and accessibility. Additionally, students will employ effective verbal and nonverbal practices while delivering a speech and managing communication apprehension (speech anxiety). Furthermore, students will utilize presentation aids, enhance listening skills, and ethically obtain and present speech content. Formerly COMM 122. Not open to students with credit in COMM 122.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6656	3	30	F hybrid	12:15-2:45	2.91	0
Spring 2026	TBD	3	30	F hybrid	12:15-2:45	2.91	0

Total Sections: 2  
 Total Enrollment: 60  
 Total Online FTES: 5.82  
 Total In-Person FTES: 0

**8. Course: ENGL C1000**

**Title:** Academic Reading and Writing

**Scope/Nature:** In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Open to students with credit in ESL 2 or equivalent. Formerly ENGL 120. Not open to students with credit in ENGL 120 or ESL 122.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5818	3	30	T hybrid	12:15-1:40	2.91	0
Spring 2026	TBD	3	30	T hybrid	10-11:25	2.91	0

Total Sections: 2  
 Total Enrollment: 60  
 Total Online FTES: 5.82  
 Total In-Person FTES: 0

**9. Course: ETHN 114**

**Title:** Introduction to Race & Ethnicity

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	25	M	8:30 -11:45	0	2.43

Total Sections: 1  
 Total Enrollment: 25  
 Total Online FTES: 0  
 Total In-Person FTES: 2.43

**10. Course: HED 120**

**Title:** Personal Health and Lifestyle

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6651	3	59	Online	Asynchronous	5.73	0
Spring 2026	TBD	3	59	Online	Asynchronous	5.73	0

Total Sections: 2  
 Total Enrollment: 118  
 Total Online FTES: 11.46  
 Total In-Person FTES: 0

**11. Course: HED 201**

**Title:** Introduction to Public Health

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6652	3	20	W	8:30-11:35	0	1.94
Spring 2026	TBD	3	25	W hybrid	8:30-9:55	2.43	0

Total Sections: 2  
 Total Enrollment: 45  
 Total Online FTES: 2.43  
 Total In-Person FTES: 1.94

**12. Course: HED 202**

**Title:** Health Professions and Organizations

**Scope/Nature:** A review of health organizations and agencies that operate locally, regionally, nationally and internationally. Information regarding potential careers in medicine, allied health, and public health is included. CSU

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5829	3	25	F	8:30-11:35	0	2.43

Total Sections: 1  
 Total Enrollment: 25  
 Total Online FTES: 0  
 Total In-Person FTES: 2.43

**13. Course: HED 203**

**Title:** Substance Abuse and Public Health

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	30	F	8:30-11:35	0	2.91

Total Sections: 1  
 Total Enrollment: 30  
 Total Online FTES: 0  
 Total In-Person FTES: 2.91

**14. Course: HED 204**

**Title:** Health and Social Justice

**Scope/Nature:** This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, race, and gender shape health epidemics and policy development. The basic knowledge and skills necessary for advocating for health and social justice will be theoretically demonstrated. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5830	3	25	M hybrid	8:30-10:55	2.43	0
Spring 2026	TBD	3	30	M hybrid	8:30-9:55	2.91	0

Total Sections: 2  
 Total Enrollment: 55  
 Total Online FTES: 5.34  
 Total In-Person FTES: 0

**15. Course: HED 251**

**Title:** Healthy Lifestyles: Theory & Application

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5831	3	20	W hybrid	8:30-11:35	1.94	0
Spring 2026	TBD	3	25	W hybrid	8:30-11:35	2.43	0

Total Sections: 2  
 Total Enrollment: 45  
 Total Online FTES: 4.37  
 Total In-Person FTES: 0

#### 16. Course: HIST 109

**Title:** Modern American History

**Scope/Nature:** A historical survey of the political, social, economic and cultural development of the United States from 1865 to the present. Explores modern American institutions, ideals, ideologies, and laws, including explorations of the U.S. and California constitutions and interactions between federal, state, and local governments. AA/AS GE, CSU, CSU GE, IGETC, UC credit limit

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5819	3	40	T, W, TH	10:00-11:25	0	3.89
Spring 2026	TBD	3	20	T, W, TH	12:15-1:40	0	1.94

Total Sections: 2  
 Total Enrollment: 60  
 Total Online FTES: 0  
 Total In-Person FTES: 5.83

#### 17. Course: MATH 170

**Title:** Analytic Trigonometry

**Scope/Nature:** Theoretical approach to the study of trigonometric functions with emphasis on circular functions, trigonometric identities, trigonometric equations, graphical methods, vectors and applications, complex numbers, and solving triangles with applications. Successful completion of MATH 170 and 175 is equivalent to the successful completion of

MATH 176. A maximum of 7 units can be earned for successfully completing any combination of MATH 170, 175, 176. AA/AS GE, CSU, CSU GE

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5816	3	20	M	8:30-11:45	0	1.94

Total Sections: 1  
 Total Enrollment: 20  
 Total Online FTES: 0  
 Total In-Person FTES: 1.94

**18. Course: MATH 175**

**Title:** College Algebra

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	4	20	T, W, TH	10:00-11:25	0	2.59

Total Sections: 1  
 Total Enrollment: 20  
 Total Online FTES: 0  
 Total In-Person FTES: 2.59

**19. Course: MATH 180**

**Title:** Analytic Geometry and Calculus I

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	5	15	T, W, TH	12:15 - 3:10	0	2.43

Total Sections: 1  
 Total Enrollment: 15  
 Total Online FTES: 0  
 Total In-Person FTES: 2.43

**20. Course: MUS 123**

**Title:** History of Hip-Hop Culture

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	25	T	8:30 -11:35	0	2.43

Total Sections: 1  
 Total Enrollment: 25  
 Total Online FTES: 0  
 Total In-Person FTES: 2.43

**21. Course: NUTR 155**

**Title:** Introduction to Nutrition

**Scope/Nature:** Introduction to the basic principles of nutrition and its relationship to good health. Evaluation of current nutritional information (and misinformation) with an emphasis on critical thinking to determine optimal dietary choices. Study of the major dietary goals and guidelines. Examination of weight maintenance techniques, eating disorders, food labeling, food safety, and special needs at various stages in the life cycle. Not open to students with credit in HED 155. AA/AS GE, CSU, CSU GE, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6653	3	40	Online	Asynchronous	3.89	0

Fall 2025	6654	3	40	Online	Asynchronous	3.89	0
Spring 2026	TBD	3	40	Online	Asynchronous	3.89	0
Spring 2026	TBD	3	40	Online	Asynchronous	3.89	0
Summer 2026	TBD	3	40	Online	Asynchronous	3.89	0

Total Sections: 5  
 Total Enrollment: 200  
 Total Online FTES: 19.45  
 Total In-Person FTES: 0

**22. Course: POSC 120**

**Title:** Introduction to Politics and Political Analysis

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

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5821	3	40	F	8:30 -11:35	0	3.89

Total Sections: 1  
 Total Enrollment: 40  
 Total Online FTES: 0  
 Total In-Person FTES: 3.89

**23. Course: POLS C1000**

**Title:** American Government and Politics

**Scope/Nature:** This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. Analysis of the evolution of the structures and functions of the U.S. and California political systems from the time of the nation’s founding to the present day. Emphasis is on the dynamic nature of the American political experience and how that experience impacts the functioning of the U.S. political system. The course will also explore the larger cultural, economic, and sociological forces shaping the U.S. political system. In addition, the development and evolution of the U.S.

Constitution and policy making role of traditional political institutions such as the presidency, the Congress, and the judiciary will be explored. Finally, the impact of other political forces such as mass movements, the media, the bureaucracy, interest groups, and ethnic and social groups will be examined. Topics will be illustrated through reference to current political events. Formerly POSC 121. Not open to students with credit in POSC 121.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Spring 2026	TBD	3	25	F	8:30 -11:35	0	2.43
Summer 2026	TBD	3	30	Online	Asynchronous	2.91	0

Total Sections: 2  
 Total Enrollment: 55  
 Total Online FTES: 2.91  
 Total In-Person FTES: 2.43

**24. Course: PSYC C1000**

**Title:** Introduction to Psychology

**Scope/Nature:** This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. Introduction to the facts and theories which seek to explain and understand human thought and behavior including such topics as personality, psychotherapy, learning, memory, interpersonal relationships, adjustment and biological influences. Formerly PSY 120. Not open to students with credit in PSY 120.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5822	3	40	M hybrid	8:30-10:55	3.89	0
Spring 2026	TBD	3	30	M	8:30 -11:35	0	2.91

Total Sections: 2  
 Total Enrollment: 70  
 Total Online FTES: 3.89  
 Total In-Person FTES: 2.91

**25. Course: SOC 120**

**Title:** Introductory Sociology

**Scope/Nature:** Introductory study of the major concepts, theoretical approaches, and methods of sociology. Topics include social structure, culture, social control, deviance,

social stratification, globalization, ethnic and race relations, gender, sexuality, social institutions, social interaction, socialization, and social change. Course objectives include the ability to apply sociological ideas to everyday life. AA/AS GE, CSU, CSU GE, IGETC, UC

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6649	3	25	M hybrid	8:30 -10:55	2.43	0

Total Sections: 1  
 Total Enrollment: 25  
 Total Online FTES: 2.43  
 Total In-Person FTES: 0

**26. Course: STAT C1000**

**Title:** Introduction to Statistics

**Scope/Nature:** This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chisquared and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Formerly MATH 160. Not open to students with credit in MATH 160, PSY 215.

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	5815	4	30	T, W, TH	8:30-9:45	0	3.89
Spring 2026	TBD	4	20	T, W, TH	8:30-9:55	0	2.59

Total Sections: 2  
 Total Enrollment: 50  
 Total Online FTES: 0  
 Total In-Person FTES: 6.48

**27. Course: SW 120**

**Title:** Introduction to Social Work

**Scope/Nature:** 3-hour lecture Students will use a social problems approach to describe how poverty, child abuse, substance abuse, health and mental health issues, sexism, racism, other forms of discrimination, crime, and other social issues affect people. Provides a framework for analyzing policy issues and for making informed civic decisions on social

issues. Students are asked to volunteer at a social service/community service agency to observe and report on how social workers attempt to assess and address social problems.  
 CSU

Semester	Section	Units	Enrollment	Meeting Days	Start-End Time	Online FTES	In Person FTES
Fall 2025	6650	3	35	F	8:30-11:45	0	3.40
Spring 2026	TBD	3	25	M	8:30-11:35	0	2.43

Total Sections: 2  
 Total Enrollment: 60  
 Total Online FTES: 0  
 Total In-Person FTES: 5.83

### Health Sciences High and Middle College Charter High School

<b>Total 2025-2026 CCAP Projections</b>	
<b>Courses:</b>	<b>27</b>
<b>Sections:</b>	<b>44</b>
<b>Enrollments:</b>	<b>1,355</b>
<b>Online FTES:</b>	<b>85.27</b>
<b>In-Person FTES:</b>	<b>50.64</b>

# Coversheet

## 2025-26 Consolidated Application Funds

**Section:** III. Action Items  
**Item:** G. 2025-26 Consolidated Application Funds  
**Purpose:**  
**Submitted by:**  
**Related Material:** G - 2025-26 CONAPP Health Sciences.docx.pdf

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

**RECOMMENDATION:** Approve application for the 2025-26 Consolidated Application Funds listed below.

**BACKGROUND INFORMATION:**

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits Part I of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. Therefore, the action on this document is being taken as a preemptive measure to apply for those funds.

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

**CURRENT INFORMATION:**

**Title I, Part A Basic Grant- ESSA**

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

**Title II, Part A, Teacher Quality**

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

**TITLE III, Language Instruction of English Learners**

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

**Title IV. Part A, Student Support**

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

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

# Coversheet

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

**Section:** III. Action Items  
**Item:** H. 2023-24 and 2024-25 Education Protection Account (EPA)  
**Purpose:**  
**Submitted by:**  
**Related Material:** H- 2024-25 and 25-26 EPA Resolution Health Sciences.docx.pdf

## 2024-25 and 2025-26 Education Protection Account (EPA)

### RESOLUTION OF THE GOVERNING BOARD OF

### Health Sciences High and Middle College

#### BACKGROUND:

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

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

#### ACTION:

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

FY 2025-26 in the amount of approximately \$102,200 will be used on Certificated Teacher Salaries, thus solely for instructional, non-administrative expenses.

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

In 2024-25, the school received approximately \$95,950 in Education Protection Account (EPA) Funding. These funds were spent exclusively on certificated teacher salaries.

# Coversheet

## Management of Surplus Property

**Section:** III. Action Items  
**Item:** I. Management of Surplus Property  
**Purpose:**  
**Submitted by:**  
**Related Material:** Surplus Property Declaration Page.pdf  
Donation Acceptance Form.pdf  
Excess Property BP Final (2).pdf



## APPENDIX B

**Surplus Property Declaration Template**

**Health Sciences High and Middle College**

**Surplus Property Declaration Form**

**Submitted by:** \_\_\_\_\_

**Title/Department:** \_\_\_\_\_

**Date of Request:** \_\_\_\_\_

Item Description	Make/Model	Asset Tag	Condition	Estimated Value	Disposal Method

Reason for Surplus Declaration (Check all that apply):

- Outdated
- Non-functional
- No longer instructional
- Replaced by new equipment
- Other: \_\_\_\_\_

Certification:

I certify that the above items are no longer needed for school use and request board approval to proceed with the proposed method of disposal.

School Official Approval: \_\_\_\_\_ Date: \_\_\_\_\_



## APPENDIX A

### Donation Acceptance Form – HSHMC Surplus Technology

#### Health Sciences High and Middle College

#### Donation Acceptance Form for Surplus Laptop

Recipient Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Device Serial Number: \_\_\_\_\_

Device Description: \_\_\_\_\_

Graduation Year: \_\_\_\_\_

As part of HSHMC’s commitment to supporting students beyond graduation, the school is pleased to donate surplus technology to graduating seniors. This device has been declared surplus and is no longer needed for instructional use.

By signing below, the recipient and their parent/guardian (if under 18) acknowledge and agree to the following:

#### **As-Is Condition**

I acknowledge that the laptop is provided “as-is,” with no warranty, guarantee, or expectation of support from HSHMC.

#### **Data Wipe Confirmation**

I understand that all HSHMC data, student files, and licensed software have been removed.

#### **No Liability**

HSHMC shall not be held responsible for maintenance, repair, replacement, or technical support after the transfer of ownership.

#### **Ownership Transfer**

Upon signing, the recipient assumes full responsibility and ownership of the device.

**No Resale Agreement**

I agree not to sell, trade, or distribute the device within 6 months of receipt.

**Use Agreement**

I agree to use the device in a legal and responsible manner.

**Recipient Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature** (if under 18): \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Representative (Print/Sign):** \_\_\_\_\_ **Date:** \_\_\_\_\_



HEALTH SCIENCES HIGH AND MIDDLE COLLEGE  
Board Policy: Management of Surplus Property

Prepared for Board Adoption: 5/27/2025

## I. Purpose

The purpose of this policy is to establish procedures for the identification, declaration, and disposition of surplus personal property owned by Health Sciences High and Middle College (HSHMC), in accordance with California Education Code §17545–§17546.

## II. Definition

Surplus Personal Property: Any school-owned property, including but not limited to instructional materials, office equipment, technology, furniture, or other tangible items, that is no longer needed, obsolete, or unsuitable for school use.

## III. Procedures

### A. Identification and Evaluation

- Site administrators shall identify items that are obsolete, broken, or no longer needed.
- A list of proposed surplus items shall be prepared.
- The leadership shall assess the fair market value and condition of the items.

### B. Declaration of Surplus

- Items determined to have no useful value to the school or minimal resale value (under \$2,500 per item) may be declared surplus.
- The site shall prepare a surplus declaration list for approval.
- The declaration will include:
  - Item description and condition
  - Estimated current value
  - Recommendation for method of disposal (e.g., donation, sale, recycling)

### C. Methods of Disposal

Upon Board approval, surplus property may be disposed of as follows:

- Donation
  - Items with minimal value may be donated to students, families, nonprofit organizations, or other educational institutions.
  - A donation shall be documented via a Donation Acceptance Form (see Appendix A).
- Sale
  - Items with reasonable value may be sold through public auction or surplus sale platforms.
  - Proceeds from sales shall be deposited into the general fund or designated accounts.
- Recycling or Disposal
  - Unusable or non-functioning items shall be recycled or disposed of in compliance with applicable regulations.

#### D. Technology Donations to Students

- Technology, such as laptops or tablets, may be donated to graduating seniors if:
  - The equipment is at least 3 years old.
  - The item is no longer used for instructional purposes.
  - Each student recipient must sign an acknowledgment form waiving future technical support and accepting the device “as-is.”

#### IV. Documentation and Reporting

- The site shall maintain records of all surplus declarations, board resolutions, and final disposition of items.
- An annual report of surplus actions will be presented to the board each June.

#### V. Accountability

No employee or board member shall personally benefit from the disposal of school property, except as part of an approved donation program (e.g., laptops to graduating seniors).