



# Health Sciences High and Middle College

## HSHMC Emergency Board Meeting

Published on January 17, 2025 at 1:21 PM PST

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### Date and Time

Wednesday January 22, 2025 at 7:30 AM PST

### Location

Teleconferenced from:

HSHMC - 3910 University Avenue, San Diego, CA 92105

Sharp Health Plan - 8520 Tech Way #200, San Diego, CA 92123

Sharp Grossmont Hospital - 5555 Grossmont Center Drive, La Mesa, CA 91942

6732 Bonnie View Drive, San Diego, CA 92119

Sharp Hospital Chula Vista - 751 Medical Center Court, Chula Vista, CA 91911

Sharp HealthCare - 5651 Copley Drive, San Diego, CA 92111

Sharp Mesa Vista - 7850 Vista Hill Avenue, San Diego, CA 92123

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:30 AM</b>
<b>A.</b>	Record Attendance		1 m
<b>B.</b>	Call the Meeting to Order	Frederick Johnson	1 m
<b>C.</b>	Approve Minutes	Frederick Johnson	1 m

	Purpose	Presenter	Time
Approval of the minutes from the last meeting on December 3, 2024 will be on the agenda and approved at the next regularly scheduled meeting on February 24, 2025.			
<b>D.</b>	Public Comment	Frederick Johnson	1 m
<b>II.</b>	<b>OPEN SESSION: Action Items</b>		<b>7:34 AM</b>
<b>A.</b>	Approval of Modified Instructional Minutes	Vote Douglas Fisher	5 m
<b>B.</b>	Approval of Technology Contracts/Budget Adjustments	Vote Douglas Fisher	5 m
<b>C.</b>	Approval of School Accountability Report Card (SARC)	Vote Dominique Smith	1 m
<b>III.</b>	<b>Closing Items</b>		<b>7:45 AM</b>
<b>A.</b>	Adjourn Meeting	Frederick Johnson	1 m

# Coversheet

## Approval of Modified Instructional Minutes

**Section:** II. OPEN SESSION: Action Items  
**Item:** A. Approval of Modified Instructional Minutes  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Instructional Minutes - Amended for Board Approval 1:22:2025.pdf

**From:** Javier Vaca jvaca@hshmc.org  
**Subject:** Minutes  
**Date:** January 17, 2025 at 1:50 PM  
**To:** Sheri Johnson sjohnson@hshmc.org



SAN DIEGO CITY SCHOOLS  
 Financial Accounting Office  
 Pupil Accounting  
 2024-2025 Annual Instructional Minutes Schedule

School Location	Health Sciences 221
Track	Traditional

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

Schedule	Start Time	Ending Time	Total minutes per day	Minus excess passing time	Minus minutes of lunch	Instructional minutes per day	Number of days per year	Instructional minutes per year	Excess or (shortage)
Regular Days	08:30 AM	03:10 PM	405	N/A	30	375	173	64,875	
Minimum Days	08:30 AM	12:50 PM	265	N/A	30	235	6	1,410	
							179	66,285	1,485

**Regular Days Schedule**

Period	Instructional Time from	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	25
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	395
Minus Excess Passing time:			0	-30
			10	365

**Minimum Days Schedule**

Period	Instructional Time from	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
Minus Excess Passing time:			0	-30
			15	220

I verify that the above is the correct schedule for the 2024-2025 school year.

Signature (Principal)  Date 1/17/25

**Minimum days**

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

# Coversheet

## Approval of Technology Contracts/Budget Adjustments

**Section:** II. OPEN SESSION: Action Items  
**Item:** B. Approval of Technology Contracts/Budget Adjustments  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Sharp Electronic Technology Contract.pdf



DATA – VOICE – AUDIO – VIDEO – SECURITY  
Sharp Business Systems  
8670 Argent Street, Santee, CA 92071  
Phone: (619) 219-2162 ~ [www.SharpUSA.com](http://www.SharpUSA.com)

**Customer:**  
Health Science High & Middle  
College  
3910 University Ave  
San Diego, CA 92105

**Project Name:** HSHMC 3<sup>rd</sup> & 4<sup>th</sup> Floor Renovation  
**Date:** December 27, 2024

**Account Rep:** Jason List  
**Contact email:** [Jason.List@Sharpusa.com](mailto:Jason.List@Sharpusa.com)

## Scope of Work

### **CONFERENCE ROOM (Room 409)**

Sharp Business Systems will install a Sharp 4P-B86EJ2U 86" Class Commercial Displays, utilizing a new Sharp supplied heavy duty wall mount. There will be three sources for the room: 1.) hard wired HDMI/USB input (at the table), 2.) wireless presentation system or 3.) owner furnished house Mac Mini. There will be an overhead mic array and (6) speakers for 2-way audio and a PTZ camera installed at the front of the room for video capture of local participants. Users will be able to conduct presentations and audio/video conferences (utilizing customer supplied applications/accounts). The room's functionality (power, source switching, volume, mute, camera controls, etc.) will all be accommodated through the wall mount touch panel.

### **CONFERENCE ROOM (Room 320)**

Sharp Business Systems will install a new Sharp 4P-B75EJ2U 75" Class Commercial Displays and All-In-One Video Bar, utilizing a new Sharp provided heavy duty wall mount. Content for the display will come from either a hard wired HDMI input or via a wireless presentation system. The room's functionality (power, source switching, volume, etc.) will all be accommodated through the wall mount touch panel.

### **LARGE CLASSROOM (Room: 301, 404)**

Sharp Business Systems will install two Sharp 4P-B86EJ2U 86" Class Commercial Displays in Room 404 and two Sharp 4P-B75EJ2U 75" Class Commercial Displays in Room 301, along with a Promethean Interactive Display provided by client in each room, and utilizing Sharp supplied heavy duty wall mounts as per the client provided drawings. Content for the displays will come from either a new HDMI wall input, a wireless presentation system or the Promethean main display input. A wireless microphone solution (including a handheld and lapel style mic) will also be provided for voice lift. AV extenders (over new Cat 6 cable) will connect all the sources and displays to a new switcher and audio from any of the sources (including mics) will feed into a DSP/Mixer and then into an amplifier connected to the (6) overhead flush ceiling mount speakers. The room's functionality (power, source switching, volume, etc.) will all be accommodated through the wall mount touch panel.

### **MEDIUM CLASSROOM (Room: 302, 303, 304, 306, 307, 402, 407, 408)**

Sharp Business Systems will install a Sharp 4P-B86EJ2U 86" Class Commercial Display in each room and Promethean Interactive Display provided by client, utilizing Sharp supplied heavy duty wall mounts as per

the client provided drawings. Content for the displays will come from either a new HDMI wall input, a wireless presentation system or the Promethean main display input. A wireless microphone solution (including a handheld and lapel style mic) will also be provided. AV extenders (over new Cat 6 cable) will connect all the sources and displays to a new switcher and audio from any of the sources (including mics) will feed into a DSP/Mixer and then into an amplifier connected to the (4) overhead flush ceiling mount speakers. The room's functionality (power, source switching, volume, etc.) will all be accommodated through the wall mount touch panel.

### **SMALL CLASSROOM (Room: 401, 403, 405, 406)**

Sharp Business Systems will install a Sharp 4P-B86EJ2U 86" Class Commercial Display in each room and Promethean Interactive Display provided by client, utilizing Sharp supplied heavy duty wall mounts as per the client provided drawings. Content for the displays will come from either a new HDMI wall input, a wireless presentation system or the Promethean main display input. A wireless microphone solution (including a handheld and lapel style mic) will also be provided. AV extenders (over new Cat 6 cable) will connect all the sources and displays to a new switcher and audio from any of the sources (including mics) will feed into a DSP/Mixer and then into an amplifier connected to the (2) overhead flush ceiling mount speakers. The room's functionality (power, source switching, volume, etc.) will all be accommodated through the wall mount touch panel.

### **CENTRALIZED HEAD END (Location to be determined)**

Sharp Business Systems will install a new 4-Post equipment rack to house a new network controller, two new 8-Channel DSPs, two new 8-Channel Amps and a head end network switch. All audio streams from each classroom will feed back to this matrix and all speakers in each of the (14) classrooms will be fed from this equipment.

### **INSTALLATION, TROUBLESHOOTING AND TESTING**

- ❑ Sharp Business Systems will provide labor to install all the Sharp provided displays on Sharp provided wall mounts as well as all aforementioned equipment (speakers, wall plates, touch panels, etc.)
- ❑ Run new category 6 cable from all wall mount touch panels and extenders back to the equipment cabinets installed in each room (where applicable).
- ❑ Provide and install all necessary speaker cable for extending audio signal from amps to the above referenced speakers.
- ❑ Client to be responsible for any house PCs, BYODs, Ethernet ports and WiFi/internet access as noted. Upon discovery of any conflicts or issues, Sharp Business Systems will advise client of what remedy is required.

### **DOCUMENTATION**

Basic operating instructions will be provided upon completion. In addition, user interface experiences will be documented with troubleshooting steps. All documentation will be presented to the customer in digital format.

### **NOTES & EXCLUSIONS**

- ❑ This project pricing is based on normal business hours and does not include after hours or weekend work.
- ❑ Any labor hours, resulting in down time due to re-engineering, accessibility, escorting staff schedule, etc., will be performed on a "Time and Material" basis change order.
- ❑ This proposal is based on plenum rated cable.
- ❑ Cables will be tested for proper operation before job completion.
- ❑ Cable will be installed using the shortest path possible and will normally be installed above corridor areas.
- ❑ All contracts are subject to credit approval.
- ❑ With so many variables including USB and HDMI versions, manufacturers, cable distance, HDCP compatibility and device drivers, we cannot guarantee every device will respond to HDMI or USB

signals the same way. Some Mac and Windows based laptops are known to have trouble connecting to certain USB and HDMI components. Some device compatibility issues can be resolved with software or firmware updates on the device that is being introduced to the system that was installed by Sharp Business Systems, but this is not guaranteed. All of our systems are tested with an up-to-date laptop running Microsoft Windows.

- ❑ Excludes any and all permit costs unless specifically outlined above.
- ❑ Excludes demolition, trash/dump fees and any patching/painting.
- ❑ Excludes man-lift.
- ❑ Excludes any labor or material associated with cross-connects and/or patching.
- ❑ Excludes any labor and/or material associated with active gear, UPS's, and PDU's.
- ❑ Excludes the repair and/or replacement of acoustic ceiling tiles, drywall, millwork or touchup paint.
- ❑ Excludes any electrical provisions; electrical contractor to provide required circuits or hardwired pigtail connections.
- ❑ Excludes floor monuments and/or "poke thru's" and assumed to be provided by others.
- ❑ Excludes plywood backboard and assumed to be provided by others.
- ❑ The moving of office furniture and/or obstructions is excluded.
- ❑ Excludes any and all parking fees.
- ❑ All drawings and technical documents disclosed or submitted to customer in connection with this quotation are confidential and shall remain the exclusive property of, and the copyright shall remain vested in, Sharp Business Systems. Such drawings and documents may not, without the prior written consent of Sharp Business Systems be copied, reproduced, disclosed to any third party or used by customer except in connection with dealings between customer and Sharp Business Systems.
- ❑ Customer to provide an adequate path for loading equipment and materials into the facility. This includes, but is not limited to, a loading dock, ramp, freight elevator, etc.
- ❑ Sharp Business Systems technicians will have immediate access to all work areas without delay.
- ❑ Where the delivery of materials, components, or goods required under this agreement is delayed, through no fault of Sharp Business Systems, as a result of the shortage or unavailability of commodities, raw materials, components and/or products, Sharp Business Systems shall not be liable for any additional costs or damages associated with such delay(s).
- ❑ Sharp Business Systems shall not be liable for delays, loss, damages, or other consequences of acts, omissions or events beyond Sharp Business Systems' control and which may not be overcome by due diligence or caused by strikes or labor strife or unrest.
- ❑ This proposal has been based on estimates that include costs of materials at current market rates. In the event that, during the performance of this agreement, the price of copper and/or any other necessary commodities increase by eight percent or more, through no fault of Sharp Business Systems, the price of any materials, components, or goods to be furnished under this agreement shall be equitably adjusted by an amount reasonably necessary to cover any such price increase and billed to the owner. Such price increases shall be documented through commercial quotes, invoices, receipts or other such documentation. Where the delivery of materials, components, or goods required under this agreement is delayed, through no fault of Sharp Business Systems, as a result of the shortage or unavailability of commodities, raw materials, components and/or products, Sharp Business Systems shall not be liable for any additional costs or damages associated with such delay(s).

**INVESTMENT SUMMARY**

Classroom Material	\$206,718.13
Centralized Hub Material	\$12,611.76
Labor	\$53,764.71
<b>Project Total</b>	<b>\$273,094.60</b>

*\*\* The above pricing does not include applicable sales tax or shipping charges \*\**

All work is to be completed in a workmanlike manner according to standard practices. All material is to be specified. Any alterations or deviation from above specifications involving extra



cost will be executed only upon written orders and will become an extra charge over the contract amount. All agreements contingent upon accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workman's Compensation Insurance.

**Acceptance of Proposal** – The prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. Client understands and accepts that no work will begin until the above listed is agreed upon. Client understands that deviations or change orders from the above may result in additional charges.

Authorized Signature \_\_\_\_\_ Date \_\_\_\_\_

Authorized Name: \_\_\_\_\_ Title \_\_\_\_\_

# Coversheet

## Approval of School Accountability Report Card (SARC)

**Section:** II. OPEN SESSION: Action Items  
**Item:** C. Approval of School Accountability Report Card (SARC)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** School Accountability Report Card;2023-24.pdf

# Health Sciences High and Middle College

## 2023–24 School Accountability Report Card

### Reported Using Data from the 2023–24 School Year

#### California Department of Education

**Address:** 3910 University Ave., Ste. 100  
San Diego, CA , 92105-7302

**Principal:** Dr. Dominique Smith,  
Administrator

**Phone:** (619) 528-9070

**Grade Span:** 9–12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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## About This School

### Dr. Dominique Smith, Administrator

📍 Principal, Health Sciences High and Middle College

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### About Our School

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### Contact

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Health Sciences High and Middle College  
3910 University Ave., Ste. 100  
San Diego, CA 92105-7302

Phone: [\(619\) 528-9070](tel:6195289070)  
Email: [dsmith@hshmc.org](mailto:dsmith@hshmc.org)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-5506
<b>Superintendent</b>	Bagula, Fabiola
<b>Email Address</b>	<a href="mailto:fbagula@sandi.net">fbagula@sandi.net</a>
<b>Website</b>	<a href="http://www.sandiegounified.org">www.sandiegounified.org</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	Health Sciences High and Middle College
<b>Street</b>	3910 University Ave., Ste. 100
<b>City, State, Zip</b>	San Diego, CA , 92105-7302
<b>Phone Number</b>	(619) 528-9070
<b>Principal</b>	Dr. Dominique Smith, Administrator
<b>Email Address</b>	<a href="mailto:dsmith@hshmc.org">dsmith@hshmc.org</a>
<b>Website</b>	<a href="http://hshmc.org">http://hshmc.org</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	37683380114462

## School Description and Mission Statement (School Year 2024–25)

Health Sciences High and Middle College (HSHMC) is a directly funded charter school located in an urban area of San Diego. Opened in September 2007 with 180 students, HSHMC now serves over 500 students in grades 9 through 12. We are a school district of one authorized by the San Diego Unified School District. The design of our charter relies heavily on collaboration between Sharp HealthCare, the San Diego Community College District, a team of San Diego State University education experts, and a growing list of prospective families and interested others. HSHMC uses a small-school design and offers a curriculum that is rigorous, relevant, standards-based and contextually grounded in real-world experiences and methodically designed to lead to high school graduation and college and career preparations. The HSHMC staff ensures that each student has positive and meaningful experiences throughout high school while achieving academic and social success in a vocational program setting. HSHMC students will earn high school diplomas, complete college credits, degrees, or vocational certificates. In addition, students will work with health care professionals through job shadowing and internships to explore real-world applications of their school-based knowledge and skills as well as future career choices. Students

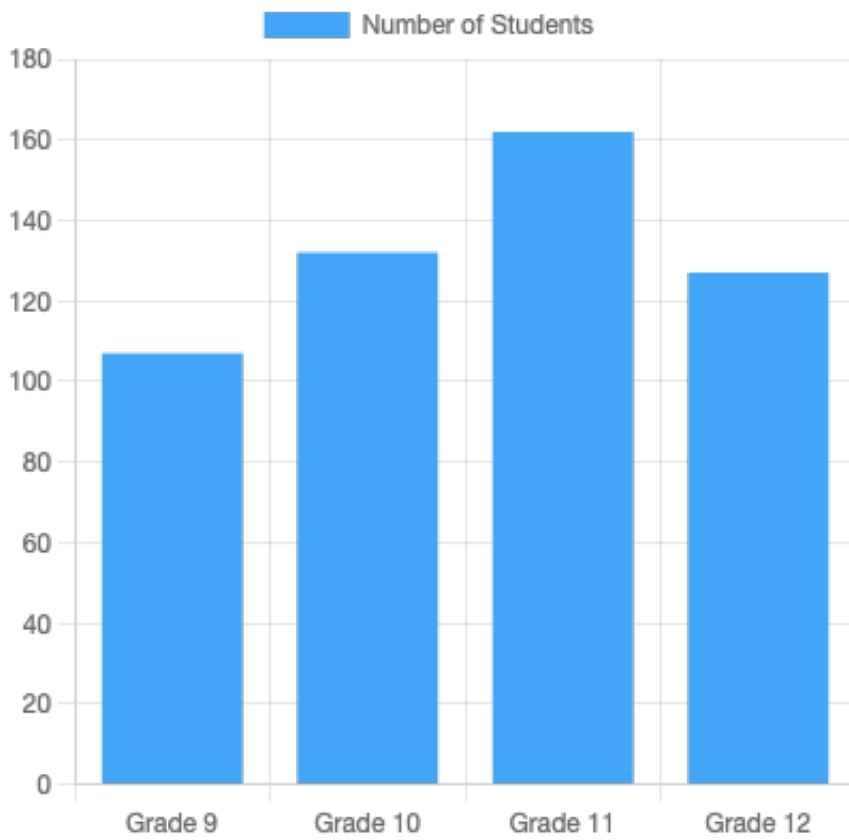
will graduate with pride in their diplomas, which represent a well-rounded, meaningful, and useful education, and with a plan for their futures.

**Mission Statement:**

HSHMC is a home away from home. An open door, and a place of rigor and academics 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.?

### Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 9	107
Grade 10	132
Grade 11	162
Grade 12	127
Total Enrollment	528





## Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	52.80%
Male	47.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	2.10%
Black or African American	14.40%
Filipino	1.70%
Hispanic or Latino	72.90%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	4.90%
White	2.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	22.70%
Foster Youth	0.20%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	75.90%
Students with Disabilities	20.10%

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	72.65%	5313.50	88.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.60	2.28%	51.00	0.85%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	191.10	3.19%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.30	11.49%	194.90	3.25%	12115.80	4.41%
Unknown/Incomplete/NA	3.90	13.56%	243.90	4.07%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>28.90</b>	<b>100.00%</b>	<b>5994.60</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.30	81.13%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.70	2.50%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.90%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.83%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	3.70	12.64%	189.70	3.15%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>29.90</b>	<b>100.00%</b>	<b>6031.80</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.70	83.69%	5233.70	86.54%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	74.50	1.23%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	8.62%	354.70	5.87%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	221.00	3.65%	11746.90	4.23%
Unknown/Incomplete/NA	1.90	7.66%	163.60	2.71%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>25.90</b>	<b>100.00%</b>	<b>6047.70</b>	<b>100.00%</b>	<b>277698</b>	<b>100%</b>

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

All teachers hold appropriate teaching credentials and as measured by credential reviews.

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.80	2.2
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.80</b>	<b>2.2</b>

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	3.30	0.20	0
<b>Total Out-of-Field Teachers</b>	<b>3.30</b>	<b>0.20</b>	<b>0</b>

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	6%	7.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.20%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
Mathematics	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
Science	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
History-Social Science	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
Foreign Language	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the	0

	core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	
Health	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
Visual and Performing Arts	All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social sciences), including the year of adoption, may be found in the appendix entitled Adopted Texts and Instructional Materials.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.



## School Facility Conditions and Planned Improvements

HSHMC's physical campus is well-maintained, functional, and clean. Recent campus improvements include landscaping, supplementary courtyard seating, new perimeter fencing, additional trash and recycling receptacles, new outdoor recreational sports facility, newly configured classroom spaces with new paint and flooring throughout the school, and renewed and ongoing improved custodial and security staff services. San Diego Unified School District received bond funding and have begun a remodeling project at the school which is estimated to be over 20 million dollars. The construction should be completed by summer 2026.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Exemplary
----------------	-----------

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	40%	47%	52%	52%	46%	47%
Mathematics (grades 3-8 and 11)	7%	17%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	154	98.72%	1.28%	47.40%
Female	86	85	98.84%	1.16%	52.94%
Male	70	69	98.57%	1.43%	40.58%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	15	15	100.00%	0.00%	40.00%
Filipino	--	--	--	--	--
Hispanic or Latino	118	116	98.31%	1.69%	42.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	28	96.55%	3.45%	3.57%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	97	96	98.97%	1.03%	38.54%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	22.22%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	154	98.72%	1.28%	16.88%
Female	86	85	98.84%	1.16%	16.47%
Male	70	69	98.57%	1.43%	17.39%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	15	15	100.00%	0.00%	0.00%
Filipino	--	--	--	--	--
Hispanic or Latino	118	116	98.31%	1.69%	14.66%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	28	96.55%	3.45%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	97	96	98.97%	1.03%	8.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	18	100.00%	0.00%	5.56%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2022– 23</b>	<b>School 2023– 24</b>	<b>District 2022– 23</b>	<b>District 2023– 24</b>	<b>State 2022– 23</b>	<b>State 2023– 24</b>
Science (grades 5, 8, and high school)	22.89%	14.05%	38.07%	38.48%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group  
 Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	373	364	97.59%	2.41%	14.29%
Female	213	209	98.12%	1.88%	12.92%
Male	160	155	96.88%	3.12%	16.13%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	48	48	100.00%	0.00%	2.08%
Filipino	--	--	--	--	--
Hispanic or Latino	273	266	97.44%	2.56%	12.78%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00%	5.00%	21.05%
White	12	11	91.67%	8.33%	45.45%
English Learners	67	65	97.01%	2.99%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	233	227	97.42%	2.58%	6.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	46	100.00%	0.00%	13.04%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

### Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education (CTE) at HSHMC is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single defined field of study, (b) passing of the pre and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course. The career pathways are organized within the context of the state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of student often fulfill the "a-g" subject area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate or a degree at the post-secondary level. CTE course pathways currently include: Patient Care, Public Safety, Environmental Safety and Business. We received funding and will be adding an early childhood/education pathway beginning school year 2025–26.

### Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	504
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	75%

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.81%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	91.73%

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2023–24)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	99%	99%	99%	99%	99%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2024–25)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at HSHMC including governance committees (Parent Advisory Group), special events, and fundraising events. HSHMC has an open door policy that welcomes parent involvement in all aspects of the school environment. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. HSHMC parents are involved in every aspect of the school. We welcome and encourage parents to engage in their child's education! If you want to get involved, please contact Dr. Dominique Smith at 619-528-9070.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

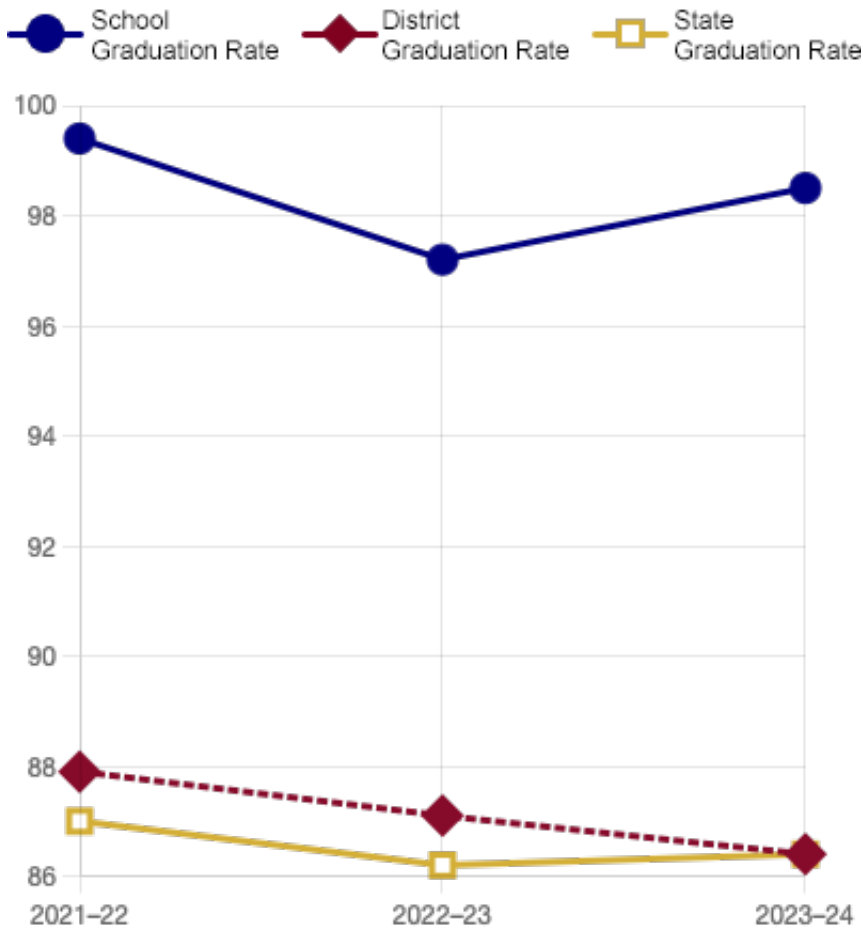
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

### Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

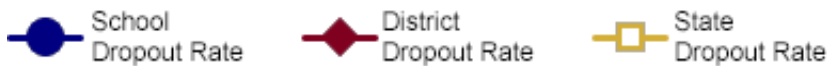
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	99.4%	97.2%	98.5%	87.9%	87.1%	86.4%	87%	86.2%	86.4%
Dropout Rate	0%	0.7%	0.8%	4.8%	4.7%	3.8%	7.8%	8.2%	8.9%

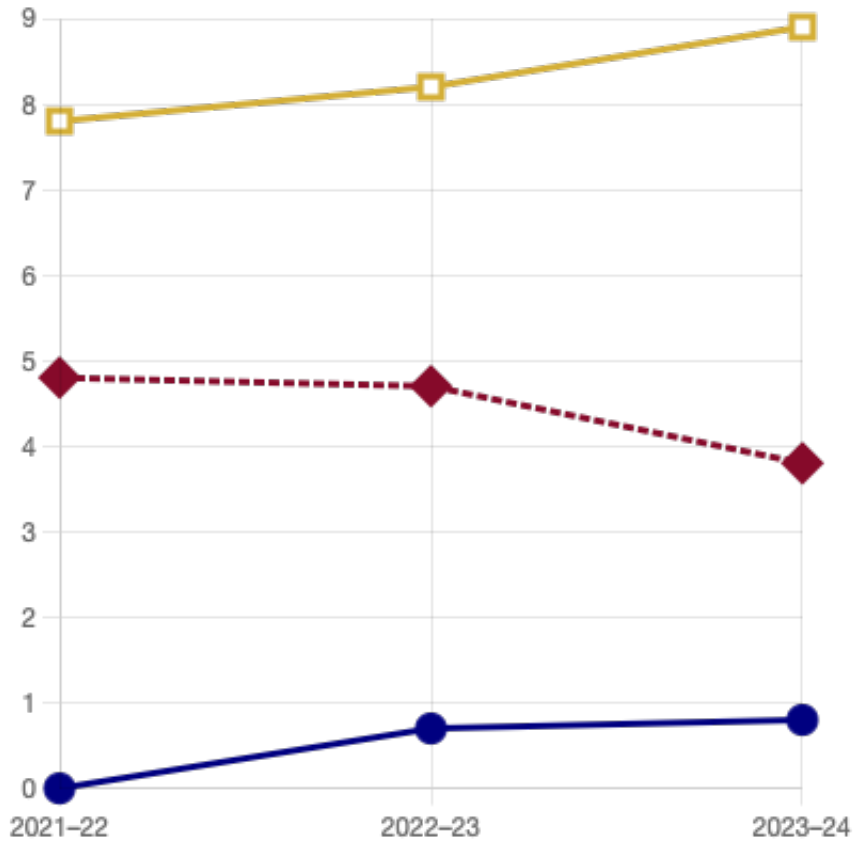
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

#### Graduation Rates



#### Dropout Rates







### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	130	128	98.5%
Female	67	66	98.5%
Male	63	62	98.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	25	24	96.0%
Filipino	--	--	--
Hispanic or Latino	88	87	98.9%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	32	31	96.9%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	110	108	98.2%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	26	25	96.2%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	561	202	36.0%
Female	306	301	115	38.2%
Male	272	260	87	33.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	5	45.5%
Black or African American	77	77	24	31.2%
Filipino	--	--	--	--
Hispanic or Latino	427	414	155	37.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	8	29.6%
White	13	13	3	23.1%
English Learners	147	138	54	39.1%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	446	432	161	37.3%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	112	43	38.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.15%	0.18%	1.73%	2.51%	2.70%	2.64%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.05%	0.03%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.73%	0%
Female	0.33%	0%
Male	3.31%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	9.09%	0%
Filipino	0%	0%
Hispanic or Latino	0.23%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	7.41%	0%
White	0%	0%
English Learners	2.04%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.79%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0.85%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2024–25)

Campus safety is HSHMC's top priority. Our principal, teachers, support staff, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, HSHMC has a state-mandated emergency response plan that is updated annually and posted on our school's website (last board approval 08/27/2024). HSHMC staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students, serious disciplinary problems, discrimination, harassment and bullying, mandated child abuse reporting procedures, and school dress codes. Adult supervision is provided in the classrooms and outside areas before and after school, during passing periods and lunch time between classes. Under the direction of the school principal or site administrators, school staff members implement specific school-building security procedures.

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	17.00	37	1	4
Mathematics	25.00	8	8	2
Science	29.00	4	4	4
Social Science	27.00	3	10	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	26.00	15	5	7
Mathematics	27.00	6	6	7
Science	31.00	2	6	4
Social Science	22.00	6	9	2

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	32.00	7	8	9
Mathematics	23.00	9	10	4
Science	37.00		3	4
Social Science	23.00	6	5	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Student Support Services Staff (School Year 2023–24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18669.03	\$8968.02	\$9701.01	\$71034.00
District	N/A	N/A	--	\$99546.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

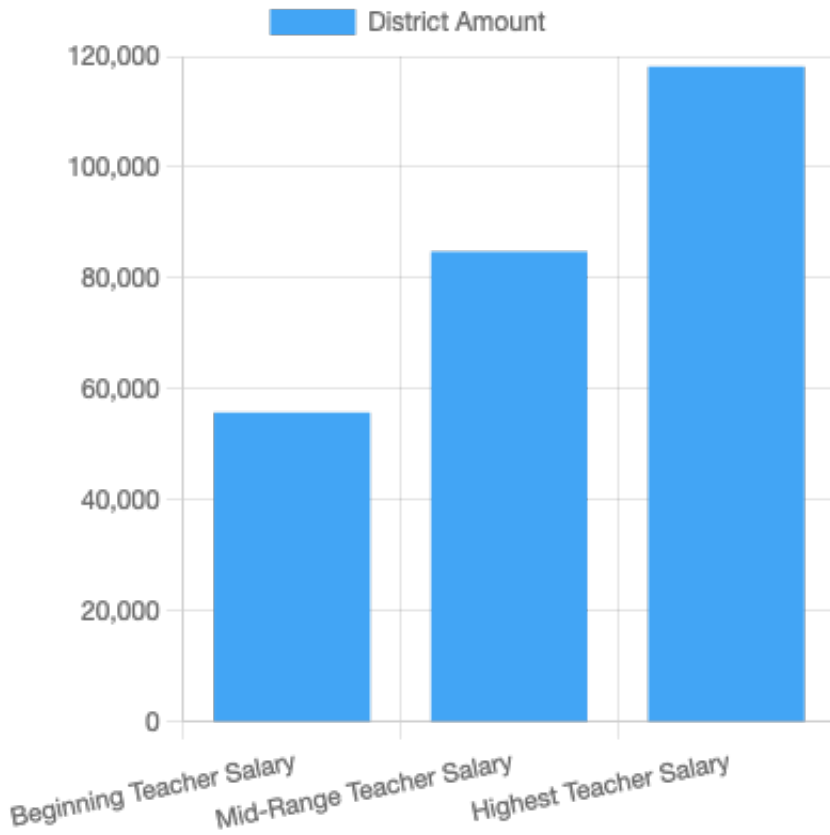
**Types of Services Funded (Fiscal Year 2023–24)**

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### Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55818.00	\$56572.74
Mid-Range Teacher Salary	\$84816.00	\$87185.69
Highest Teacher Salary	\$118143.00	\$119664.66
Average Principal Salary (Elementary)	\$159994.00	\$148486.09
Average Principal Salary (Middle)	\$165280.00	\$154835.19
Average Principal Salary (High)	\$180299.00	\$170007.96
Superintendent Salary	\$412500.00	\$338699.13
Percent of Budget for Teacher Salaries	33.49%	31.41%
Percent of Budget for Administrative Salaries	4.97%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





### Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered*</b>	<b>0</b>

\* Where there are student course enrollments of at least one student.

### Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	17	13	7