



Health Sciences High and Middle College

HSHMC Board Meeting

Published on May 19, 2026 at 8:52 PM PDT
Amended on May 22, 2026 at 12:29 PM PDT

Date and Time

Tuesday May 26, 2026 at 8:00 AM PDT

Location

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

Zoom Meeting

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

Meeting ID: 372 040 3229

Passcode: Board

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A. Record Attendance			1 m
B. Call the Meeting to Order		Dan Gross	1 m

	Purpose	Presenter	Time
C. Approve Minutes	Approve Minutes	Dan Gross	1 m
Approve minutes for HSHMC Board Meeting on April 23, 2026			
D. Public Comment		Dan Gross	5 m
II. Information Items			8:08 AM
A. HSHMC Highlights - Student Report		Dea Milkani	5 m
B. New Student Board Representative Intro		Dominique Smith	2 m
C. CEO Comments		Ian Pumpian	5 m
D. SELPA Local Plan Certification		Ian Pumpian	1 m
E. Dashboard Local Indicator Reports		Greg Ottinger	3 m
These will be uploaded to the 2026 State Dashboard at a later date. Does not require board approval, rather just an informational item.			
III. Action Items			8:24 AM
A. 2026-2027 Preliminary Budget	Vote	Greg Ottinger	5 m
B. 2026-2027 LCAP with Budget Overview for Parents	Vote	Dominique Smith	5 m
Overview and public presentation was made at April 23, 2026 board meeting.			
C. 2026-2027 Instructional Minutes		Dominique Smith	1 m
D. 2026-2027 School Calendar		Dominique Smith	1 m
E. 2026-2027 Cuyamaca College CCAP		Dominique Smith	1 m
F. 2026-2027 Consolidated Application Funds		Greg Ottinger	1 m
G. 2025-2026 and 2026-2027 Education Protection Account (EPA)		Greg Ottinger	1 m
H. Board Meeting and Teleconferencing Policy		Ian Pumpian	1 m
I. 2026-2027 Cell Phone Policy		Dominique Smith	1 m

	Purpose	Presenter	Time
J. 2026-2027 Suicide Prevention Policy		Dominique Smith	1 m
K. 2026-2027 Extreme Weather Policy		Dominique Smith	1 m
L. Professional Adult/Student Boundaries Policy		Dominique Smith	1 m
M. Consent Agenda Vote	Vote	Dan Gross	5 m
Consent Agenda Vote on Items C-L			
IV. CLOSED SESSION			8:49 AM
A. Student Concern			
V. OPEN SESSION			
VI. Closing Items			8:49 AM
A. Adjourn Meeting		Dan Gross	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 23, 2026

APPROVED



Health Sciences High and Middle College

Minutes

HSHMC Board Meeting

Date and Time

Thursday April 23, 2026 at 8:00 AM

Location

Sharp Prebys Innovation and Education Center
8695 Spectrum Center Blvd.
San Diego, CA 92123
3rd Floor - Boardroom 323

Zoom Meeting

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

Meeting ID: 372 040 3229

Passcode: Board

Directors Present

A. Carpenter, B. Steineckert, F. Johnson, J. Broad, J. Kramer, M. Byrd, R. Essaian, S. Evans

Directors Absent

D. Gross, D. White, L. Hutchinson

Ex Officio Members Present

D. Smith, I. Pumpian, S. Johnson

Non Voting Members Present

D. Smith, I. Pumpian, S. Johnson

Guests Present

Dea Milkani, G. Ottinger, Oscar Corrigan, S. Gray

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 Thursday Apr 23, 2026 at 8:00 AM.

C. Approve Minutes

J. Kramer made a motion to approve the minutes from HSHMC Board Meeting on 02-23-26.

J. Broad seconded the motion.

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

Roll Call

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

D. Public Comment

No public comment.

II. Information Items

A. Student Report

D. Milkani shared the following student highlights:

- Recent internship opportunities and experiences
- HOSA competition took place and several HSHMC students placed in the top 10
- Lots of college campus tours are occurring

- Seniors participated in a successful camping trip at Camp Cedar Glen
- 30 seniors are nearing completion of the CNA program
- 8 students are completing the EMT program.
- Seniors are starting to commit to colleges (including D.Milkani who will be attending the nursing program at SDSU)
- Senior Prom is May 8
- Graduation is May 28 at SDSU's Open Air Theatre

B. CEO Comments

I. Pumpian shared:

- Big thank you to D. Milkani, student representative, whose time on the board is coming to an end as she graduates soon. Her board seat will be filled upon her exit.
- The school's District site visit went well and appeared to be a very positive visit according to M. Byrd and D. Gross who participated on behalf of the board.
- An update on the progress of the petition for HSHMC's new school, which will serve ISP type students and/or those who require Tier II and Tier III services.
 - The proposal was presented at SDUSD's board meeting last week, where students, and educators presented in support of the petition.
 - The superintendent's positive acknowledgment of the new program and her full support was made evident by her remarks.
 - SDUSD's board will vote on the new school proposal at their next scheduled meeting. Once approved, it will go to the State.
 - Predicting a soft opening next year (under HSHMC) while awaiting the new school's CDE number.
 - We will be applying for a new school startup grant, and we are in good shape financially as it relates to the school's opening.
 - Staff are meeting with SDUSD tomorrow where the name of the new school will be discussed. Right now it was petitioned as "Universal Access" but will be changed to "City Heights Academy."
- HSHMC is exploring the idea of taking the CNA partnership program public through Southwestern Community College. Not only would this be a significant cost savings to HSHMC, but there are several other programs available to students as well such as Surgical Tech, Phlebotomy, Central Supply, etc. (also noting that Pharmacy Tech may be available through Grossmont College).
- Given how many different pathways and programs our students are participating in and completing, I.Pumpian shared a philosophical idea regarding his vision of creating a postsecondary pipeline that would offer graduates (18-24 year olds) support toward continued educational options and careers and whether there would be value added to use resources to create a dedicated position that would support such a postsecondary pipeline. Board discussed securing resources to support this idea, either through grants or internally.

C.

Principal's Remarks

D. Smith highlighted that:

- HSHMC has now exited the CSI (Comprehensive Support and Improvement) program.
- HSHMC's focus on lower attendance rates since COVID has paid off, noting that given all the efforts put in place, the school's P-2 is being reported at a healthy 93%.
- One of HSHMC's graduating seniors who has shown determination to become a nurse was selected for a "Light our Way Banner Award," which is a community initiative designed to honor and celebrate graduating high school seniors who show dedication, resilience, and bright futures.
- SDSU recently opened a new Accelerated Second Bachelor's Degree in Nursing (ASBSN) in Chula Vista.

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

A public presentation and overview of the LCAP was provided by D. Smith and G. Ottinger.

III. Closing Items

A. Adjourn Meeting

S. Johnson noted that the next meeting is scheduled for May 26 at 8:00 am at Grossmont Hospital.

D. Smith noted a trend in some of HSHMC's feeder schools who are now opening their own high schools which could affect some of our recruitment efforts.

S. Evans asked about the status of the connection with Northwest University. I. Pumpian and D. Smith will connect with Scott and follow up to explore opportunities and reopen the conversation.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 AM.

Respectfully Submitted,
S. Johnson

Documents used during the meeting

- DRAFT 2026-27 HSHMC LCAP 2.pdf

Coversheet

SELPA Local Plan Certification

Section: II. Information Items
Item: D. SELPA Local Plan Certification
Purpose:
Submitted by:
Related Material: 3601 Local Plan_A_D_E_I_IV_VII_VI.pdf

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN
Section A: Contacts and Certifications
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section D: Annual Budget Plan
- Local Plan Section E: Annual Service Plan
- Local Educational Agency Membership Changes

A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA

A3. SELPA Director Contact Information

Enter address information for the SELPA. Include current SELPA Director contact information. NOTE: SELPA Director position changes do not require amendments to the Local Plan. However, in such cases the new SELPA Director assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	<input type="text" value="Desert Mountain SELPA - 3601"/>		
Street Address	<input type="text" value="17800 Highway 18"/>	Zip Code	<input type="text" value="92307"/>
City	<input type="text" value="Apple Valley"/>	County	<input type="text" value="San Bernardino"/>
Mailing Address	<input type="text" value="17800 Highway 28"/>		
City	<input type="text" value="Apple Valley"/>	Zip Code	<input type="text" value="92307"/>
Director First Name	<input type="text" value="Pamela"/>	Administrator Last Name	<input type="text" value="Bender"/>
Director Title	<input type="text" value="Chief Executive Officer"/>		
Director's Email	<input type="text" value="pamela.bender@cahelp.org"/>		

Section A: Contacts and Certifications

SELPA

Fiscal Year

Telephone Extension

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information
 Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan and must electronically sign Certification 1 and 2.

Administrative Entity Name	<input type="text" value="San Bernardino County Office of Education"/>		
Street Address	<input type="text" value="604 North E Stree"/>	Zip Code	<input type="text" value="92403"/>
City	<input type="text" value="San Bernardino"/>	County	<input type="text" value="San Bernardino"/>
Contact First Name	<input type="text" value="Ted"/>	Last Name	<input type="text" value="Alejandre"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="tted.alejandre@sbcss.net"/>		
Telephone	<input type="text" value="(909) 386-2459"/>	Extension	<input type="text"/>

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes No N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted the CDE.

The Local Plan was submitted to the CAC on: | N/A (Section D and/or Section E submissions)

County Office of Education

Section A: Contacts and Certifications

SELPA

Fiscal Year

A7. Pursuant to EC sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan. Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

COE responsible for approving the Local Plan

Local Plan section(s) was/were provided to the COE(s) listed for approval on

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.-

~~A8. Local Plan Section D: Annual Budget Plan Public Hearing~~

Most Recent School Site Posting Date

SELPA Public Hearing Date

~~A9. Local Plan Section E: Annual Service Plan Public Hearing~~

Most Recent School Site Posting Date

SELPA Public Hearing Date

Submitting the Local Plan to the California Department of Education

Section A: Contacts and Certifications

SELPA

Fiscal Year

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

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

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by EC sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
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Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Desert Mountain SELPA	Heidi Chavez	CAC	Multiple
<input type="checkbox"/>	Desert Mountain SELPA	Shelley Walsh	Other	Multiple

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted. Include the total number of each type of certification being submitted.

- Certification 1: SELPA Local Plan Section B: Governance and Administration
- Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan
- Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)
 Number Submitted
- Certification 4: CAC (Required for all SELPA Local Plan Sections B)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)
 Number Submitted

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 *USC*, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 *USC*, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

- Yes No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

- Yes No (If the answer is "NO," please include comments.)

C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

Administrative Entity Signature*

Date

SELPA Governance Council or Responsible Individual

Date

SELPA Administrator

Date

CDE Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

*The responsible individual identified as the Administrative Entity in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the *Individuals with Disabilities Education Act (IDEA), Title 20 of United States Code (USC) 1400 et seq.*, implementing regulations under; the *Federal Rehabilitation Act of 1973, 29 USC, Chapter 16* as applicable; the *Federal Americans with Disabilities Act of 1990, 42 USC, 12101 et seq.*; *Code of Federal Regulations, Title 34, Parts 300 and 303; EC Part 30*; and the *California Code of Regulations, Title 5, Chapter 3, Division 1*.

C2-1. I certify the SELPA governance and administrative structure as a:

- Single LEA SELPA
 Multiple LEA SELPA
 COE Joined SELPA

- Yes
 No
 (If the answer is "NO," please include comments.)

C2-2. Specific web address where the SELPA Local Plan, including all sections, is posted.

<https://www.cahelp.org>

Administrative Entity Signature*

Date

Jesse Najera

SELPA Governance Council or Responsible Individual

May 8, 2026

Date

Pamela Bender

SELPA Administrator

May 8, 2026

Date

*The responsible individual identified as the Administrative Entity in Item A4 of Section A must electronically sign here.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Fiscal Year **Local Plan Section D: Annual Budget Plan**

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. *California Education Code (EC) Section 56048*

Pursuant to *EC Section 56195.1(2)(b)(3)*, each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="56,420,069"/>	58.87%
AB 602 Property Taxes	<input type="text" value="7,482,018"/>	7.81%
Federal IDEA Part B	<input type="text" value="21,849,225"/>	22.80%
Federal IDEA Part C	<input type="text" value="37,210"/>	0.04%
State Infant/Toddler	<input type="text" value="654,639"/>	0.68%
State Mental Health	<input type="text" value="8,179,164"/>	8.53%
Federal Mental Health	<input type="text" value="1,212,023"/>	1.26%
Other Projected Revenue	<input type="text" value="0"/>	0.00%
Total Projected Revenue:	95,834,348	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Other revenue includes revenue from the Federal Special Education Alternate Dispute Resolution (resource 3395) grant, Federal Project WorkAbility (resource 6520), DOR Transition Partnership Program (resource 3410), WIOA Youth (resource 5610), CalWorks Subsidized Employment Program (resource 5610), CalWorks Subsidized Youth Employment Program (resource 5610), and Desert Mountain SELPA staff development workshop registration fees (local).

D-3. Attachment II: Distribution of Projected Special Education Revenue

Section D: Annual Budget Plan

SELPA

Fiscal Year

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="121,859,425"/>	29.02%
Object Code 2000—Classified Salaries	<input type="text" value="86,918,362"/>	20.70%
Object Code 3000—Employee Benefits	<input type="text" value="104,256,532"/>	24.83%
Object Code 4000—Supplies	<input type="text" value="5,198,692"/>	1.24%
Object Code 5000—Services and Operations	<input type="text" value="91,754,338"/>	21.85%
Object Code 6000—Capital Outlay	<input type="text" value="211,044"/>	0.05%
Object Code 7000—Other Outgo and Financing	<input type="text" value="9,731,435"/>	2.32%
Total Projected Expenditures:	419,929,828	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures, low incidence pass-through for LI itinerant services provided by county-operated programs, and administrative and support costs for member charter schools.

Section D: Annual Budget Plan

SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="64,599,234"/>	21.89%
Projected Federal Revenue	<input type="text" value="23,061,248"/>	7.81%
Local Contribution	<input type="text" value="207,482,809"/>	70.30%
Total Revenue from all Sources:	295,143,291	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Desert Mountain SELPA special education revenue distribution model combines CDE certified State AB 602 Funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. The allocation plan allows off-the-top adjustments for purchased services, small district protection, program specialists, low-incidence, and other governance-approved service and support fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity. The adjusted apportionment funds are distributed to members.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

Section D: Annual Budget Plan

SELPA

Fiscal Year

56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA Desert Mountain SELPA 3601

Fiscal Year 2026-27

TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	2,320,086	3.65%
Object Code 2000—Classified Salaries	11,497,743	18.10%
Object Code 3000—Employee Benefits	6,000,553	9.45%
Object Code 4000—Supplies	530,386	0.84%
Object Code 5000—Services and Operations	41,269,552	64.98%
Object Code 6000—Capital Outlay	159,300	0.25%
Object Code 7000—Other Outgo and Financing	1,730,078	2.72%
Total Projected Operating Expenditures:	63,507,698	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures.

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Member LEA's use functions, management codes, or other unique identifiers to segregate low incidence expenditures. The SELPA assigned a distinctive management code designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

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SPECIAL EDUCATION LOCAL PLAN AREA



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Special Education Division
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Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- 330–Specialized Academic Instruction/Specially Designed Instruction
 Service is Not Currently Provided
- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)
 Service is Not Currently Provided
- 220–Medical (Ages 0-2 only)
 Service is Not Currently Provided
- 230–Nutrition (Ages 0-2 only)
 Service is Not Currently Provided
- 240–Service Coordination (Ages 0-2 only)
 Service is Not Currently Provided

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- 250–Special Instruction (Ages 0-2 only) *Service is Not Currently Provided*
- 260–Special Education Aide (Ages 0-2 only) *Service is Not Currently Provided*
- 270–Respite Care (Ages 0-2 only) *Service is Not Currently Provided*
- 340–Intensive Individual Service *Service is Not Currently Provided*
- 415–Speech and Language *Service is Not Currently Provided*
- 425–Adapted Physical Education *Service is Not Currently Provided*
- 435–Health and Nursing: Specialized Physical Health Care *Service is Not Currently Provided*
- 436–Health and Nursing: Other *Service is Not Currently Provided*
- 445–Assistive Technology *Service is Not Currently Provided*
- 450–Occupational Therapy *Service is Not Currently Provided*
- 460–Physical Therapy *Service is Not Currently Provided*
- 510–Individual Counseling *Service is Not Currently Provided*
- 515–Counseling and Guidance *Service is Not Currently Provided*

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- 520–Parent Counseling *Service is Not Currently Provided*
- 525–Social Worker Services *Service is Not Currently Provided*
- 530–Psychological Services *Service is Not Currently Provided*
- 535–Behavior Intervention Services *Service is Not Currently Provided*
- 540–Day Treatment Services *Service is Not Currently Provided*
- 545–Residential Treatment *Service is Not Currently Provided*
- 610–Specialized Service for Low Incidence Disabilities *Service is Not Currently Provided*
- 710–Specialized Deaf and Hard of Hearing Services *Service is Not Currently Provided*
- 715–Interpreter Services *Service is Not Currently Provided*
- 720–Audiological Services *Service is Not Currently Provided*
- 725–Specialized Vision Services *Service is Not Currently Provided*
- 730–Orientation and Mobility *Service is Not Currently Provided*
- 735–Braille Transcription *Service is Not Currently Provided*

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- 740–Specialized Orthopedic Services *Service is Not Currently Provided*
- 745–Reader Services *Service is Not Currently Provided*
- 750–Note Taking Services *Service is Not Currently Provided*
- 755–Transcription Services *Service is Not Currently Provided*
- 760–Recreation Service, Including Therapeutic Recreation *Service is Not Currently Provided*
- 820–College Awareness Preparation *Service is Not Currently Provided*
- 830–Vocational Assessment, Counseling, Guidance, and Career Assessment *Service is Not Currently Provided*
- 840–Career Awareness *Service is Not Currently Provided*
- 850–Work Experience Education *Service is Not Currently Provided*
- 855–Job Coaching *Service is Not Currently Provided*
- 860–Mentoring *Service is Not Currently Provided*
- 865–Agency Linkages (referral and placement) *Service is Not Currently Provided*
- 870–Travel and Mobility Training *Service is Not Currently Provided*

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890–Other Transition Services

Service is Not Currently Provided

900–Other Related Service

Service is Not Currently Provided

Description of the "Other Related Service"

Qualifications of the Provider Delivering "Other Related Service"

Special Education Local Plan Area (SELPA) Local Plan

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Attachment I

SELPA:

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. Only charter schools that have applied and been approved by their governing board as LEAs for special education purposes should be listed on Attachment I. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	75077	3631207	127	Academy for Academic Excellence	Toni	Preciado	(760) 946-5414	tpreciado@lcer.org	Previously Reported
	2	36	67587			Adelanto Elementary	Amber	Best	(760) 246-8691	amber_best@aesd.net	Previously Reported
	3	36	75077			Apple Valley USD	David	Wheeler	(760) 247-8001	david_wheeler@avusd.org	Previously Reported
	4	36	73858			Baker Valley USD	Milan	Stijepovic	(760) 733-4567	milan_stijepovic@baker.k12.ca.us	Previously Reported
	5	36	67611			Barstow USD	Heather	Reid	(760) 255-6028	heather_reid@busdk12.com	Previously Reported
	6	36	67637			Bear Valley USD	Leigh Anne	Drake	(909) 866-4631	leighanne_drake@bearvalleyusd.org	Previously Reported
	7	36	10363	3630761	1910	Excelsior Charter School	Oscar	Torres	(760) 245-4262	oscart@excelsior.com	Previously Reported
	8	37	68338	114462	876	Health Sciences High School and Middle College	Grecia	Ortega-Rivas	(619) 528-9070	gortega-rivas@hshmc.org	Previously Reported
	9	36	67736			Helendale SD	Viviana	Bravo	(760) 952-1180	vbravo@helendale.sd.com	Previously Reported
	10	36	75044			Hesperia USD	Eric	Land	(760) 244-4411	eric.land@hesperiausd.org	Previously Reported
	11	36	75051			Lucerne Valley USD	Elaine	Nelson	(760) 248-6026	elaine_nelson@lucernevalleyusd.org	Previously Reported
	12	36	67801			Needles USD	Jamie	Wiesner	(760) 326-2468	jamie_wiesner@needlesusd.org	Previously Reported

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67827			Oro Grand SD	Scott	Heitman	(760) 243-5884	sheitman@orograndesd.org	Previously Reported
	14	36	10363			San Bernardino County Office of Education	Stephanie	Hedberg	(760) 955-3532	stephanie.hedberg@sbcss.net	Previously Reported
	15	36	73890			Silver Valley USD	Cheri	Rigdon	(760) 254-1357	crigdon@svusdk12.net	Previously Reported
	16	36	73957			Snowline JUSD	Pam	DeRenard	(760) 868-5817	pamela_derenard@snowlineschools.com	Previously Reported
	17	36	67892			Trona JUSD	Nicole	Yeager	(760) 372-2815	nyeager@tjusd.net	Previously Reported
	18	36	67918			Victor Elementary SD	Tanya	Benitez	(760) 245-1691	tbenitez@vesd.net	Previously Reported
	19	36	67934			Victor Valley Union High SD	Larry	Brunson	(760) 955-3201	lbrunson@vvuhsd.org	Previously Reported
	20	33	10330	137869	1993	Excelsior Chart School Corona-Norco	Oscar	Torres	(760) 245-4262	oscart@excelsior.com	Previously Reported
	21	36	10363	115808	903	Norton Science and Engineering	Toni	Preciado	(760) 946-5414	tpreciado@lcer.org	Previously Reported

Attachment II

SELPA: Desert Mountain SELPA 3601

Fiscal Year: 2026-27

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA:

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Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Academy for Academic Excellence	1,085,787	0	0	229,978	0	119,762	17,828	0	1,453,355
2	Adelanto Elementary	(2,280,791)	0	0	1,398,314	0	588,932	87,481	0	-206,064
3	Apple Valley USD	(2,797,762)	0	0	2,621,669	0	1,053,506	157,835	0	1,035,248
4	Baker Valley USD	113,129	0	0	23,367	0	9,719	1,526	0	147,741
5	Barstow USD	(1,723,508)	0	0	1,266,722	0	459,737	72,363	0	75,314
6	Bear Valley USD	(4,956)	0	0	405,843	0	167,806	24,660	0	593,353
7	Excelsior Charter School	1,763,249	0	0	537,435	0	194,417	26,563	0	2,521,664
8	Health Sciences High School and Middle College	415,087	0	0	129,132	0	40,367	5,822	0	590,408

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Helendale SD	199,551	0	0	188,164	0	87,130	13,268	0	488,113
10	Hesperia USD	65,880	0	0	4,281,116	0	1,789,648	269,380	0	6,406,024
11	Lucerne Valley USD	158,336	0	0	229,978	0	92,629	12,669	0	493,612
12	Needles USD	257,968	0	0	194,313	0	70,585	10,680	0	533,546
13	Oro Grand SD	4,194,766	0	0	1,227,368	0	518,944	72,714	0	6,013,792
14	San Bernardino County Office of Education	67,606,721	0	37,210	2,321,078	654,639	183,310	25,769	0	70,828,727
15	Silver Valley USD	1,155,692	0	0	558,355	0	171,995	24,079	0	1,910,121
16	Snowline JUSD	(4,105,402)	0	0	1,682,435	0	627,721	92,455	0	-1,702,791
17	Trona JUSD	185,073	0	0	68,462	0	19,212	2,672	0	275,419
18	Victor Elementary SD	(9,489,541)	0	0	2,188,179	0	965,365	144,207	0	-6,191,790

Attachment II

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Victor Valley Union High SD	(1,212,977)	0	0	2,013,227	0	908,314	134,342	0	1,842,906
20	Excelsior Chart School Corona-Norco	124,669	0	0	25,826	0	11,788	1,731	0	164,014
21	Norton Science and Engineering	709,098	0	0	258,264	0	98,277	13,979	0	1,079,618
Totals:		56,420,069	0	37,210	21,849,225	654,639	8,179,164	1,212,023	0	88,352,330

Attachment III

SELPA:

Fiscal Year:

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Academy for Academic Excellence	882,884	370,859	487,092	16,500	119,500	0	0	1,876,835
2	Adelanto Elementary	7,684,657	6,166,688	7,176,514	488,882	2,070,465	0	36,330	23,623,536
3	Apple Valley USD	10,192,023	8,977,025	11,436,051	255,914	9,847,079	7,684	0	40,715,776
4	Baker Valley USD	70,431	69,407	72,414	100	94,930	0	0	307,282
5	Barstow USD	5,066,383	3,481,914	3,537,289	60,465	8,983,280	21,588	27,533	21,178,452
6	Bear Valley USD	2,139,476	1,012,915	1,325,653	70,300	282,681	1,225	0	4,832,250
7	Excelsior Charter School	1,110,291	345,151	714,938	54,373	174,503	46,052	0	2,445,308
8	Health Sciences High School and Middle College	319,927	159,299	138,408	0	116,529	0	0	734,163
9	Helendale SD	740,109	186,836	377,275	18,984	463,599	0	0	1,786,803

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Hesperia USD	24,666,724	11,662,798	15,040,976	601,005	19,980,115	55,000	120,356	72,126,974
11	Lucerne Valley USD	883,451	674,087	603,428	36,962	407,756	0	0	2,605,684
12	Needles USD	530,772	171,382	338,179	19,792	14,321	0	0	1,074,446
13	Oro Grand SD	1,156,476	284,000	674,415	98,668	4,120,244	0	401,549	6,735,351
14	San Bernardino County Office of Education	30,438,046	34,205,904	35,923,049	3,100,627	27,315,904	48,500	9,050,348	140,082,378
15	Silver Valley USD	2,638,291	1,058,314	1,735,048	33,912	1,881,312	0	0	7,346,877
16	Snowline JUSD	10,687,815	6,047,746	6,260,723	72,015	2,885,429	0	59,165	26,012,893
17	Trona JUSD	298,016	160,002	263,015	38,906	312,000	0	0	1,071,939
18	Victor Elementary SD	9,712,620	3,558,898	6,779,940	126,200	7,636,893	0	19,308	27,833,859
19	Victor Valley Union High SD	11,510,503	8,011,629	10,836,542	92,165	4,913,078	30,995	16,846	35,411,757
20	Excelsior Chart School Corona-Norco	82,847	12,411	44,115	1,422	9,401	0	0	150,196

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Norton Science and Engineering	1,047,684	301,097	491,468	11,500	125,320	0	0	1,977,069
Totals:		121,859,425	86,918,362	104,256,532	5,198,692	91,754,338	211,044	9,731,435	419,929,829

Attachment IV

SELPA:

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Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: This Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academy for Academic Excellence	247,806	1.07%	1,205,549	1.87%	0	1,453,355
2	Adelanto Elementary	1,485,795	6.44%	(1,691,859)	-2.62%	17,952,086	-206,064
3	Apple Valley USD	2,779,504	12.05%	(1,744,256)	-2.70%	34,608,342	1,035,248
4	Baker Valley USD	24,893	0.11%	122,848	0.19%	142,542	147,741
5	Barstow USD	1,339,085	5.81%	(1,263,771)	-1.96%	17,993,977	75,314
6	Bear Valley USD	430,503	1.87%	162,850	0.25%	4,251,534	593,353
7	Excelsior Charter School	563,998	2.45%	1,957,666	3.03%	0	2,521,664
8	Health Sciences High School and Middle College	134,954	0.59%	455,454	0.71%	0	590,408
9	Helendale SD	201,432	0.87%	286,681	0.44%	1,021,302	488,113

Attachment IV

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hesperia USD	4,550,496	19.73%	1,855,528	2.87%	55,700,650	6,406,024
11	Lucerne Valley USD	242,647	1.05%	250,965	0.39%	2,078,926	493,612
12	Needles USD	204,993	0.89%	328,553	0.51%	851,645	533,546
13	Oro Grand SD	1,300,082	5.64%	4,713,710	7.30%	686,646	6,013,792
14	San Bernardino County Office of Education	2,346,847	10.18%	67,790,031	104.94%	0	70,136,878
15	Silver Valley USD	582,434	2.53%	1,327,687	2.06%	4,906,808	1,910,121
16	Snowline JUSD	1,774,890	7.70%	(3,477,681)	-5.38%	22,697,376	-1,702,791
17	Trona JUSD	71,134	0.31%	204,285	0.32%	751,604	275,419
18	Victor Elementary SD	2,332,386	10.11%	(8,524,176)	-13.20%	16,223,502	-6,191,790
19	Victor Valley Union High SD	2,147,569	9.31%	(304,663)	-0.47%	27,615,869	1,842,906
20	Excelsior Chart School Corona-Norco	27,557	0.12%	136,457	0.21%	0	164,014

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Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Norton Science and Engineering	272,243	1.18%	807,375	1.25%	0	1,079,618
Totals:		23,061,248	100.00%	64,599,234	100.00%	207,482,809	87,660,482

Attachment V

SELPA:

Fiscal Year:

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academy for Academic Excellence	0	0
2	Adelanto Elementary	195,842	0
3	Apple Valley USD	0	0
4	Baker Valley USD	199,376	0
5	Barstow USD	0	0
6	Bear Valley USD	0	0
7	Excelsior Charter School	0	0
8	Health Sciences High School and Middle College	0	0
9	Helendale SD	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Hesperia USD	2,770,926	0
11	Lucerne Valley USD	0	0
12	Needles USD	0	0
13	Oro Grand SD	0	0
14	San Bernardino County Office of Education	3,820,702	1,886,233
15	Silver Valley USD	0	0
16	Snowline JUSD	0	0
17	Trona JUSD	0	0
18	Victor Elementary SD	0	0
19	Victor Valley Union High SD	0	0
20	Excelsior Chart School Corona-Norco	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Norton Science and Engineering	0	0
Totals:		6,986,846	1,886,233

Attachment VI

SELPA:

Fiscal Year:

**Attachment VI
must be
completed
using the CDE
approved
Microsoft Excel
Template**

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Transferred FROM	Transferred TO	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Academy for Academic Excellence		Delete This Row							<input type="text"/>

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Coversheet

Dashboard Local Indicator Reports

Section: II. Information Items
Item: E. Dashboard Local Indicator Reports
Purpose:
Submitted by:
Related Material: 2026 Dashboard 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
2023-24	25.0	81.6%	2.1%	0	7.5%	8.8%	0	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 learning included Teacher Clarity, supporting Multilingual Learners, Gradual Release of Responsibility, rigor aligned with SBAC for Math and ELA, and effective practices for implementing formative assessments. Staff meet every morning to consistently engage in research, data collection and analysis, and reflection to improve teaching and learning. Teachers also engaged in coaching cycles with an Expert Teacher to provide ongoing support and growth opportunities through co-planning, co-teaching, immediate feedback, and analysis of student data. All teachers hold appropriate teaching credentials and implement state board adopted standards for all students, including English learners, as measured by credential reviews and classroom observations of instruction.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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 partner input, our strengths include our Parent Advisory Group, Parent Liaison, and Community-Based Events. To ensure stakeholder presence in decision making, outreach for membership in the Principal's Parent Advisory Group is conducted using a variety of social media forms such as phone calls, emails, texts, and mailings. All communication is offered to parents in different languages. 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's goal is to 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 focused on building relationships and gathering critical information from parents to better serve our students. To further maximize parental involvement and participation, school meetings are arranged at a variety of times, or home visits are conducted, to accommodate working parents or other limitations that may prevent families from involvement. Staff reaches partners with parents to build ties between parents and the school, and encourages involvement in parent programs and activities.

Our new Kippy's outdoor space is used to host numerous community events, including Family Nights and our annual Symposium, bringing more neighborhood families to our school. Each year we elicit feedback from students, families, and the community to determine the types of events that will help foster relationships with the staff.

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 between school staff and families. We have been focusing on strengthening parent involvement in our District English Learner Advisory Committee (DELAC) through workshops, trainings, and opportunities for input on school programs and our LCAP. Staff are also given time and resources to reach out and connect with families through emails, phone calls and 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. Our hope is that the additional work in this area that will happen as part of both the CSI process and the implementation of the California Community School Partnership (CCSP) grant will generate new ideas and strategies for building even stronger relationships among all our educational partners. Currently, the role of Parent Liaison is growing and will be gathering more information in the coming year to provide more needed services, and build relationships between staff and families. Furthermore, our dedication to growing representation on our DELAC is another important effort to improve engagement.

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. We have strong CTE pathways and a CCAP with Cuyamaca Community College. 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. The same is true for our relationships in Fire Sciences. We also have a new Child Development pathway that includes a partnership with a local elementary school.

Teachers help students to see the relevance of what they are learning in high school to their future path to a related career in healthcare, fire science or another path. The same is true for the families of our students who have requested additional information on how they support their children in both being successful in school and preparing for the next steps in their college/career path.

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 effectively with students and families, while also fostering empathy. We continue to work towards strengthening our Multi-Tiered Systems of Support (MTSS).

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.

We also constantly work to include voices of community members and existing partnerships to improve outcomes for our students. In fact, many of our Board Members have been employed by Sharp HealthCare. We also have dedicated staff to serve as liaisons with our community partners, such as a College Coordinator to maintain communication with our community college partners.

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 collects input formally and informally in a variety of ways. We have an LCAP Survey, Parent Survey, Parent Advisory Group, and DELAC to formally gather input. We also gather feedback informally during family conferences, home visits, and at school events. 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. Our DELAC meets regularly to provide input on the programs we offer our Multilingual Learners and our LCAP.

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.

We continue to reach out to families and establish stronger connections with the community to ensure that parents, students and community partners know their input is valued and respected. Our Parent Liaison has helped to reach out to more families. Overall, our goal is to make sure we gather input from as many families as possible to ensure accurate representation.

- 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.

We continue to work towards gathering more formal feedback through our LCAP and Parent Surveys. Our Parent Liaison has been including links/QR codes in weekly newsletters, flyers for events, and emails to families.

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 strives to maintain a welcoming, inclusive climate and culture that honors student voice and community input. 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 utilizes the California Healthy Kids Survey (CHKS) to formally gather school climate data. We also utilize a Parent Survey (created by HSHMC) to get input and feedback from parents.

Specifically, the 2025-26 CHKS data demonstrated that 63% of students reported feeling connected to school, 69% of respondents have caring relationships with adults in school, and 73% reported feeling safe or very safe at school. Parents reported feeling welcome and valued (88%) and believe HSHMC encourages collaboration for inclusion and support for students (88%).

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 show HSHMC works to foster a school climate that makes students and parents feel welcome. To continue to improve school conditions and climate, HSHMC invests in Restorative Practices (RP) by providing all staff professional development for implementing RP, providing Student Engagement Team (SET) members to support RP during the school day, and by providing additional supports for students' social-emotional wellbeing. In 2025-26, student well-being services have significantly expanded with the opening of the Fred MacFarlane Wellness Center, which provides dedicated space and staffing to support student mental health. Partnerships with organizations such as Opsam Health and Community Wraparound bring additional counseling and other relevant services directly to students. HSHMC also works to provide school events that welcome community members, such as our Open House and Internship Symposium.

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 on the CA Dashboard. We analyze the outcome data based on unduplicated student groups, including students with disabilities. We are fully inclusive; all students have access to all classes.

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

All HSHMC students have access to, and are enrolled in, a broad course of study, and participation in expanded academic and non-academic opportunities that include college and career development experiences, internships, and college classes. HSHMC provides a school academic counselor and support staff for individualized academic counseling to all students that focuses on completion of coursework to completing the specific A-G requirements. In addition, they review options for student enrollment in simultaneous college courses through Cuyamaca Community College at HSHMC. HSHMC staff assist in college classes to provide supports, including studying tools, review strategies, and feedback. In addition to college classes, students participate in a number of internship opportunities, such as our Patient Care Pathway, Fire Rescue, Business, etc. CTE teachers support the students at each internship location.

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)

Attendance is a barrier for some students and we have re-focused our efforts in ensuring all students attend every day. We have a staff member dedicated to enacting our attendance efforts and an attendance team. In the summer, we offer an extensive number of courses, including credit recovery and elective classes, that allow students to continue to progress.

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

HSHMC uses software to support learning and provide student achievement data in all core courses (Achieve3000 and i-Ready). HSHMC provides ongoing counseling regarding course/pathway completion to monitor A-G completion and determine interventions for students struggling to meet course requirements. 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 a variety of dual enrollment courses to the students. Transportation to, and supervision at, internship sites is provided by HSHMC. Certification level courses that meet Career Pathway Capstone requirements were developed and CTE instructors were hired to teach pathway coursework. HSHMC also provides technology support to track and schedule student pathway coursework, along with curriculum, uniforms, and materials for all CTE related courses and internships. Travel and registration costs are provided for students' opportunities to travel and engage in different off- site experiences.

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.					

Coordinating Services	1	2	3	4	5
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

2026-2027 Preliminary Budget

Section: III. Action Items
Item: A. 2026-2027 Preliminary Budget
Purpose: Vote
Submitted by:
Related Material:
Budget 37-68338-0114462 Health Sciences High and Middle College (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](#):

Budget 37-68338-0114462 Health Sciences High and Middle College (1).xlsx

Coversheet

2026-2027 LCAP with Budget Overview for Parents

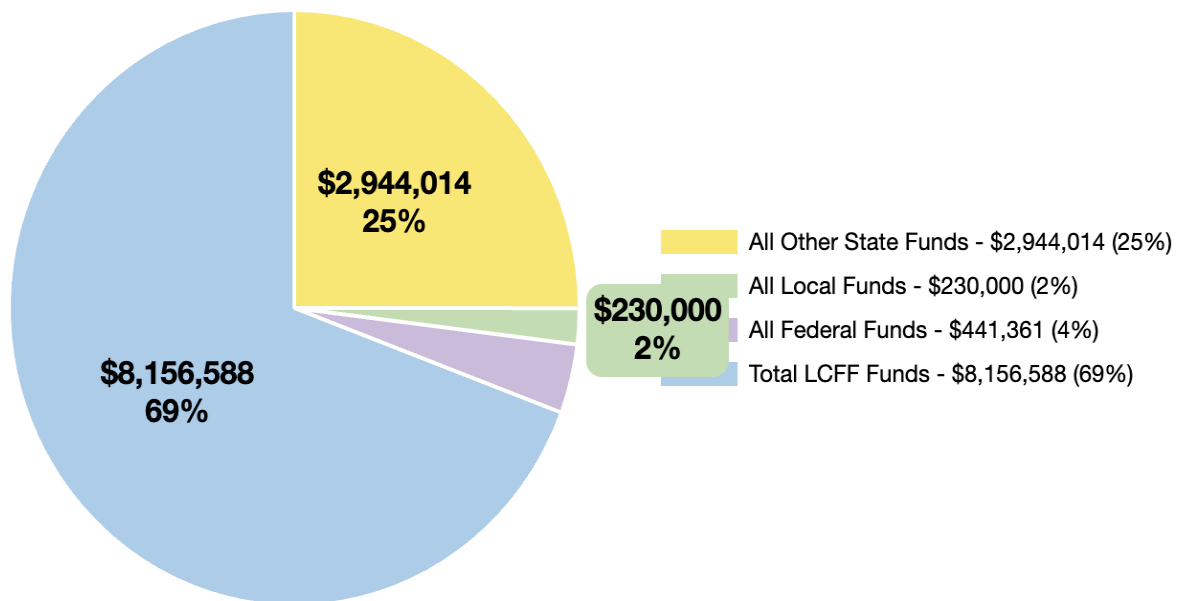
Section: III. Action Items
Item: B. 2026-2027 LCAP with Budget Overview for Parents
Purpose: Vote
Submitted by:
Related Material: LCFF Budget Overview for Parents.pdf
2026–27 Local Control and Accountability Plan.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Health Sciences High and Middle College
 CDS Code: 37683380114462
 School Year: 2026-27
 LEA Contact Information: Oscar Corrigan | ocorrigan@hshmc.org | 619-528-9070

School districts receive funding from different sources: state funds under the Local Conmprove services for high needs studentstrol 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).

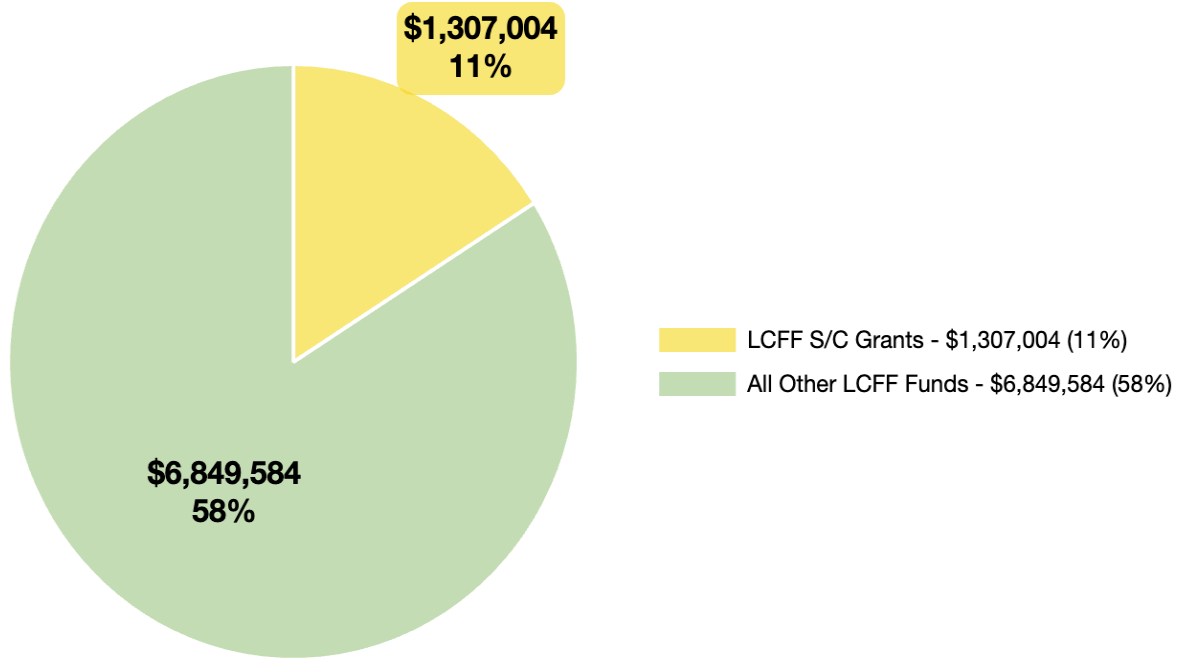
Budget Overview for the 2026-27 School Year Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$2,944,014	25%
All Local Funds	\$230,000	2%

Source	Funds	Percentage
All Federal Funds	\$441,361	4%
Total LCFF Funds	\$8,156,588	69%

Breakdown of Total LCFF Funds



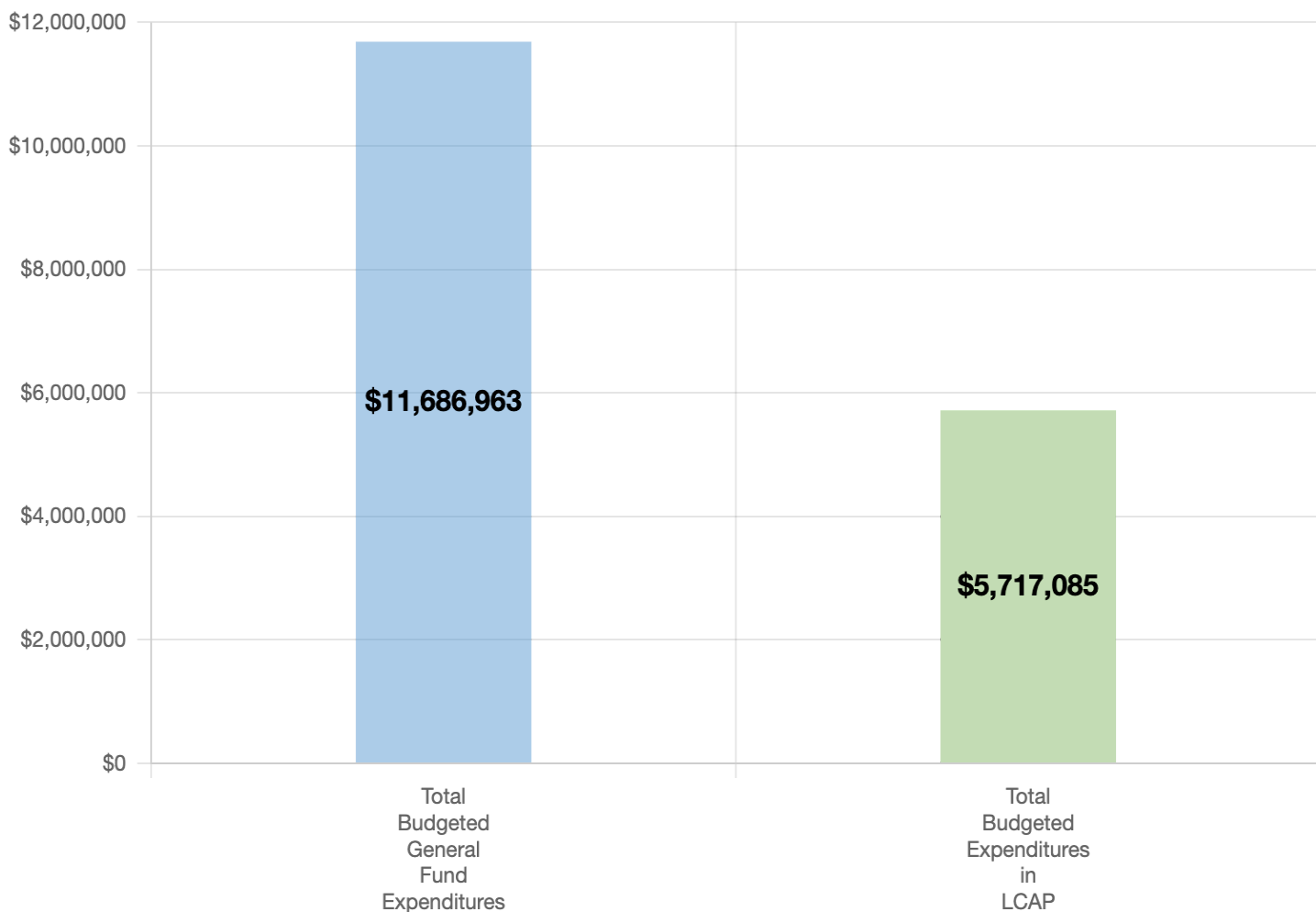
Source	Funds	Percentage
LCFF S/C Grants	\$1,307,004	11%
All Other LCFF Funds	\$6,849,584	58%

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

The total revenue projected for Health Sciences High and Middle College is \$11,771,963, of which \$8,156,588 is Local Control Funding Formula (LCFF), \$2,944,014 is other state funds, \$230,000 is local funds, and \$441,361 is federal funds. Of the \$8,156,588 in LCFF Funds, \$1,307,004 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Health Sciences High and Middle College plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

Health Sciences High and Middle College plans to spend \$11,686,963 for the 2026-27 school year. Of that amount, \$5,717,085 is tied to actions/services in the LCAP and \$5,969,878 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.

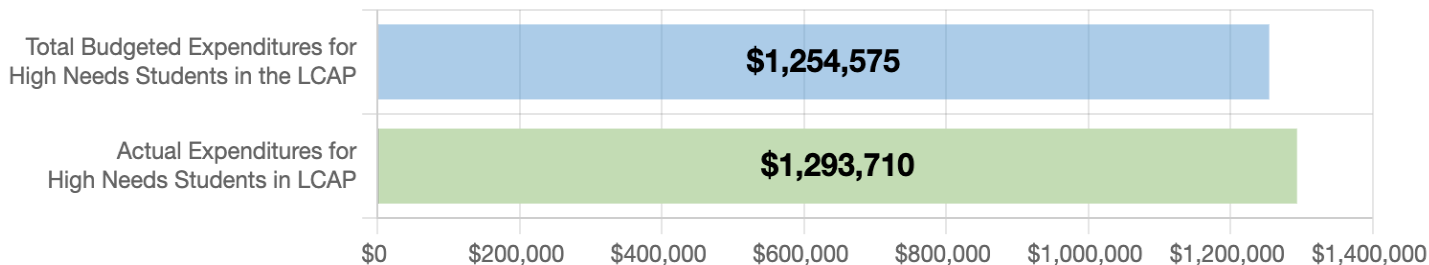
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Health Sciences High and Middle College is projecting it will receive \$1,307,004 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 \$2,115,075 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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.

In 2025-26, Health Sciences High and Middle College's LCAP budgeted \$1,254,575 for planned actions to increase or improve services for high needs students. Health Sciences High and Middle College actually spent \$1,293,710 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of \$-39,135 had the following impact on Health Sciences High and Middle College's ability to increase or improve services for high needs students:

N/A

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 2026-27

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 as a dual enrollment program, internship experiences contributing to pathway programs, 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 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 76.3% of the students are socioeconomically disadvantaged, 20% are English Learners and 17.8% are Students with Disabilities. The student population of 535 students is 76.4% Hispanic and 12.7% African American as shown in current (2025) 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. Capital improvement projects throughout the building have been completed. These improvements have provided more spaces to improve student academic and social emotional learning. We now have a designated Wellness Center where students receive counseling services and access resources to support mental health. Additionally, we continue to use the Kippy's Center for events as well as student health and wellness through physical activity in the gym. We have new classroom spaces and continue to work on the science laboratory. Also, we now have spaces for small group meetings and targeted interventions to individualize education for our students.

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 that is consistently offering students dual enrollment and internship opportunities. Dashboard data shows that the College/Career metric continues to rate HSHMC "Very High" (blue) for All Students with 89.6% of all students rated as Prepared, "Very High" (blue) for Hispanic and Socioeconomically Disadvantaged students, and "High" (green) for English Learners. The Graduation rate is 96.8%, blue on the Dashboard, for all students and blue for two of the three reported student groups (Hispanic and Socioeconomically Disadvantaged). Our English Learners performance level was yellow on the 2025 CA Dashboard. Our suspension rate of 0.3% decreased by 1.4% from 2024, which improved our Dashboard rating from orange to blue.

Regarding other academic metrics on the Dashboard, HSHMC’s indicators for English Learner Progress, English Language Arts, and Mathematics were all red. Looking specifically at student groups, English Learners maintained an orange rating for Mathematics and Long-Term English Learners received orange for English Learner Progress. All other reported groups earned red in the aforementioned academic indicators.

The challenges illuminated by the 2025 CA Dashboard data, partnered with local i-Ready and Achieve3000 diagnostic data, are a focal point for leadership discussions, professional development for staff, and topic of feedback from families/community members. In 2025-26, HSHMC made strategic changes to interventions to provide targeted supports. Each grade level had an English Language Development (ELD) staff member. These staff members led embedded ELD instruction in classes and provided differentiated supports in multiple content areas. HSHMC also increased in-class supports from math interventionists to provide data-driven interventions. HSHMC also trained staff to provide further foundational reading supports for students needing targeted literacy instruction.

Our professional learning, instructional coaching, and Professional Learning Communities (PLCs) provided ongoing opportunities to impact student outcomes. As an example, teachers engaged in semester-long Collective Efficacy Cycles, where they worked with colleagues to identify a common challenge that addressed student learning needs. Common challenges from the 2025-26 school year included: “Multilingual Learners hesitate to take academic risks, such as participating in discussions, asking questions, sharing aloud, or using academic English in fully inclusive classrooms” and “Students have difficulty transferring their knowledge to the format and rigor of standardized assessment–style questions”. These professional learning opportunities provided staff time to collaborate and make informed decisions to positively impact student learning.

Health Sciences High and Middle College has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These funds are being strategically utilized across multiple goals to support expanded learning opportunities, targeted academic interventions, and social-emotional supports aligned to identified student needs based on California Dashboard and local assessment data. Actions supported by LREBG funds are embedded throughout this plan to accelerate student learning, address learning gaps in English Language Arts and Mathematics, and improve student engagement and attendance.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
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1. General Approach	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.
2. Teachers	Teacher/Staff Meetings occur regularly in many capacities (e.g. daily morning meetings and RP/Attendance huddles, weekly coaching meetings, monthly CEC check-ins, etc.). 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, teachers meet with grade level and content area groups to improve vertical and horizontal alignment.
3. Principals	Participate in Teacher/Staff meetings (see above). Principal and other site administrators meet regularly to discuss actions connected to LCAP goals.
4. Administrators	Participate in Teacher/Staff meetings (see above) Principal and other site administrators meet regularly to discuss actions connected to LCAP goals.
5. Other School Personnel	Participate in Teacher/Staff meetings (see above)
6. Parents	LCAP parent surveys were available in Spanish and English at school wide events. DELAC meetings allowed for parent input on issues impacting the students and school (9/15/25, 10/2/25, 12/5/25) with specific LCAP input elicited during the February meeting. LCAP surveys were mailed home in school bulletins throughout the year.
7. Students	Students complete the California Healthy Kids Survey in the Fall and Spring of the school year. 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.
8. 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 2026). The LCAP Survey is available on the Website and included in school newsletters and mailers. The Board Meeting for Approval of LCAP was in May 2026.
9. SELPA	Desert Mountain SELPA staff talk regularly (weekly) with the HSHMC Education Specialist that works with the school's Special Education Program. The SELPA is aware of the HSHMC LCAP process and proposals, and provides feedback as needed.

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

For all three LCAP goals, the actions are being implemented with a continued focus on Community Schools and a systematic Multi-Tiered System of Support. 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 there 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 during our baseline year 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 i-Ready and other assessments relate to determining areas the students still need to focus on to improve. (Goal 1, Action 4)

Staff: • In reviewing 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
Goal 1	All students will benefit from the maintenance of a strong base program that is foundational to building student academic and social/emotional success 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	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 - 100% Teacher of English Learners - 100%	All teachers -18.9% Teacher of English Learners - 0%
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% of students have sufficient access	100%	0%
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% of the facilities are safe, clean and functional, and maintained in good repair.	100%	0%

4	Student Voice Survey Results	Student Voice Survey Question # 1. School is a welcoming and friendly place - 84.2% agree 10. Teachers respect students - 80.2% agree 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 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.	Based on Table A6.4, 63% of our students had school connectedness Based on Table A6.5, 69% of respondents have caring relationships with adults in school.	#1 - 90% #10 - 88% New Target for CHKS will be 76% for school connectedness and 74% for caring relationships with adults.	Based on Table A6.4, students had school connectedness decreased 7% Based on Table A6.5, the percentage of respondents reported having caring relationships with adults in school increased 0.5%.
5	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	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%
6	Percent of students who have access to a Broad Course	100% of all students have access, including	100% of all students have access, including	100% of all students have access, including	100%	0%

of Study, as measured by the narrative in the Local Indicator for this metric.	unduplicated pupils and individuals with exceptional needs	unduplicated pupils and individuals with exceptional needs	unduplicated pupils and individuals with exceptional needs		
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Goal Analysis for 2026-27

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

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

The overall implementation for Metrics 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 2025-26 were in good repair. Metric 6 measured school climate with Baseline data from the Student Voice Survey, which was used in years prior. We began using California Healthy Kids Survey (CHKS) in 2024-2025 with alignment to similar questions to the Student Voice Survey in the prior year. Our Baseline data is now revised using percentages related to school connectedness and healthy relationships with students from CHKS. Our analysis of the final results from our Spring 2026 administration of the CHKS indicates a need to focus on ways to support students in feeling more connected in school. There was a slight increase in the percentage of students reporting having caring relationships with adults from last school year. It is worth noting that our respondent rate last year was lower than this year, therefore we are cautious in comparing the data.

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.

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

The actions were effective in maintaining a strong base program as indicated by the maintenance metric for teacher credentialing (100%), access to materials (100%), and well maintained, safe, and healthy facilities (100%). Since our administration of the CHKS was not entirely effective due to a lower than expected response rate when we first administered the survey, we made sure to appoint a staff member to coordinate the dissemination of the CHKS. This helped to provide a more accurate measurement of our school climate as more students completed the survey.

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

We improved the overall participation rate of students who took the CHKS during 2025-26 with the goal of informing our staff about student perspectives on school climate. We will continue to refine our implementation of the climate survey tool 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
Action #1	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)	\$3,373,250.00	No
Action #2	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 such as Apple Teacher Certification, National Board Certification, and Induction. (GF, Title II)	\$118,965.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	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)	\$32,445.00	No
Action #4	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 establish our staff's MTSS competence/expertise will be ongoing. (MTSS Tier 1) (GF; EL teacher, Counselor, basic school supplies,)	\$18,325.50	No

Action #	Title	Description	Total Funds	Contributing
Action #5	1.5 Social/emotional Safety	Ensure a school culture where all students and staff feel emotionally safe at school. (MTSS, Tier 1) (GF - counselor)	\$21,630.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	<p>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.</p> <p>This goal includes the strategic use of one-time state funds, including Learning Recovery Emergency Block Grant (LREBG) funds, to expand learning time, strengthen instructional supports, and accelerate student learning.</p>	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
1	CAASPP Results as shown on Dashboard - in math and English Language Arts	ELA - 62.3 points below standard (all students) • EL - 140.4 pts below standard	ELA- 9.4 points below standard (all students) • EL - 99.1 pts below	ELA - 54.1 points below standard (all students) • EL - 113 pts below	ELA - 17 points below standard • EL - 65 pts below • Hispanic - 27 pts below	ELA - increased 8.3 points (all students) • EL - increased 27.4 pts • Hispanic -

	(ELA), disaggregated by student groups	<ul style="list-style-type: none"> Hispanic - 80.9 pts below SED - 77 pts below SWD - 121.9 pts below African Am. - 36.3 pts below <p>Math - 178.7 points below standard (all students)</p> <ul style="list-style-type: none"> EL - 254.5 pts below standard Hispanic - 189.5 pts below SED - 188.1 pts below SWD - 224.3 pts below African Am. - 156.5 pts below 	<ul style="list-style-type: none"> Hispanic - 14.9 pts below SED - 27.5 pts below SWD - 76.9 pts below African Am. - 82.5 pts below <p>Math - 115.5 pts below standard (all students)</p> <ul style="list-style-type: none"> EL - 193.7 pts below Hispanic - 120.6 pts below SED - 135.5 pts below SWD - 186.6 pts below African Am. - 163.1 pts below 	<ul style="list-style-type: none"> Hispanic - 64.3 pts below SED - 71.3 pts below SWD - 122.5 pts below African Am. - 64.5 pts below <p>Math - 137.3 pts below standard (all students)</p> <ul style="list-style-type: none"> EL - 169.3 pts below Hispanic - 143.9 pts below SED - 150.6 pts below SWD - 183.5 pts below African Am. - 121.2 pts below 	<ul style="list-style-type: none"> SED - 23 pts below SWD - 68 pts below African Am.- 47 pts below Math - 113 pts below standard EL - 164 pts below Hispanic - 114 pts below SED - 113 pts below SWD - 134 pts below African Am.- 90 pt below 	<p>increased 16.6 pts</p> <ul style="list-style-type: none"> SED - increased 5.7 pts SWD - decreased 0.6 pts African Am. - decreased 28.2 pts <p>Math - increased 41.4 (all students)</p> <ul style="list-style-type: none"> EL - increased 85.2 pts Hispanic - increased 45.6 pts SED - increased 37.5 pts SWD - increased 40.4 pts African Am. - increased 25.3 pts
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	13.33% met or exceeded	35% met or exceeded standards	Decreased 9.56%
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%	2025: 35% making progress Reclassification rate = 18.7%	52 % making progress Reclassification rate = 25%	English Learner Progress increased 3.3% Reclassification rate increased 5.4%
4	College and Career Indicators- results from Dashboard	% Prepared: All students - 86.9% (Very High	All students - 90% • EL - 87.5% • Hispanic - 89.8%	% Prepared: All students - 89.6%	% Prepared: All students - 88% (Very High on	All students - increased 2.7% • EL - increased

	(disaggregated if statistically appropriate): • % Prepared on Dashboard • A-G Completion rate • CTE Pathway Completion rate • Advanced Placement (not offered)	on Dashboard) • EL - 80% • Hispanic - 85% • SED - 87 % • SWD - 54% • African Am. - 89% A-G - 89.7% CTE - 26.7%	• SED - 88.2% • SWD - 76.9% • African Am. - 96% A-G - 92.41% CTE - 34%	• EL - 82.2% • Hispanic - 89.1% • SED - 88.1% • SWD - 73.7% • African Am. - 85.7% A-G - 88% CTE - 34%	Dashboard) • EL - 83% • Hispanic - 88% • SED - 88 % • SWD - 60% • African Am. - 89% A-G - 95% for all students CTE Pathway Completion - above 28% for all students	2.2% • Hispanic - increased 4.1% • SED - increased 1.1% • SWD - increased 19.7% • African Am. - decreased 3.3% A-G - decreased 1.7% CTE - increased 7.3%
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%	96.8% graduated EL - 93.3 % SED- 96.3% Hispanic - 95.8% SWD - 94.7% African-American - 100%	98% all students 97% EL 98% SED 95% SWD	% graduated decreased 0.4% EL - stayed the same SED- decreased 0.6% Hispanic - decreased 2.3% SWD - increased 6.2% African-American - increased 7.4%
6	High School Dropout Rate	0.69%	1.53%	1.95%	maintain below 1%	Increased 1.26%
7	Suspensions and Expulsions	Suspensions 0.2% Expulsions 0	Suspensions 1.7% from 2024 CA Dashboard Expulsions 0	Suspensions: 0.3% Expulsions: 0%	Suspensions < 1% Expulsions - < 1%	Suspensions increased 0.1% Expulsions - stayed the same
8	Attendance Rate Chronic Absenteeism rates	BASELINE 2023-2024 Attendance Rate - 90% Chronic Absenteeism - 37.4%	YTD Attendance Rate- 92% YTD Chronic Absenteeism - 28%	YTD Attendance Rate - 93% TYD Chronic Absenteeism - 20%	Attendance rate > 95% Chronic Absenteeism < 10%	Attendance Rate increased - 1% Chronic Absenteeism - decreased 8%

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% A6.4 Connectedness: 70%	A2.1 School perceived as very safe or safe: 73% A6.4 Connectedness: 63%	School perceived as very safe or safe: 80% School connectedness: 76%	CHKS Table A2.1 School perceived as very safe or safe: Decreased 1% A6.4: Connectedness: Decreased 7%
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Goal Analysis for 2026-27

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

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

The implemented actions, measured by Metrics 1 and 3, resulted in improvements overall for students in CAASPP testing compared to baseline data for ELA (overall increase of 8.3 points) and Math (overall increase of 41.1 points), and ELPAC data for ELP (3.3% increase). It is also worth noting that all identified student groups (EL, Hispanic, SED, SWD, and African Am.) increased scores in SBAC Mathematics compared to baseline data. We do recognize the red indicator on the 2025 CA Dashboard points to areas of academic improvement as measured by CAASSP. To continue to support growth in Metric 1, we continue 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. Another way we attended to these challenges, HSHMC's professional development, specifically Collective Efficacy Cycles, have explicitly focused on common challenges related to academic performance. Ongoing coaching also occurs across all content areas and grade levels. We continue to look at the California Science Test scores to identify areas of support for student learning. The science department meets regularly to discuss the NGSS Standards and the CAST test (Metric 2). CAASPP interim assessments have also been a focus of our CECs and content PLCs.

For Metric 4, the implementation of our College and Career program continues to positively impact our students, resulting in 89.6% prepared (blue on the Dashboard for College/Career). A major contributor to our continued blue distinction on the CA Dashboard is the strength of our dual enrollment program and College Success Team. Our graduation results (Metric 5) remain strong, with a continued blue rating on the CA Dashboard.

Our Student Engagement Team supports restorative practices, attendance, and overall school climate to impact attendance and

academics in response to our slight increase in suspensions. We continued to refine and develop the Student Engagement Team to support restorative practices, attendance and overall school climate. The team, now with each staff member assigned to a different floor in our building, worked with teachers, students, and staff to ensure that supports were in place to impact attendance and academics in response to our increased drop rate. We also now have a dedicated wellness center staffed with counselors to provide a space for students needing increased social-emotional supports.

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.

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

Our structures and delivery of professional development related to interventions for ELD, ELA, and mathematics 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. In addition, PLC time was dedicated to both academic and social/emotional common challenges.

An effective action was the continued 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. We also have additional credentialed math teachers to provide push-in support in math classes and during academy recovery times. Interventions also shifted to provide more in-class support with an ELD staff member assigned to each grade level. These staff members provided targeted differentiated instruction to advance the language proficiency of our English Learners as we aim to increase our ELP.

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

For the coming year, we will continue to focus on growth for students in ELA, Math, and English Learner Proficiency to influence positive change on the Dashboard. We will build in time for interventions during the school day to provide targeted support to our MLLs and students needing reading intervention. We will also build in time for students that are ready for accelerated content, including mathematics. We will continue to refine our ELD program 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 continued 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
Action #1	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)	\$66,740.00	Yes
Action #2	2.2 Professional Development Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	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	\$240,685.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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) Professional development includes strategies aligned with learning acceleration and instructional recovery, supported in part by Learning Recovery Emergency Block Grant (LREBG) funds (\$90,000).</p>		
Action #3	2.4 College and Career	<p>HSHMC will maintain a strong College and Career program that allows students to graduate ready to be successful in their future. CTE, College courses and career pathways are the cornerstones of our successful program. 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</p>	\$134,222.50	Yes

Action #	Title	Description	Total Funds	Contributing
		Counselor, College Team Coordinator; LCFF S/C, CTE)		
Action #4	2.3 Educational Options Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	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) This action is partially supported by \$375,000in Learning Recovery Emergency Block Grant (LREBG) funds to provide expanded access to credit recovery, targeted academic interventions, and supports to ensure students remain on track for graduation. Research supports expanded learning time and high-dosage tutoring as effective strategies for improving student outcomes, particularly for students performing below grade level.	\$647,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metrics used to monitor effectiveness include CAASPP results, i-Ready diagnostic growth, and attendance and chronic absenteeism rates.		
Action #5	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. We also have support from Community Wraparound to bring additional counseling and other relevant services directly to 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>	\$150,960.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #6	2.6 Supplemental Support for at-risk students Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	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. 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. 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) This action is partially	\$609,020.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supported by \$175,000 in Learning Recovery Emergency Block Grant (LREBG) funds to provide targeted academic interventions, including supplemental personnel, instructional materials, and intervention programs focused on accelerating learning for students identified as below grade level.		
Action #7	2.7 Supplemental Support for English Learners	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) 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. i-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	\$140,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SDCOE to identify processes and services to support ELs, and focus on promoting success among LTELs. (ELD Coordinator; Title III, LCFF S/C)		
Action #8	2.8 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 #9	2.9 Supplemental Support for SEL Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	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) and \$25,409 Learning Recovery Emergency Block Grant	\$84,741.50	Yes

Action #	Title	Description	Total Funds	Contributing
		(LREBG) funds support expanded access to social-emotional and mental health services to address barriers to learning, improve student engagement, and reduce chronic absenteeism.		

Goal

Goal #	Description	Type of Goal
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
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	Full implementation and sustainability	#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	0
2	Number of outreach events	New metric - baseline to be	Outreach events: 3 Back to school	Outreach events: 4 9th grade	Outreach event number - increase	Met (increased by one event)

	held Number of parents who attended either one, or more, events	established in Year 1. Outreach event number - 2	night, Open House, and Symposium	orientation, Fall Open House, Bring Family to School Day, Winter Open House	Percent of parents who attended at least one event = increase	
3	Responses on Parent/Family Survey regarding - • feeling valued • feeling welcomed	Parent/Family Climate Survey - • feeling valued - 77% Agree or Strongly Agree • feeling welcomed - 68% Agree or Strongly Agree	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 is 88% HSHMC encourages collaboration for inclusion and support for students is 88%	Welcome and valued >95% HSHMC encourages collaboration for inclusion and support for students >95%	Welcome and valued is 2% away from baseline HSHMC encourages collaboration for inclusion and support for students is 2% away from baseline

Goal Analysis for 2026-27

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

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

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 with 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. We continued to use the shortened Parent Climate Survey to ensure we received more feedback from our families. The survey was available in multiple languages and accessed at events and on the school website. Overall, the majority of parents reported feeling welcomed and valued (88%) and that HSHMC encourages collaboration for inclusion and support for students (88%). Our response rate to this survey is still low, with 33 respondents.

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.

An explanation of how effective the specific actions were 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 Family 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, desired 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
Action #1	3.1 Parent Leadership and Advisory Groups	Ensure that parents are actively involved in all advisory/leadership groups by ensuring the meetings are well publicized and held at times convenient for parents, providing translation/interpreters as needed, and removing other barriers to attendance. Training in the work of the advisory groups will be provided. Also increase meaningful involvement by parents, students and community in Leadership groups and in school events by improving	\$32,145.00	No

Action #	Title	Description	Total Funds	Contributing
		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)		
Action #2	3.2 Communication and Outreach	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, etc. We have added additional features to PowerSchool to increase communication and provide more information to families.	\$21,050.00	Yes
Action #3	3.3 Workshops and Trainings	Provide Professional Learning for staff on the benefits of parent involvement and how to build stronger relationships with parents. Provide workshops for	\$31,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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)		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,307,004.00	\$57,023.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.08%	0.00%	\$0.00	19.08%

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 #(s)	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
Goal 2 Action 1	Attendance Support Need: Attendance rates are at 92% and Chronic Absenteeism is at 28% (2025). Students cannot learn if they aren't in school	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 2 Action 2	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.	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.
Goal 2 Action 4	Educational Options Need: We continue to work towards supporting students to make gains in their learning while increasing our test scores. We will continue to refine our intervention systems to provide tiered supports. Educational Options may meet their needs and help them to succeed.	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 2 Action 3	College and Career Need: Longitudinal data going back for decades has shown that unduplicated student groups tend to be less likely to go to college, or to	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	Disaggregated Graduation and College/Career Indicator results

	get specialized career certificates or degrees.	in these areas, so the extra support is very important, but all students can benefit from these actions.	
Goal 2 Action 5	Positive School Environment Need: Survey results for feelings of connectedness to the school, and safety demonstrate there is a need for improvement in this area.	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
Goal 2 Action 6	Supplemental Support for at-risk students Need: See test data in Action 2.1	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 2 Action 9	Supplemental Support for SEL Need: Attendance and Chronic Absenteeism rates seem to indicate that some students need additional, more targeted, interventions to feel safe and connected to school	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
Goal 3 Action 2	Communication and Outreach Need: Parents of unduplicated students attend fewer school events and tend to be less involved in their children's education, for a variety of reasons, including available time, or not feeling comfortable in an education setting.	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
Goal 3 Action 3	Workshops and Trainings Need: To increase the understanding and	All parents could benefit from the information shared at the workshops.	Workshop attendance and parent survey results.

	<p>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. Current parents have requested more of these types of workshops.</p>		
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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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Goal 2. Action 7 Supplemental Support for English Learners Need: English Learners are scoring below other student groups on the ELA SBAC test.</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.

N/A

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.

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

2026-27 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$6,849,584.00	\$1,307,004.00	19.08%	0.00%	19.08%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$4,907,676.25	\$665,409.00	\$0.00	\$156,000.00	\$5,729,085.25	\$5,429,674.50	\$299,410.75

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	1.1 Basic Services	All	No	LEA-Wide		All Schools	2025-2027
1	2	1.2 Beyond Credentialing	All	No	LEA-Wide		All Schools	2025-2027
1	3	1.3 Facilities and Safety	All	No	LEA-Wide		All Schools	2025-2027
1	4	1.4 Academic Program	All	No	LEA-Wide		All Schools	2025-2027
1	5	1.5 Social/emotional Safety	All	No	LEA-Wide		All Schools	2025-2027
2	1	2.1 Attendance Support	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
2	2	2.2 Professional Development Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
2	3	2.4 College and Career	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	4	2.3 Educational Options Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
2	5	2.5 Positive School Environment	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
2	6	2.6 Supplemental Support for at-risk students Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
2	7	2.7 Supplemental Support for English Learners	English Learners	Yes	LEA-Wide	English Learners	All Schools	2025-2027
2	8	2.8 Supplemental	Students With Disabilities	No	LEA-Wide		All Schools	2025-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		Support for Students with Disabilities						
2	9	2.9 Supplemental Support for SEL Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
3	1	3.1 Parent Leadership and Advisory Groups	All	No	LEA-Wide		All Schools	2025-2027
3	2	3.2 Communication and Outreach	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027
3	3	3.3 Workshops and Trainings	English Learners, Foster Youth, Low Income	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	2025-2027

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$3,353,250.00	\$20,000.00	\$3,373,250.00	\$0.00	\$0.00	\$0.00	\$3,373,250.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	2	\$0.00	\$118,965.00	\$118,965.00	\$0.00	\$0.00	\$0.00	\$118,965.00	0.00%
1	3	\$0.00	\$32,445.00	\$32,445.00	\$0.00	\$0.00	\$0.00	\$32,445.00	0.00%
1	4	\$16,325.50	\$2,000.00	\$18,325.50	\$0.00	\$0.00	\$0.00	\$18,325.50	0.00%
1	5	\$21,630.00	\$0.00	\$21,630.00	\$0.00	\$0.00	\$0.00	\$21,630.00	0.00%
2	1	\$66,740.00	\$0.00	\$61,740.00	\$0.00	\$0.00	\$5,000.00	\$66,740.00	0.00%
2	2	\$240,685.00	\$0.75	\$125,685.75	\$90,000.00	\$0.00	\$25,000.00	\$240,685.75	0.00%
2	3	\$129,222.50	\$5,000.00	\$134,222.50	\$0.00	\$0.00	\$0.00	\$134,222.50	0.00%
2	4	\$557,860.00	\$90,000.00	\$256,860.00	\$375,000.00	\$0.00	\$16,000.00	\$647,860.00	0.00%
2	5	\$135,960.00	\$15,000.00	\$150,960.00	\$0.00	\$0.00	\$0.00	\$150,960.00	0.00%
2	6	\$609,020.00	\$0.00	\$344,020.00	\$175,000.00	\$0.00	\$90,000.00	\$609,020.00	0.00%
2	7	\$140,295.00	\$0.00	\$130,295.00	\$0.00	\$0.00	\$10,000.00	\$140,295.00	0.00%
2	8	\$5,250.00	\$0.00	\$5,250.00	\$0.00	\$0.00	\$0.00	\$5,250.00	0.00%
2	9	\$79,741.50	\$5,000.00	\$59,332.50	\$25,409.00	\$0.00	\$0.00	\$84,741.50	0.00%
3	1	\$27,145.00	\$5,000.00	\$22,145.00	\$0.00	\$0.00	\$10,000.00	\$32,145.00	0.00%
3	2	\$20,050.00	\$1,000.00	\$21,050.00	\$0.00	\$0.00	\$0.00	\$21,050.00	0.00%
3	3	\$26,500.00	\$5,000.00	\$31,500.00	\$0.00	\$0.00	\$0.00	\$31,500.00	0.00%

2026-27 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)
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\$6,849,584.00	\$1,307,004.00	19.08%	0.00%	19.08%	\$1,315,665.75	19.08%	19.21%
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Totals by Type		Total LCFF Funds
Total:		\$1,315,665.75
LEA-wide Total:		\$4,907,676.25
Limited Total:		\$0.00
Schoolwide Total:		\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	2.1 Attendance Support	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$61,740.00	0.00%
2	2	2.2 Professional Development Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$125,685.75	0.00%
2	3	2.4 College and Career	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$134,222.50	0.00%
2	4	2.3 Educational	Yes	LEA-Wide	English Learners,	All Schools	\$256,860.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Options Partially funded by the Learning Recovery Emergency Block Grant (LREBG)			Foster Youth, Low Income			
2	5	2.5 Positive School Environment	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$150,960.00	0.00%
2	6	2.6 Supplemental Support for at-risk students Partially funded by the Learning Recovery Emergency Block Grant (LREBG)	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$344,020.00	0.00%
2	7	2.7 Supplemental Support for English Learners	Yes	LEA-Wide	English Learners	All Schools	\$130,295.00	0.00%
2	9	2.9 Supplemental	Yes	LEA-Wide	English Learners,	All Schools	\$59,332.50	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Support for SEL Partially funded by the Learning Recovery Emergency Block Grant (LREBG)			Foster Youth, Low Income			
3	2	3.2 Communication and Outreach	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$21,050.00	0.00%
3	3	3.3 Workshops and Trainings	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$31,500.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$4,898,175.00	\$4,880,619.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 Basic Services	No	\$3,275,000.00	\$3,293,105.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	2	1.2 Beyond Credentialing	No	\$115,500.00	\$112,500.00
1	3	1.3 Facilities and Safety	No	\$31,500.00	\$44,265.00
1	4	1.4 Academic Program	No	\$17,850.00	\$15,471.00
1	5	1.5 Social/emotional Safety	No	\$21,000.00	\$20,656.00
2	1	2.1 Attendance Support	Yes	\$63,000.00	\$59,264.00
2	2	2.2 Professional Development	Yes	\$147,025.00	\$146,659.00
2	3	2.3 Educational Options	Yes	\$252,000.00	\$245,942.00
2	4	2.4 College and Career	Yes	\$120,750.00	\$120,750.00
2	5	2.5 Positive School Environment	Yes	\$147,000.00	\$124,510.00
2	6	2.6 Supplemental Support for At-Risk Students	Yes	\$424,000.00	\$399,545.00
2	7	2.7 Supplemental Support for English Learners	Yes	\$136,500.00	\$137,452.00
2	8	2.8 Supplemental Support for Students with Disabilities	No	\$5,250.00	\$5,250.00
2	9	2.9 Supplemental Support for SEL	Yes	\$57,750.00	\$58,934.00
3	1	3.1 Parent Leadership and Advisory Groups	No	\$31,500.00	\$36,563.00
3	2	3.2 Communication and Outreach	Yes	\$21,050.00	\$26,300.00
3	3	3.3 Workshops and Trainings	No	\$31,500.00	\$33,453.00

2025-26 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$1,184,381.00	\$1,223,075.00	\$1,230,460.00	(\$7,385.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	1	2.1 Attendance Support	Yes	\$58,000.00	\$58,000.00	0.00%	0.00%
2	2	2.2 Professional Development	Yes	\$122,025.00	\$124,554.00	0.00%	0.00%
2	3	2.3 Educational Options	Yes	\$236,000.00	\$236,568.00	0.00%	0.00%
2	4	2.4 College and Career	Yes	\$120,750.00	\$124,450.00	0.00%	0.00%
2	5	2.5 Positive School Environment	Yes	\$147,000.00	\$124,510.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	6	2.6 Supplemental Support for At-Risk Students	Yes	\$334,000.00	\$351,792.00	0.00%	0.00%
2	7	2.7 Supplemental Support for English Learners	Yes	\$126,500.00	\$125,352.00	0.00%	0.00%
2	9	2.9 Supplemental Support for SEL	Yes	\$57,750.00	\$58,934.00	0.00%	0.00%
3	2	3.2 Communication and Outreach	Yes	\$21,050.00	\$26,300.00	0.00%	0.00%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,178,665.00	\$1,184,381.00	0.00%	38.25%	\$1,230,460.00	0.00%	19.91%	\$113,281,028.20	11.33%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (*California Education Code [EC] Section 52064[e][1]*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC Section 52064[e][1]*). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC Section 52064[b][4-6]*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC sections 52064[b][1] and [2]*).
 - **NOTE:** As specified in *EC Section 62064(b)(1)*, the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC Section 52052*, to be achieved for each of the state priorities. Beginning in 2023–24, *EC Section 52052* identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC Section 52064[b][7]*).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC sections 52064[b][6], [8], and [11]*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and

reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

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

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

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest

of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. 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.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the

ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023

Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools

with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement

this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students

improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

Coversheet

2026-2027 Instructional Minutes

Section: III. Action Items
Item: C. 2026-2027 Instructional Minutes
Purpose:
Submitted by:
Related Material: 2026-2027 Instructional Minutes.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](#):

2026-2027 Instructional Minutes.xlsx

Coversheet

2026-2027 School Calendar

Section: III. Action Items
Item: D. 2026-2027 School Calendar
Purpose:
Submitted by:
Related Material: 2026-2027 family cal.xls - SchoolCalendar.pdf

Academic Year Calendar Template

www.vertex42.com/calendars

Year
Month
Start Day 1: Sunday, 2: Monday

HEALTH SCIENCES HIGH & MIDDLE COLLEGE, INC.

2026-2027

Academic Year Calendar

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

August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	★	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	⊗	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	★	10
11	⊗	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	⊗	12	13	14
15	16	17	18	19	20	21
22	⊗	⊗	⊗	⊗	⊗	28
29	30					

December 26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	⊗	⊗	19
20	⊗	⊗	⊗	⊗	⊗	26
27	⊗	⊗	⊗	⊗		

January 27						
Su	M	Tu	W	Th	F	Sa
					⊗	2
3	⊗	5	6	7	8	9
10	11	12	13	14	15	16
17	⊗	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	⊗	13
14	⊗	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	★	6
7	⊗	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	⊗	⊗	⊗			

April 27						
Su	M	Tu	W	Th	F	Sa
				⊗	⊗	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 27						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	⊗	⊗	27	28	29
30	31					

 **Early Release Days**
12:30 pm

December 17, December 18, May 25, May 26

 **School Holidays - (No School)**

September 7 - Labor Day

October 12 - Non-Instructional Day

November 11 - Veteran's Day

November 23-27 - Holiday Vacation

December 21-January 4 - Winter Vacation

January 18- Martin Luther King Observance

February 12/15- President's Day Weekend

March 8- Non-Instructional Day

March 29-April 2 - Spring Break

 **Special Dates**

August 10 - First Day of School

October 19- First Quarter Ends

December 17- Mid Terms

December 18- Mid terms
End of Quarter 2/Semester 1

March 5 - Third Quarter Ends

May 25 - Finals

May 26 - Finals
Last Day of School
Senior Graduation

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



Coversheet

2026-2027 Cuyamaca College CCAP

Section: III. Action Items
Item: E. 2026-2027 Cuyamaca College CCAP
Purpose:
Submitted by:
Related Material: HSHMC CCAP Agreeemt EofR 2026-2029 FINAL 5-05-26.pdf
CCAP Att A CourseList - HSHMC, 2026-27.pdf

**COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT BETWEEN THE
GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT AND
THE HEALTH SCIENCES HIGH AND MIDDLE COLLEGE (HSHMC) CHARTER HIGH SCHOOL
2026-2029**

Whereas, Health Sciences High and Middle College (HSHMC) is an independent charter school located at 3910 University Avenue, Suite 100, San Diego, California, 92105, charter herein referred to as HSHMC, operated as a California Nonprofit Public Benefit Corporation and operating autonomously from the San Diego Unified School District (SCHOOL DISTRICT) pursuant to California Education Code sections 47604 and 47605 et. seq, with the exception of the supervisory oversight by the SCHOOL DISTRICT which granted HSHMC's charter; and

Whereas, this effort is intended to support the 21st century idea that college readiness as well as career and workforce readiness are beneficial and necessary to help young people compete in this new economy, realize their full potential, increase high school graduation rates, increase college attendance rates and college completion rates while helping families in our region to prosper through higher education; and

Whereas, pursuant to California Education Code section 76004(a), the Grossmont-Cuyamaca Community College District (GCCCD) and HSHMC (as a charter school within the SCHOOL DISTRICT's jurisdiction) may enter into a partnership that is governed by a College and Career Access Pathways (CCAP) Partnership Agreement (Agreement) approved by the governing boards of GCCCD and HSHMC, respectively; and in accordance with California Education Code section 76004 and Title 5 sections 55300 et seq., respectively; and

Whereas, GCCCD and HSHMC desire to continue the collaborative effort of their CCAP program within the guidelines of an Agreement for the purpose of expanding CCAP course opportunities for all students, particularly those who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education and preparation for transfer, improving high school graduation rates, and helping high school students achieve college and career readiness; and

Whereas, the operational aspects of the CCAP partnership are incorporated into this Agreement, the provisions of which establish adherence to various education code requirements pertaining to, among other things, allowances, apportionments, and enrollment; now, therefore, be it

Resolved that this Agreement is made and entered into as of the date written below by and between the Grossmont-Cuyamaca Community College District, and Health Science High and Middle College.

TERMS OF AGREEMENT

1. TERMS OF AGREEMENT

- 1.1. The term of this Agreement shall be for three years, from 1 July 2026 to 30 June 2029.

2. ADMISSIONS AND REGISTRATION

- 2.1. Admissions and registration shall be coordinated by the Agreement conditions for enrollment and all other applicable policies and procedures established by the GCCCD.
- 2.2. Prior to registering for a CCAP course, students shall complete and submit a Dual Enrollment Authorization Form for CCAP courses and all appropriate college matriculation paperwork. The Authorization Form includes a parental consent form and Principal recommendation which a student is only required to submit once for the duration of the student's participation in the CCAP partnership. This paperwork may be facilitated by HSHMC or GCCCD personnel in order to assist students and streamline processes.
- 2.3. HSHMC shall pay the total cost of books and materials for HSHMC students who enroll in a CCAP course. Instructors will be encouraged to use open educational resources. Selected books and materials shall be determined by the instructor with approval of the college division. Every effort will be made to use books and materials for at least five (5) years before they are replaced. Additionally, HSHMC and GCCCD agree to actively pursue funds and resources to help find student books and materials.
- 2.4. Registration and access to all CCAP courses under this Agreement shall not be open to the general public, in accordance with California Education Code section 76004.
- 2.5. All CCAP courses shall meet the enrollment requirements as set forth by the GCCCD or as mutually agreed upon by HSHMC and the GCCCD.

3. COURSES

- 3.1. Courses offered pursuant to this Agreement shall be initiated by HSHMC and go through the approval process at GCCCD. No CCAP course will be offered on a high school campus without approval by HSHMC.
- 3.2. Courses offered pursuant to this Agreement shall be of the same quality and rigor as those offered on a GCCCD campus.
- 3.3. Courses offered pursuant to this Agreement shall be GCCCD-catalogued courses with GCCCD department designations, course descriptions, numbers, titles and credits.

- 3.4. Courses offered pursuant to this Agreement shall adhere to the official GCCCD course outlines of record and the student learning outcomes established by the associated academic departments within the GCCCD.
- 3.5. Site visits by one or more representatives of the GCCCD shall be permitted by HSHMC to ensure that courses offered pursuant to this Agreement at HSHMC's location have the same quality and rigor as the courses offered on a GCCCD campus.
- 3.6. CCAP courses offered pursuant to this Agreement shall support the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.
- 3.7. The college will develop a plan to ensure that no college course is offered as part of this Agreement that reduces access to the same course offered on the college campus or is already oversubscribed.
- 3.8. CCAP courses offered through this Agreement are selected through mutual agreement by the high school Principals at HSHMC and College Presidents at GCCCD consistent with the core mission of the community colleges pursuant to California Education Code Section 66010.4, and in assurance that students participating in a CCAP partnership will not lead to the enrollment displacement of otherwise eligible adults in the community college. See Course List (Attachment "A") for the first academic year. For a multi-year Agreement, the Course List for each subsequent year will be agreed upon by HSHMC and GCCCD and submitted as Appendix "A".
- 3.9. A student may receive both college credit and high school credit for GCCCD courses that they complete, as determined to be appropriate by the governing boards of the HSHMC and GCCCD, and in accordance with California Education Code sections 48802 and 76001(c) and other state and federal laws.
- 3.10. GCCCD shall not provide physical education course opportunities or any other course opportunities that do not assist in the attainment of the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.
- 3.11. Courses offered under this CCAP Partnership Agreement shall be subject to the college's minimum enrollment management criteria giving consideration to educational concerns and constraints and necessary to ensure fiscal viability.

4. CCAP COURSE INSTRUCTORS

- 4.1. Instructors teaching a CCAP course pursuant to this Agreement shall be approved by the GCCCD Dean and Department Chair and shall meet the California Community College Chancellor's Office minimum qualifications for faculty in the California Community College Chancellor's Office for the discipline they are assigned to teach. All CCAP instructors shall follow the terms and conditions of the GCCCD Faculty collective bargaining agreements as delineated therein.
- 4.2. HSHMC instructors who meet the California Community College Chancellor's Office minimum qualifications to teach a college course will have priority teaching a CCAP course on the HSHMC high school campus, irrespective of whether or not that class is part of their regular teaching load or outside of their regular teaching load. If there are no qualified HSHMC instructors available to teach an agreed upon CCAP course, then GCCCD will provide the faculty member to teach the course.
 - a) CCAP faculty who are employees of HSHMC and who are teaching a course as part of their regular teaching load shall be paid all salaries, wages, and benefits by HSHMC. In addition, they shall receive a stipend of \$300 per 0.20 FTEF paid by the GCCCD.
 - b) CCAP faculty who are employees of HSHMC and who are teaching a course outside of their regular teaching load shall be paid all salaries, wages, and mandated benefits by GCCCD.
 - c) GCCCD faculty teaching CCAP courses who are not employees of HSHMC shall be paid all salaries, wages, and benefits by GCCCD.
- 4.3. This Agreement certifies that a GCCCD instructor teaching a course at the HSHMC campus has not displaced or caused the termination of an existing HSHMC instructor teaching the same course on the HSHMC campus.
- 4.4. This Agreement certifies that a qualified HSHMC instructor teaching a course offered for college credit at the HSHMC campus has not displaced or resulted in the termination of an existing GCCCD faculty member teaching the same course at the partnering community college campus.
- 4.5. HSHMC shall be solely responsible for all salaries, wages, and benefits due to HSHMC instructors in section 4.2 (a) above who are approved to teach a course pursuant to this Agreement. GCCCD shall reimburse HSHMC the cost of the salary and mandated benefits for these instructors course up to the average amount a GCCCD instructor would be paid for the same course (Class III Step 7 of the [AFT Salary Schedule](#)).
- 4.6. All CCAP instructors will be expected to participate in professional development activities required by GCCCD and participate in ongoing collegial interaction to

address course content, course delivery, assessment, evaluation, and/or research and development in the field. The GCCCD shall submit a list of required activities to HSHMC before the semester begins. The total number of hours required shall be based upon one week of scheduled class hours. Any shortfall of required hours will be deducted from final salary reimbursement to HSHMC. HSHMC teachers shall be provided a GCCCD faculty parking pass.

- 4.7. All instructors who teach CCAP courses will be under the supervision and control of the GCCCD deans who have oversight for the corresponding disciplines while teaching the GCCCD course and performing any course-related work or activities.
- 4.8. Instructors who teach CCAP courses must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duties during the instructional activity. The instructor must be physically present in the classroom or laboratory or within line-of-sight of the students at all scheduled instructional times.
- 4.9. Instructor performance shall be evaluated by the GCCCD using the adopted evaluation process and standards for the GCCCD, subject to the approval of the GCCCD.
- 4.10. The GCCCD and HSHMC through mutual agreement shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction for courses offered under this Agreement, per the respective collective bargaining agreements.
- 4.11. As with any GCCCD course, instructors teaching under this Agreement must teach according to official GCCCD course outlines of record, including coverage of content and limits on instructional hours.
- 4.12. CCAP instructors will follow the assigned semester start and end dates determined by the college and based on the instructional hours of the official course outline of record.
- 4.13. Each instructor will create and make available to students a current course syllabus. By the add/drop date for the course, instructors must submit a copy of the syllabus to their GCCCD dean and department chair. A sample syllabus, if needed, will be provided by the appropriate GCCCD department chair.
- 4.14. CCAP instructors will follow faculty reporting requirements, including, but not limited to: attendance (e.g., for positive attendance requirements if applicable), census and final grade submission by deadlines, etc.
- 4.15. CCAP instructors need to communicate via a GCCCD email address and are responsible to regularly monitor communications.

5. COORDINATION

- 5.1. The GCCCD shall appoint an educational administrator who will approve all CCAP instructors in consultation with the academic departments of the GCCCD.
- 5.2. The GCCCD educational administrator and department chairs shall coordinate initial and ongoing training for instructors teaching a CCAP course pursuant to this Agreement, site visits, and GCCCD performance evaluations for instructors.
- 5.3. The GCCCD educational administrator and department chairs will ensure that instructors teaching a CCAP course pursuant to this Agreement are informed of new curriculum developments, pedagogic innovations, textbook adoptions, educational outcomes, assessment of learning, grading standards, proficiency expectations, syllabus components, and the GCCCD performance evaluation process.
- 5.4. HSHMC and GCCCD shall each appoint a respective program coordinator who will serve as a liaison to facilitate coordination and cooperation between HSHMC and GCCCD in conformity with HSHMC and GCCCD policies and standards.

6. ON-SITE SUPERVISION

- 6.1. CCAP courses offered pursuant to this Agreement and students in these courses shall be under the supervision of the administrator designated by the GCCCD as provided in Section 5.1.

7. STUDENTS

- 7.1. Students must meet all GCCCD prerequisite requirements as established by the GCCCD and stated in the college catalog before enrolling in a CCAP course pursuant to this Agreement, may include, but not limited to, obtaining a satisfactory score on any required placement test, or filing a GCCCD prerequisite/corequisite/enrollment limitation challenge and providing documentation evidencing knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.
- 7.2. Grades earned by students enrolled in courses pursuant to this Agreement will be posted on official GCCCD transcripts. Students are eligible to request Pass/No Pass or Credit/No Credit if the course is eligible for this option as noted in the college catalog, except in cases where the course is satisfying a HSHMC graduation requirement. In such cases, HSHMC must inform the GCCCD in writing and before the census date of which students are not eligible for Pass/No Pass or Credit/No Credit grading for each section.
- 7.3. Students enrolled in CCAP courses pursuant to this Agreement will be expected to follow all of the policies and procedures listed in the official college catalog.

- 7.4. Students enrolled in CCAP courses pursuant to this Agreement will be eligible for student support services, which shall be available to them at the GCCCD and/or HSHMC.
- 7.5. For students with disabilities, HSHMC will provide all services and accommodations as required by the student's Individualized Education Plan (IEP). Upon identifying themselves to the instructor and college's disability student services department, students with disabilities may also be approved to receive academic supports and/or reasonable accommodations from GCCCD as deemed necessary. Under no circumstances will the standard for the course be altered.
- 7.6. CCAP students will not be permitted to drop a course after the HSHMC withdrawal deadline. If a student drops after the GCCCD drop deadline, the student will receive a W (withdrawal) on their permanent college transcript.
 - a) Students who drop a CCAP course will not receive HSHMC or GCCCD credit for work completed.
 - b) A CCAP course dropped prior to the GCCCD course drop deadline will not be listed on the HSHMC or GCCCD transcript
- 7.7. Students enrolled in CCAP courses pursuant to this Agreement are exempt from payment of GCCCD enrollment fees pursuant to California Education Code sections 49011 and 76004(f).

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in CCAP courses shall be held to the same standards of achievement as students in sections located on the GCCCD campus.
- 8.2. Students enrolled in CCAP courses shall be held to the same grading standards as those expected of students in sections located on the GCCCD campus.
- 8.3. Students enrolled in CCAP courses shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, exams, projects, and presentations) as students in sections located on the GCCCD campus.
- 8.4. Students enrolled in courses offered as part of this CCAP Agreement shall be held to the behavioral expectations per [GCCCD Board Policy AP5500 Standards of Student Conduct](#) at all times. Any disciplinary action for a violation of the Student Code of Conduct by a student is the responsibility of HSHMC. HSHMC will carry out its standard high school disciplinary actions while ensuring alignment with GCCCD policy. HSHMC will then notify the College Dean of Student Engagement and Belonging in a timely manner of the situation. However, any potential Title IX incidents will first involve immediate consultation with said College Dean.

9. EVALUATION

- 9.1. GCCCD and HSHMC may request that students evaluate each CCAP course offered at HSHMC in accordance with established guidelines approved by the GCCCD conforming to its faculty union collective bargaining agreement.
- 9.2. GCCCD and HSHMC may survey and collect data on students and alumni of CCAP courses after they graduate from HSHMC.
- 9.3. GCCCD and HSHMC may annually conduct surveys of participating instructors, principals, and guidance counselors
- 9.4. GCCCD and HSHMC shall share survey data for the purpose of informing practice, making adjustments, and improving the quality of CCAP course delivery.

10. PRIVACY OF STUDENT RECORDS AND FERPA COMPLIANCE

- 10.1. Records of student attendance and achievement for all HSHMC students who enroll in a CCAP course shall be maintained by HSHMC and by the GCCCD electronic records system or other equivalent and mutually agreed upon systems through the course instructor.
- 10.2. In order to obtain necessary historical performance data on students exiting from HSHMC and subsequently enrolling at GCCCD, it is necessary for the parties to share student data on an ongoing basis at times and in forms agreed to by the parties. GCCCD will subsequently provide, at times and in forms agreed upon by the parties, data back to HSHMC concerning the performance of the former HSHMC students who subsequently enrolled at GCCCD.
- 10.3. GCCCD and HSHMC agree to hold all student education records in strict confidence pursuant to FERPA (20 U.S.C. § 1232g; 34 C.F.R. Part 99) and California Education Code Sections 49064, 49076, and 76243. The parties acknowledge that under 34 C.F.R. § 99.5, all FERPA rights transfer to the student upon enrollment in a CCAP course, regardless of age. Accordingly, college records shall not be disclosed to any third party (including parents/guardians) without the student's prior written consent, except as authorized by law or for the exchange of information between the Districts for legitimate educational interests. Both parties acknowledge notice under 34 C.F.R. § 99.33(d) regarding strict prohibitions on unauthorized re-disclosure.
- 10.4. *Limitation on Use.* The GCCCD and HSHMC shall use each student education record that is received pursuant to this Agreement solely for a purpose consistent with the authority to access that information pursuant to federal and state law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and California Education Code section 49076.)

- 10.5. *Recordkeeping Requirements.* The GCCCD and HSHMC shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations section 99.32 and under California Education Code section 49064 as applicable.
- 10.6. *Acknowledgement of Receipt of Notice of FERPA Regulations.* By signature of its authorized representative or agent on this Agreement, the GCCCD and HSHMC hereby acknowledge that they had been provided with the notice required under 34 C.F.R. § 99.33(d) that they are strictly prohibited from disclosing student education records to any other person or entity except as authorized by applicable law.

11. REIMBURSEMENT

- 11.1. If the CCAP course instructor is an employee of HSHMC, then GCCCD shall reimburse HSHMC at an amount to be agreed upon by GCCCD and HSHMC (see section 4.5 above per this Agreement)

12. FACILITIES USE

- 12.1. HSHMC will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to GCCCD or to students. HSHMC agrees to clean, maintain, and safeguard HSHMC 's premises. HSHMC warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 12.2. Pursuant to this Agreement, HSHMC will furnish, at its own expense, all course materials, specialized equipment, books, and other necessary equipment for all HSHMC students. The parties understand that such equipment and materials are the sole property of HSHMC. GCCCD shall determine the type, make, and model of all equipment, books, and materials to be used during each course offered as part of this Agreement pursuant to section 2.3 above. HSHMC understands that students shall not be required to pay for equipment or material fees pursuant to California Education Code section 49011.
- 12.3. GCCCD facilities may be used for special events or activities subject to mutual agreement by the parties.

13. INDEMNIFICATION

- 13.1. The GCCCD agrees to and shall indemnify, save, and hold harmless HSHMC and its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of the

GCCCD's performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the GCCCD, its officers, and its employees.

- 13.2. HSHMC agrees to and shall indemnify, save, and hold harmless the GCCCD, its officers, agents, and employees from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of HSHMC's performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of HSHMC, its officers, and its employees.

14. INSURANCE

- 14.1. HSHMC, in order to protect the GCCCD, its agents, employees, and officers against claims and liability for death, injury, loss, and damage, shall, at its sole cost and expense, procure, and maintain, for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the HSHMC, HSHMC agents, representatives, officers, employees, or students. HSHMC shall maintain the following insurance coverages.
 1. Commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate
 2. Commercial automobile liability insurance coverage only if HSHMC is providing services that require HSHMC to transport GCCCD personnel, students, or property in an amount not less than \$1,000,000 combined single limit.
 3. Workers' compensation insurance as required by the California Labor Code and employer's liability insurance in an amount of not less than \$1,000,000 per accident or occupational illness.
 4. Professional Liability / Errors & Omissions (E&O) liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.
 5. Sexual abuse or molestation insurance coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.

HSHMC will provide the following endorsements for all lines of insurance coverage.

- a) ADDITIONAL INSURED endorsement equivalent naming the GCCCD, its

Board of Trustees, and their officials, employees, and agents as additional insured.

- b) CANCELLATION endorsement which provides that the GCCCD is entitled to 30 days prior written notice of cancellation or nonrenewal of the policy, or reduction in coverage, by certified mail, return receipt requested.
- c) CONTRIBUTION NOT REQUIRED endorsement which provides that the insurance afforded is primary to any insurance or self-insurance of the GCCCD, its Board of Trustees, or their officials, employees, or agents as respects operations of the Named Insured. Any insurance maintained by the GCCCD, its Board of Trustees, or their officials, employees, or agents shall be in excess of HSHMC 's insurance and shall not contribute to it.
- d) SEVERABILITY OF INTEREST endorsement which provides that the GCCCD's insurance shall apply separately to each insured against whom a claim is made, or suit is brought, except with respect to the limits of the insurer's liability.
- e) ADDITIONAL INSURED COVERAGE NOT AFFECTED BY INSURED'S DUTIES AFTER ACCIDENT OR LOSS endorsement. The policy must be endorsed to provide that any failure to comply with the reporting provisions of the policy shall not affect coverage to the GCCCD, its Board of Trustees, or their officials, employees, or agents.
- f) WAIVER OF SUBROGATION endorsement which provides that the insurer will waive its right of subrogation against the GCCCD, its Boards and
- g) Commissions, and their officials, employees, and agents with respect to any losses paid under the terms of the workers' compensation and employer's liability insurance policy which arise from work performed by the Named Insured for the GCCCD.

14.2. The GCCCD, in order to protect HSHMC, its agents, employees, and officers against claims and liability for death, injury, loss, and damage, shall, at its sole cost and expense, procure, and maintain, for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by the GCCCD, GCCCD agents, representatives, officers, employees, or students. The GCCCD shall maintain the following insurance coverages.

1. Commercial general liability insurance coverage in an amount not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate.
2. Commercial automobile liability insurance coverage only if the GCCCD is

providing services that require the GCCCD to transport HSHMC personnel, students, or property in an amount not less than \$1,000,000 combined single limit.

3. Workers' compensation insurance as required by the California Labor Code and employer's liability insurance in an amount of not less than \$1,000,000 per accident or occupational illness.
4. Professional Liability / Errors & Omissions (E&O) liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.
5. Sexual abuse or molestation insurance coverage. This policy shall provide extended reporting period coverage for claims made within three years after this Agreement is completed or otherwise terminated according to its terms.

The GCCCD will provide the following endorsements for all lines of insurance coverage.

- a) ADDITIONAL INSURED endorsement equivalent naming HSHMC, its Board of Trustees, and their officials, employees, and agents as additional insured.
- b) CANCELLATION endorsement which provides that HSHMC is entitled to 30 days prior written notice of cancellation or nonrenewal of the policy, or reduction in coverage, by certified mail, return receipt requested.
- c) CONTRIBUTION NOT REQUIRED endorsement which provides that the insurance afforded is primary to any insurance or self-insurance of HSHMC, its Board of Trustees, or their officials, employees, or agents as respects operations of the Named Insured. Any insurance maintained by HSHMC, its Board of Trustees, or their officials, employees, or agents shall be in excess of the GCCCD's insurance and shall not contribute to it.
- d) SEVERABILITY OF INTEREST endorsement which provides that HSHMC's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the limits of the insurer's liability.
- e) ADDITIONAL INSURED COVERAGE NOT AFFECTED BY INSURED'S DUTIES AFTER ACCIDENT OR LOSS endorsement. The policy must be endorsed to provide that any failure to comply with the reporting provisions of the policy shall not affect coverage to HSHMC, its Board of Trustees, or their officials, employees, or agents.

- f) WAIVER OF SUBROGATION endorsement which provides that the insurer will waive its right of subrogation against HSHMC, its Boards and Commissions, and their officials, employees, and agents with respect to any losses paid under the terms of the workers' compensation and employer's liability insurance policy which arise from work performed by the Named Insured for HSHMC.

15. APPORTIONMENT/AVERAGE DAILY ATTENDANCE

- 15.1. The GCCCD will include the students enrolled in the CCAP courses in its report of FTES for purposes of receiving state apportionments, so long as the CCAP courses comply with current requirements for dual enrollment courses under applicable California law.
- 15.2. HSHMC will not report and receive payment for all average daily attendance (ADA) which complies with current requirements for receiving ADA under California law unless GCCCD agrees not to claim FTES for the same CCAP course.
- 15.3. For charter schools, in calculating classroom-based average daily attendance, at least 80 percent of the instructional time offered by a charter school shall be at the school site, and students must attend for a minimum of 50 percent of the minimum required instruction time for charter schools.

16. CERTIFICATIONS

- 16.1. The parties certify that both the HSHMC and GCCCD will comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the HSHMC instructor or GCCCD faculty member teaching a CCAP course offered for high school credit.
- 16.2. The GCCCD certifies that it does not receive full compensation for the direct education costs of the CCAP courses from any public or private agency, individual or group.
- 16.3. HSHMC certifies that the instructional activity to be conducted pursuant to this Agreement will not be fully funded by other sources.
- 16.4. The GCCCD certifies that any GCCCD instructor teaching a course on a HSHMC campus has not been convicted of any sex offense as defined in California Education Code section 87010 or as amended, or any controlled substance offense as defined in California Education Code section 87011 or as amended.
- 16.5. The GCCCD and HSHMC agree that as a condition of and prior to the adoption of this Agreement, the GCCCD governing board and the HSHMC governing board at an open

public meeting of each respective board shall present the Agreement, take testimony from the public, and shall approve or disapprove the Agreement.

17. NON-DISCRIMINATION

- 17.1. Neither the GCCCD nor HSHMC shall discriminate on the basis of race or ethnicity, gender, gender identity, gender expression, nationality, physical or mental disability, sexual orientation, religion, or any other characteristic that is contained in the definition of hate crimes set forth in the California Penal Code.

18. TERMINATION OR CHANGES

- 18.1. Either party may terminate this Agreement at any time by providing 30-days written notice to the other party. Written notice of termination or changes to this Agreement shall be addressed to the responsible person listed below. The parties will endeavor to avoid cancelling the agreement during the semester to avoid negatively impacting students.
- 18.2. If this Agreement is to be terminated while any courses are still in progress, HSHMC and GCCCD shall develop a mutually agreed upon teach-out plan that will enable the enrolled students to complete the CCAP course(s) they are enrolled in as of the date of termination of this Agreement.

19. NOTICES

- 19.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT

Lynn Ceresino Neault, Ed.D., Chancellor
Grossmont-Cuyamaca Community College District
8800 Grossmont College Drive
El Cajón, California 92020
619-644-7570
lynn.neault@gcccd.edu

HEALTH SCIENCES HIGH AND MIDDLE COLLEGE

Ian Pumpian, Ed.D., CEO
Health Sciences High and Middle College
3910 University Avenue, Suite 100

La Mesa, California 91941
619-644-1940
ipumpian@hshmc.org

20. INTEGRATION

- 20.1. This Agreement sets forth the entire agreement between the parties relating to the CCAP Partnership Agreement. All agreements or representations, express or implied, oral or written, of the parties with regard to the subject matter hereof are incorporated into this Agreement.

21. MODIFICATION AND AMENDMENT

- 21.1. No modifications or amendments of any of the terms or provisions of this Agreement shall be binding unless made in writing and signed by the parties.

22. GOVERNING LAWS

- 22.1. This Agreement shall be interpreted according to the laws of the State of California.

23. SEVERABILITY

- 23.1. This Agreement shall be considered severable, such that if any provision or part of the Agreement is ever held invalid under any law or ruling, that provision or part of the Agreement shall not remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

24. COUNTERPARTS

- 24.1. This Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

25. SIGNATURE OF THE PARTIES

_____ Date: _____

Lynn Ceresino Neault, Ed.D., Chancellor
Grossmont-Cuyamaca Community College District

_____ Date: _____

Dr. Ian Pumpian, Ed.D., CEO
Health Science High and Middle College

Attachment "A"

GROSSMONT-CUYAMACA COMMUNITY COLLEGE DISTRICT
CCAP Courses
High School/District: Health Sciences High & Middle College (HSHMC)
College: Cuyamaca
Academic Year: 2026-27



Updated Date: 04/20/2026

Course Name and Number	Course Title	Units	Start Time	End Time	Day(s)	Term	Year	Location	Modality (1) In-person (2) Hybrid Synchronous = In-person & Online Synchronous (3) Hybrid Asynchronous = In-person & Online Asynchronous (4) Online Asynchronous (5) Online Synchronous	Number of Course Sections to be offered	Total Number of Students	Estimated FTES to be claimed	Pathway Aligned (1) CTE, (2) Preparation for Transfer, (3) Improving HS Graduation Rates, (4) College and Career Readiness)	
FALL 2026														
1	BUS 110	Introduction to Business	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	1	30	2.91	Preparation for Transfer
2	BUS 195	Principles of Money Management for Success	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	1	40	3.89	Preparation for Transfer
3	CDEV C1000	Child Growth and Development	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	1	50	4.86	Career Technical Education
4	CD 141	Working with Children with Special Needs	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	1	50	4.86	Career Technical Education
5	COMM C1000	Introduction to Public Speaking	3	TBD	TBD	TBD	Fall	2026	HSHMC	Hybrid Asynchronous	1	30	2.91	Preparation for Transfer
6	HED 120	Introduction to Health	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	1	50	4.86	Preparation for Transfer
7	HED 201	Introduction to Public Health	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	25	2.43	Preparation for Transfer
8	HED 202	Health Professions and Organizations	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	35	3.40	Preparation for Transfer
9	HED 251	Health Lifestyles: Theory and Application	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	25	2.43	Preparation for Transfer
10	HIST 109	Modern American History	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	40	3.89	Preparation for Transfer
11	MATH 170	Trigonometry	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	20	1.94	Preparation for Transfer
12	NUTR 155	Intro to Nutrition	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	2	40	3.89	Preparation for Transfer
13	NUTR 155	Intro to Nutrition	3	TBD	TBD	TBD	Fall	2026	HSHMC	Online Asynchronous	2	40	3.89	Preparation for Transfer
14	POSC 120	Introduction to Politics and Political Analysis	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	40	3.89	Preparation for Transfer
15	PSYC C1000	Introduction to Psychology	3	TBD	TBD	TBD	Fall	2026	HSHMC	Hybrid Asynchronous	1	40	3.89	Preparation for Transfer
16	SOCI C1000	Introduction to Sociology	3	TBD	TBD	TBD	Fall	2026	HSHMC	Hybrid Asynchronous	1	25	2.43	Preparation for Transfer
17	STAT C1000	Introduction to Statistics	3	TBD	TBD	TBD	Fall	2026	HSHMC	In-person	1	35	3.40	Preparation for Transfer

													615	59.74		
SPRING 2027																
1	BIOL C1000	Introduction to Biology with Lab (Lecture)	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	32	3.11	Preparation for Transfer		
2	BIOL C1000	Introduction to Biology with Lab (Lab))	1	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	32	1.04	Preparation for Transfer		
3	BUS 111	Entrepreneurship	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	1	30	2.91	Preparation for Transfer		
4	BUS 195	Principles of Money Management for Success	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	1	30	2.91	Preparation for Transfer		
5	CD 134	Health, Safety and Nutrition of Young	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	1	30	2.91	Career Technical Education		
6	CD 145	Child Abuse and Family Violence in Our Society	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	1	30	2.91	Career Technical Education		
7	ENGL C1000	College Composition & Reading	4	TBD	TBD	TBD	Spring	2027	HSHMC	Hybrid Asynchronous	1	30	3.89	Preparation for Transfer		
8	ETHN 114	College Composition & Reading	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	25	2.43	Preparation for Transfer		
9	HED 120	Introduction to Health	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	1	50	4.86	Preparation for Transfer		
10	HED 201	Introduction to Public Health	3	TBD	TBD	TBD	Spring	2027	HSHMC	Hybrid Asynchronous	1	25	2.43	Preparation for Transfer		
11	HED 204	Health and Social Justice	3	TBD	TBD	TBD	Spring	2027	HSHMC	Hybrid Asynchronous	1	30	2.91	Preparation for Transfer		
12	HED 251	Healthy Lifestyles: Theory and Application	3	TBD	TBD	TBD	Spring	2027	HSHMC	Hybrid Asynchronous	1	25	2.43	Preparation for Transfer		
13	HIST 109	Modern American History	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	20	1.94	Preparation for Transfer		
14	MATH 175	College Algebra	4	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	20	2.59	Preparation for Transfer		
15	MATH C2210	Calculus I: Early Transcendentals	5	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	15	2.43	Preparation for Transfer		
16	MUS 123	History of Hip-Hop Culture	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	25	2.43	Preparation for Transfer		
17	NUTR 155	Intro to Nutrition	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	2	40	3.89	Preparation for Transfer		
18	NUTR 155	Intro to Nutrition	3	TBD	TBD	TBD	Spring	2027	HSHMC	Online Asynchronous	2	40	3.89	Preparation for Transfer		
19	POLS C1000	American Government and Politics	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	25	2.43	Preparation for Transfer		
20	STAT C1000	Introduction to Statistics	4	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	20	2.59	Preparation for Transfer		
21	SW 100	Introduction to Social Work	3	TBD	TBD	TBD	Spring	2027	HSHMC	In-person	1	25	2.43	Preparation for Transfer		
													599	59.35		
SUMMER 2027																
1	BUS 195	Principles of Money Management for Success	3	TBD	TBD	TBD	Summer	2027	HSHMC	Online Asynchronous	1	30	2.91	Preparation for Transfer		
2	NUTR 155	Introduction to Nutrition	3	TBD	TBD	TBD	Summer	2027	HSHMC	Online Asynchronous	1	40	3.89	Preparation for Transfer		
3	POLS C1000	American Government and Politics	3	TBD	TBD	TBD	Summer	2027	HSHMC	Online Asynchronous	1	30	2.91	Preparation for Transfer		
													100	9.72		

Coversheet

2026-2027 Consolidated Application Funds

Section: III. Action Items
Item: F. 2026-2027 Consolidated Application Funds
Purpose:
Submitted by:
Related Material: Health Sciences CONAPP FY26-27 Application.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](#):

Health Sciences CONAPP FY26-27 Application.xlsx

Coversheet

2025-2026 and 2026-2027 Education Protection Account (EPA)

Section: III. Action Items
Item: G. 2025-2026 and 2026-2027 Education Protection Account (EPA)
Purpose:
Submitted by:
Related Material: 2025-26 Health Sciences EPA - Actual expenditures.xlsx
2026-27 Health Sciences EPA - Budgeted expenditures.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](#):

2025-26 Health Sciences EPA - Actual expenditures.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](#):

2026-27 Health Sciences EPA - Budgeted expenditures.xlsx

Coversheet

Board Meeting and Teleconferencing Policy

Section: III. Action Items
Item: H. Board Meeting and Teleconferencing Policy
Purpose:
Submitted by:
Related Material: Board Meeting and Teleconferencing Policy.pdf



Board Meeting and Teleconferencing Policy

(For Board Approval 5/26/26)

I. Purpose

The Governing Board of Health Sciences High and Middle College (HSHMC) is committed to conducting its meetings openly, transparently, and in a manner that promotes broad public participation consistent with the Ralph M. Brown Act and Senate Bill 707 (SB 707). This policy establishes procedures governing public meetings, teleconferencing, remote participation, accessibility, language access, agenda posting, disruptions, and public engagement.

This policy shall be interpreted in a manner consistent with all applicable provisions of California Government Code sections 54952.7, 54953, 54953.5, 54953.7, 54954.2, 54954.3, 54956, 54956.5, 54957.6, 54957.9, 54957.95, and related provisions enacted or amended by SB 707.

II. Scope

This policy applies to the HSHMC Governing Board, all committees, commissions, advisory bodies, student organizations, or subsidiary bodies subject to the Brown Act, and any meeting defined as a “meeting” under the Ralph M. Brown Act.

III. Open and Public Meetings

All meetings of the Governing Board shall be open and public except as authorized for closed session under applicable law. Members of the public shall have the right to:

- attend meetings in person;
- attend meetings remotely;
- observe and record open meetings;
- provide public comment in real time;
- access agendas and supporting materials in accordance with law.

No person shall be required to register or provide identifying information as a condition of attending or observing a meeting remotely, except where necessary to facilitate orderly public comment.

IV. Hybrid Meeting Requirements

Beginning July 1, 2026, all regular and special meetings conducted by HSHMC shall include at least one remote participation option using a two-way telephonic service; or a two-way audiovisual platform such as Zoom, Microsoft Teams, or equivalent technology. The selected platform shall:

- allow members of the public to observe the meeting in real time;
- permit remote public comment in real time;
- provide equal opportunity for participation for remote and in-person attendees;
- include live audio access throughout the meeting;
- be accessible through commonly available technology.



V. Teleconferencing Standards

HSHMC shall comply with all teleconferencing standards established under SB 707 and the Brown Act.

A. Remote Participation by Board Members

- Board members may participate remotely consistent with applicable law.
- Meeting minutes shall identify:
 - which members participated remotely
 - the legal basis authorizing remote participation
 - whether participation occurred through audiovisual or telephonic means

B. Public Access

- Remote attendees shall have access to:
 - The live meeting broadcast
 - Agenda materials
 - Public comment opportunities
 - Instructions for participation
- Participation instructions shall appear on all agendas and meeting notices.

VI. Public Comment

The Governing Board shall provide an opportunity for public comment during all open meetings in accordance with Government Code section 54954.3.

A. Equal Participation

- Remote participants shall be afforded substantially the same opportunity to provide public comment as in-person participants.

B. Real-Time Comment

- HSHMC shall not require public comments to be submitted in advance as the exclusive means of participation. Real-time public comment shall be permitted during meetings.

C. Reasonable Regulations

- The Board may adopt reasonable regulations governing:
 - Time limits;
 - Speaker order;
 - Decorum;
 - Procedures necessary to ensure orderly conduct of meetings.

Such regulations shall be content-neutral and consistently applied.

VII. Agenda Posting and Public Access to Materials

A. Posting Requirements

- Agendas for regular meetings shall be posted:
 - At least 72 hours prior to the meeting;
 - In a publicly accessible physical location;
 - On the HSHMC website;
 - In accessible electronic formats.
- Special and emergency meeting notices shall comply with all applicable Brown Act timelines and posting requirements.



B. Agenda Contents

- Agendas shall include:
 - Meeting date, time, and location;
 - Remote access information;
 - Public comment procedures;
 - Accommodation request procedures;
 - Links to translated materials where required.

C. Public Access to Documents

- Materials distributed to a majority of the Board regarding open session items shall be made available for public inspection in accordance with law.

VIII. Language Access

A. Translation Requirements

- When required by law, HSHMC shall translate meeting agendas into all “applicable languages,” defined as languages spoken by at least twenty percent (20%) of the local population who speak English less than “very well,” based on the American Community Survey.

B. Remote Participation Instructions

- Instructions for joining meetings remotely shall be translated into all applicable languages and posted online with the agenda.

C. Website Accessibility

- The primary Board meeting webpage shall include translated content and clearly accessible links to:
 - Agendas
 - Meeting notices
 - Participation instructions;
 - Public comment procedures;
 - Accommodation information.

IX. Accessibility and Accommodations

HSHMC shall provide reasonable accommodations to individuals with disabilities in accordance with the Americans with Disabilities Act (ADA) and applicable California law.

A. Accommodation Requests

- Meeting notices and agendas shall include information describing how to request accommodations or auxiliary aids/services.

B. Procedures

- The CEO or designee shall maintain procedures for:
 - Receiving accommodation requests
 - Evaluating requests
 - Providing auxiliary aids or modifications where appropriate
 - Responding in a timely manner



X. Disruption of Telephonic or Internet Services

A. Disruption Policy

- In the event of a disruption to telephonic or internet-based remote participation during an open meeting, HSHMC shall comply with the following procedures:
 - The open session shall recess for at least one (1) hour while staff make a good faith effort to restore service
 - Staff shall document restoration efforts
 - If service cannot be restored, the Governing Board may continue the meeting only after making findings by roll call vote.

XI. Recording and Transparency

Any person attending an open meeting may record the proceedings by audio or video means unless the recording disrupts the meeting. HSHMC may record meetings and retain recordings consistent with records retention policies and applicable public records laws.

XII. Public Engagement and Outreach

HSHMC shall maintain efforts to encourage broad public participation in governance processes.

A. Electronic Systems

- HSHMC shall maintain an electronic system through which members of the public may request agendas and related meeting documents.

B. Public Information Webpage

- The HSHMC website shall contain an accessible webpage providing:
 - Meeting schedules and calendars
 - Public comment procedures
 - Remote participation instructions
 - Access to agendas and documents
 - Accommodation request information
 - Language access resources.

XIII. Emergency Meetings

Emergency meetings shall comply with all notice, posting, and procedural requirements applicable under the Brown Act.

XIV. Distribution of the Brown Act

HSHMC shall provide a copy of the Ralph M. Brown Act to every individual elected or appointed to serve on the Governing Board or any legislative body subject to the Brown Act.

XV. Social Media Communications

Separate communications by Board members on internet-based social media platforms shall not constitute a meeting under the Brown Act provided that a majority of members do not discuss among themselves matters within the Board's subject matter jurisdiction.



XVI. Implementation Authority

The CEO or designee is authorized to:

- Develop administrative procedures implementing this policy
- Select and maintain compliant meeting technology
- Ensure website accessibility
- Coordinate translations and accommodations
- Train Board members and staff regarding Brown Act compliance.

XVII. Legal References

California Government Code

- §§ 54952.2, 54952.7
- §§ 54953, 54953.4, 54953.5, 54953.7
- §§ 54953.8 through 54953.8.7
- §§ 54954.2, 54954.3
- §§ 54956, 54956.5
- §§ 54957.6, 54957.9, 54957.95, 54957.96

Federal Law

- Americans with Disabilities Act (42 U.S.C. §12101 et seq.)

XVIII. Policy Review

This policy shall be reviewed periodically and updated as necessary to maintain compliance with amendments to the Brown Act, SB 707, and other applicable laws.

Coversheet

2026-2027 Cell Phone Policy

Section: III. Action Items
Item: I. 2026-2027 Cell Phone Policy
Purpose:
Submitted by:
Related Material: cellphonepolicy.26-27.docx (1).pdf



School Cellphone Policy

(For Board Approval 5/26/26)

The purpose of this policy is to create a safe and productive learning environment by regulating the use of cellphones and other electronic devices during school hours. Maximizing instructional time is crucial for effective learning, one way to achieve this goal is to restrict the use of cellphones in class. By restricting cellphones, we aim to reduce a significant distraction, leading to an increase in student focus and engagement.

General Policy

- 1. Cellphone Use in Classrooms:** Cellphones must be turned off or set to silent mode and stored in students backpack, pocket, or purse during all classes, at all times. - Cellphones are not to be used in class, *unless* with explicit permission from the teacher for educational purposes that will be communicated to administration prior to the lesson.
- 2. Cellphone Use in Common Areas:** Cellphones may be used in common areas such as hallways, cafeterias, and outdoor spaces during designated times (e.g., before school, after school, and during breaks). - Use of cellphones should not disrupt the school environment or the activities of others.
- 3. Prohibited Uses:** Taking photos or videos without permission. - Bullying, harassment, or any inappropriate behavior using cellphones. - Accessing or sharing inappropriate content. - Using cellphones during tests or exams unless expressly permitted by the instructor.
- 4. Parent Communication:** Parents should refrain from contacting their children on cellphones during school hours to avoid disrupting the learning environment. Frequent text messages or calls can distract students from their studies, reducing their ability to focus and engage in classroom activities. Instead, parents should contact the front desk for urgent matters, ensuring that students can maximize their learning time.

Accountability for Violations

- 1. First Offense:** Phones accessed during class will be reported to the student engagement specialist. The cellphone will be forfeited to a student engagement specialist and returned at the end of the period. – Students will have a conversation receiving LOP points and parents will be notified.
- 2. Second Offense:** Phones accessed during class will be reported to the student engagement specialist. The cellphone will be forfeited to a student engagement specialist and returned at the end of the school day and families will be notified.

All phones taken by a Student Engagement Specialist or Administrator will be placed in a Yonder Pouch and given back to the student unless otherwise discussed by the team and/or the student receives a second offense. If a student damages or misplaces the Yonder Pouch, families are responsible for replacing it and will be charged by the school.



Responsibilities

Students: Adhere to the cellphone policy and respect the learning environment.

Teachers: Monitor and enforce the policy within their classrooms.

Parents/Guardians: Support the school's policy and discuss appropriate cellphone use with their children.

Review and Revisions

In accordance with AB 3216, this policy will be reviewed annually by the school administration and may be revised as necessary to address emerging issues and technological advancements.

Coversheet

2026-2027 Suicide Prevention Policy

Section: III. Action Items
Item: J. 2026-2027 Suicide Prevention Policy
Purpose:
Submitted by:
Related Material: Suicide Prevention 2026-2027.pdf



Suicide Prevention Policy

(For Board Approval 5/26/26)

Health Sciences High and Middle College (HSHMC) is committed to protecting the health, safety, and welfare of all students. The HSHMC Board of Directors recognizes that suicide is a major public health concern and that schools play an important role in prevention, intervention, and postvention efforts. In accordance with California Education Code §215 and Senate Bill 1318, HSHMC adopts the following comprehensive suicide prevention policy for students in grades 9–12.

The purpose of this policy is to:

- Promote mental wellness and help-seeking behaviors;
- Reduce stigma associated with mental health and suicide;
- Ensure students, staff, and families are aware of available resources;
- Provide clear intervention procedures for students experiencing suicidal ideation or crisis; and
- Establish protocols for prevention, intervention, and postvention.

This policy shall be reviewed at minimum every five years and updated as necessary to align with current California law, California Department of Education guidance, and best practices in suicide prevention.

Definitions

For purposes of this policy:

Pupil Suicide Crisis

A pupil suicide crisis includes:

- A student exhibiting suicidal thoughts or behaviors;
- A student identified through suicide risk assessment as being at risk of suicide; or
- A student attempting to physically harm themselves or others.

School Mental Health Professional

A school mental health professional includes school counselors, school psychologists, school social workers, credentialed school nurses, or licensed mental health professionals working within the school setting.



Mental Health Professional

A mental health professional means an individual licensed or registered through the California Board of Behavioral Sciences or Board of Psychology.

Prevention and Education

HSHMC is committed to creating a school culture in which students feel connected, supported, respected, and comfortable seeking help for themselves or peers.

Suicide prevention practices and resources shall be:

- Included annually in staff training;
- Posted on the school website;
- Included in staff development activities;
- Reflected in public service announcements and schoolwide messaging;
- Taught through health instruction and wellness education; and
- Referenced in the student and family handbook.

Staff Training

Annual suicide prevention training shall be provided to all school staff. Training may include in-person instruction, virtual training, or self-review of approved suicide prevention materials.

Training shall include:

- Warning signs and risk factors for suicide;
- Protective factors and resiliency-building practices;
- How to respond to students exhibiting suicidal ideation or behaviors;
- Referral procedures and available school/community resources;
- Crisis response procedures;
- Appropriate documentation procedures; and
- The limits of staff responsibilities and scope of practice.

School employees shall act only within the authorization and scope of their credential or license. Nothing in this policy authorizes school employees to diagnose or treat mental illness unless specifically licensed and employed to do so.

Student Education

Students shall receive age-appropriate instruction related to:

- Suicide awareness and prevention;



- Mental health awareness;
- Coping strategies and resiliency;
- Identifying warning signs in themselves or peers;
- Accessing support systems and trusted adults; and
- Seeking help for themselves or friends.

Students shall be encouraged to immediately report concerns regarding suicidal thoughts, self-harm, or threats of harm to any school staff member.

High-Risk Student Populations

HSHMC recognizes that certain student populations may face elevated suicide risk and shall ensure prevention and intervention efforts are responsive to the needs of:

- Students bereaved by suicide;
- Students with disabilities, mental illness, or substance use disorders;
- Students experiencing homelessness;
- Foster youth;
- LGBTQ+ students; and
- Students experiencing trauma, social isolation, or significant life stressors.

Intervention Procedures

When a student is identified as potentially suicidal or in emotional crisis:

1. The student shall not be left alone.
2. Staff shall immediately notify the school principal, designee, or school mental health professional.
3. The student shall be supervised continuously until appropriate support is secured.
4. A suicide risk assessment shall be completed by a qualified school mental health professional or licensed mental health professional.
5. Parents or guardians shall be contacted unless doing so may place the student at additional risk.
6. Appropriate referrals shall be made to community agencies, crisis services, or emergency supports as needed.
7. Documentation of concerns, interventions, referrals, and follow-up actions shall be completed in accordance with school procedures.



Suicide Crisis Intervention Protocols

When a student is determined to be experiencing a pupil suicide crisis, HSHMC shall implement the following procedures:

1. The school shall prioritize response by a school mental health professional whenever available.
2. If a school mental health professional is unavailable, a trained school employee may provide initial support and facilitate a warm handoff to a qualified mental health professional or community-based provider.
3. HSHMC may contact community mental health agencies, mobile crisis response teams, 988 services, or other qualified crisis providers when additional intervention is necessary.
4. Students shall remain under supervision until responsibility is transferred to a parent/guardian, mental health provider, emergency responder, or other appropriate adult.
5. Re-entry support planning shall occur for students returning to school following hospitalization, psychiatric evaluation, or mental health treatment related to suicidal ideation or self-harm.

Parent/Guardian Notification

Parents or guardians shall generally be notified when a student is identified as being at risk of suicide.

However, if there is concern that parental notification may endanger the student, school staff and responding professionals shall assess the situation before notification occurs, consistent with applicable law and student safety considerations.

Students shall be informed when parent or guardian notification will occur unless doing so would create additional safety concerns.

Law Enforcement Involvement

Law enforcement involvement in a pupil suicide crisis shall be limited to situations in which:

- The student's life is in imminent danger; and
- The student's needs cannot be safely addressed by a mental health professional or crisis response provider.



Whenever possible, mental health professionals, community crisis teams, and mobile crisis response services shall be prioritized over law enforcement response.

Postvention Procedures

Following a suicide death, suicide attempt, or traumatic incident affecting the school community, HSHMC shall implement postvention procedures designed to:

- Support grieving students and staff;
- Reduce the risk of suicide contagion;
- Provide access to counseling and crisis support services;
- Coordinate communication with families and community agencies;
- Maintain trauma-informed communication practices; and
- Facilitate safe and supportive student re-entry when appropriate.

Confidentiality and Documentation

While confidentiality is important, concerns regarding student safety take precedence when a student may be at risk of self-harm or suicide.

Information related to suicide risk shall only be shared with personnel who have a legitimate educational or safety interest.

School staff shall document suicide-related concerns, referrals, parent notifications, interventions, and follow-up actions in accordance with applicable laws and school procedures.

Community Partnerships

HSHMC shall collaborate with community organizations, county behavioral health agencies, crisis response teams, and mental health providers to support prevention, intervention, referral, and recovery services for students and families.

The school shall continue to partner with organizations that provide mental health education and training opportunities, including Youth Mental Health First Aid and other evidence-based programs.

Crisis Resources

Students, families, and staff may access the following resources for support:



- **988 Suicide & Crisis Lifeline**
Call or Text: 988
Website: [988 Suicide & Crisis Lifeline](#)
- **The Trevor Project Lifeline**
1-866-488-7386
Website: [The Trevor Project](#)
- **Crisis Text Line**
Text HOME to 741741
Website: [Crisis Text Line](#)
- **San Diego Access & Crisis Line**
1-888-724-7240
Website: San Diego Access and Crisis Line

This policy shall be made available annually to students, families, and staff through the student handbook, employee handbook, school website, and other appropriate school communications.

Coversheet

2026-2027 Extreme Weather Policy

Section: III. Action Items
Item: K. 2026-2027 Extreme Weather Policy
Purpose:
Submitted by:
Related Material: Extreme Weather and Environmental Safety (1).docx.pdf



Extreme Weather and Environmental Safety Policy

(For Board Approval 5/26/26)

High School Extreme Heat and Weather Safety Policy

California High School Weather Operations and Student Safety Procedures

At Health Sciences High, the health, safety, and well-being of students and staff remain a top priority. In alignment with California Senate Bill 1248, California Department of Education guidance, and San Diego Unified School District operational practices, the school will implement weather safety procedures during periods of extreme heat and hazardous environmental conditions to ensure safe learning environments for all students and employees.

All primary instructional spaces on campus are equipped with air conditioning or designated cooling access. During periods of elevated temperatures or hazardous weather conditions, the school will follow established Hot Weather Operations procedures to reduce health risks and maintain safe school operations.

Staying Safe During Hot Weather and Hazardous Conditions

During periods of extreme heat or environmental concerns, the school may implement the following safety measures:

- Modifying instructional activities and adjusting schedules when necessary
- Limiting, relocating, or rescheduling strenuous outdoor activities, athletics, physical education, and recess
- Utilizing shaded, cooled, and air-conditioned spaces whenever possible
- Providing regular access to drinking water and encouraging hydration throughout the day
- Monitoring students and staff for signs of heat-related illness or environmental distress
- Relocating students and staff from non-air-conditioned or unsafe areas when needed
- Increasing indoor supervision and wellness monitoring during excessive heat events
- Modifying outdoor lunch, break, and transition procedures when appropriate
- Utilizing indoor alternatives for assemblies, activities, and school events

The school will continue normal operations as long as a safe learning environment can be maintained.



Heat Thresholds and Operational Modifications

School administration will actively monitor:

- National Weather Service forecasts
- Local temperature and heat index conditions
- Air Quality Index (AQI) levels
- California HeatRisk guidance
- Site-specific environmental conditions

Per SDUSD operational guidance, schedule modifications or minimum day considerations may occur when:

- Forecasted temperatures reach or exceed 95°F
- Heat index levels exceed 103°F
- Hazardous conditions are expected to persist beyond a single day
- Site conditions significantly impact safe operations

Operational decisions will be made in collaboration with site leadership and communicated to families and staff as early as possible.

Physical Activity and Athletics

Outdoor physical activity may be modified, reduced, relocated indoors, postponed, or canceled during periods of hazardous weather conditions.

This includes:

- Physical Education classes
- Athletic practices and competitions
- Conditioning sessions
- Outdoor clubs and extracurricular activities
- School events and assemblies
- Field trips and outdoor learning experiences

Additional hydration breaks and recovery periods will be required during elevated temperatures.

Coaches, PE teachers, and activity supervisors will monitor students for symptoms of:

- Heat exhaustion
- Heat cramps
- Heat stroke



- Dizziness
- Nausea
- Difficulty breathing
- Fatigue or confusion

Emergency medical protocols will be followed when necessary.

Air Quality and Wildfire Smoke Procedures

The school will monitor AQI conditions daily during wildfire or poor air quality events.

When air quality reaches unhealthy levels:

- Outdoor activities may be reduced or suspended
- Students may remain indoors during breaks and lunch
- HVAC systems and filtered indoor spaces will be utilized when available
- Additional accommodations may be provided for students with asthma or respiratory conditions

Student Health and Medical Considerations

Additional precautions may be implemented for students with:

- Asthma
- Respiratory conditions
- Cardiovascular concerns
- Diabetes
- Disabilities or medical accommodations
- Heat sensitivity or other health concerns

School health staff and administration may recommend individualized activity modifications as needed.

Communication with Families and Staff

The school will continue monitoring weather conditions and will communicate operational updates through:

- Email notifications
- Phone messaging systems
- School websites
- Staff communications



Families will be notified as early as possible regarding:

- Schedule adjustments
- Activity modifications
- Minimum day declarations
- Event cancellations
- Safety recommendations

Staff Training and Preparedness

Staff members supervising students outdoors will receive annual guidance regarding:

- Heat illness prevention
- Hydration protocols
- Emergency response procedures
- Environmental safety practices
- Student supervision expectations during extreme weather conditions

Health Sciences High and Middle College recognizes that extreme weather and environmental conditions can significantly impact the health, safety, and well-being of students and staff. Through proactive planning, ongoing monitoring, and collaborative communication, the school is committed to maintaining safe learning environments while minimizing disruptions to instruction and school operations.

All staff members, students, and families share responsibility in supporting weather safety procedures by remaining informed, following district guidance, prioritizing hydration and wellness, and responding appropriately during hazardous conditions.

This protocol will be reviewed annually and updated as needed to align with current California law, California Department of Education guidance, local district procedures, and evolving best practices related to student and staff safety.

Coversheet

Professional Adult/Student Boundaries Policy

Section: III. Action Items
Item: L. Professional Adult/Student Boundaries Policy
Purpose:
Submitted by:
Related Material: professionalboundariespolicy.docx



PROFESSIONAL ADULT/STUDENT BOUNDARIES

(for board approval 5/26/2026)

Purpose

The purpose of this policy is to provide all staff, students, volunteers, and community members with information to increase their awareness of their role in protecting children from inappropriate conduct and failure to maintain appropriate boundaries by adults. All adults are expected to maintain professional, moral, and ethical relationships with students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also boundary-blurring and grooming behaviors that undermine the professional adult-student relationship and can lead to misconduct or the appearance of impropriety. The behaviors addressed herein include in-person interactions, text messages, and communication through social media sites, including but not limited to Facebook, Instagram, Snapchat, Twitter, WhatsApp, or any other form of direct messaging in a digital format.

General Standards

The governing board expects adults to maintain the highest professional, moral, and ethical standards in their interaction with students. Employees are required to maintain an atmosphere conducive to learning, through consistently and appropriately applied discipline, as well as establishing and maintaining professional boundaries.

The interactions and relationships between employees and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting. Relationships between adults and students should also be consistent with the educational mission of Health Sciences High & Middle College.

Employees will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a legitimate educational purpose. Violations of emotional boundaries include but are not limited to an employee:

- showing favoritism toward a student
- mismanaging feelings of frustration toward a student
- failing to recognize that a student is not a peer or friend
- inquiring about overly sensitive or personal topics without a legitimate educational purpose for doing so.

For purposes of this policy, the term "legitimate educational purpose" includes matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student's injury or other medical needs, school administration, or other purposes within the scope of the adult's employment duties.



Appearances of Impropriety

Employees are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. Even though the intent of the employee may be professional and there is a legitimate educational purpose for the conduct, the following activities can create the appearance of impropriety:

1. Being alone with an individual student out of the view of others;
2. Inviting or allowing individual students to visit the employee's home;
3. Remaining on campus with student(s) after the last administrator leaves the school site; and/or
4. Visiting a student's home unless home visits are a required and expected duty of the adult.

Whenever possible, employees should avoid these situations. If unavoidable, these activities should be pre-approved by the appropriate administrator. If not pre-approved, the employee must report the occurrence to the appropriate administrator within 48 hours.

Electronic Communications

As with other forms of communication, when communicating electronically, employees shall maintain professional boundaries with students. Electronic and other communications with students shall be for legitimate educational purposes only. Employees shall not maintain personal contact with a student outside of reasonable school hours by phone, letter, electronic communication, or other means (beyond legitimate educational purposes) without including the parent/guardian and/or school principal. "Reasonable school hours" are defined by legitimate educational purposes outlined above.

When available, Health Sciences High e-mail and communication devices shall be used when communicating electronically with students. The use of Health Sciences High e-mail or other Health Sciences High communication devices shall be in accordance with school policies and regulations.

Employees shall not communicate with students, for any reason, through use of a medium that is designed to eliminate all traces or records of the communication (e.g., Snapchat).

All electronic communications from coaches and advisors to team or club members shall concern only legitimate educational interests and shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communication will be copied to the school principal.

Employees shall not follow or accept requests from current students or non-adult former students to be friends or connections on personal social networking sites and shall not create or participate in any networking site for communication with students other than those provided by Health Sciences High for this purpose, without the prior written approval of the school principal.



Boundary Violations

A boundary violation by an employee is an act or omission that does not have a legitimate educational purpose and has the potential to abuse the employee-student relationship. Examples of employee conduct that violate professional adult-student boundaries include but are not limited to the following:

1. Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship.
2. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, employees shall be attentive to the student's concerns but shall disclose to the student that they must immediately provide any information shared by the student to the appropriate guidance/counseling staff and notify the student that such guidance/counseling staff is in the best position to serve the student's concerns. In either case, employee involvement should be limited to a direct connection to the student's school performance.
3. Addressing students or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
4. Maintaining personal contact with a student outside of school by phone, e-mail, instant messenger or Internet chat rooms, social networking websites, such as Facebook, or letters beyond homework or other legitimate school business without including the parent/guardian. This prohibition specifically includes "friending" or "following" students on social media unless the social media page is dedicated to legitimate school business. This also specifically includes the posting of student images or other personally identifiable information of students on an adult's personal website.
5. Exchanging personal gifts, cards, or letters with an individual student for which it is directly or implicitly suggested that a student is to say or do something in return.
6. Touching students or initiating inappropriate physical contact without a legitimate educational purpose. Legitimate purposes could include:
 - a. Assisting an injured student.
 - b. Assisting a student with special needs who requires assistance with toileting or other physical assistance.
 - c. Appropriate coaching instruction.
 - d. Appropriate music instruction.
 - e. To protect the safety of students or staff.
7. Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals, movies, shopping, traveling, recreational activities, or visiting the student's home) outside of school-sponsored events, except as participants in organized community activities.
8. Transporting student(s) in a personal vehicle in a non-emergency situation and without proper written authorization forms in advance.



9. Being alone with a student without a legitimate educational purpose.

Boundary Violations Constituting Serious Misconduct

A boundary violation that constitutes serious misconduct is an act, omission, or pattern of such behavior by an adult that lacks a legitimate educational purpose and results in an abuse of the staff-student professional relationship.

1. Romantic or Sexual Relationships

Employees are prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student, regardless of the student's age.

2. Social and Other Interactions

Employees are prohibited from engaging in social and other interactions with students which abuse the student/staff professional relationship.

Exceptions

An emergency situation or a legitimate educational purpose may justify deviation from professional boundaries set out in this policy. The employee shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that he or she has maintained an appropriate relationship with the student.

There may be circumstances where there is an appropriate pre-existing personal relationship between an employee and a student's family that exists independently of the employee's position with Health Sciences High.

Duty to Report

When an employee observes conduct or has knowledge of another employee violating this policy that creates a reasonable suspicion of child abuse (including sexual abuse), or when an employee has reasonable suspicion of an adult harming or endangering a child, the employee shall report the conduct in accordance with state law and Health Sciences High policy.

Investigation

Whenever Health Sciences High receives a report concerning a possible boundary violation, the Director of Human Resources will conduct a prompt investigation utilizing the procedures for investigations of allegations of serious misconduct.

Disciplinary Action

Any employee who is found to have engaged in conduct in violation of law, this policy, or other board policies shall be subject to disciplinary action up to and including dismissal.



Confidentiality and Retaliation

Health Sciences High prohibits retaliation against anyone who files a complaint under this policy.

By signing below, I acknowledge that I have received, reviewed, and understand the Health Sciences High Professional Adult/Student Boundaries Policy. I understand my responsibility to maintain professional, moral, and ethical relationships with students and to adhere to the expectations, standards, and reporting requirements outlined in this document.

I further understand that violations of this policy may result in disciplinary action, up to and including dismissal, and/or referral to appropriate authorities.

Employee Name: _____

Signature: _____

Date: _____