The Mid-Year Annual Update to the 2023-24 Local Control and Accountability Plan (LCAP) is designed to provide information that informs the planning process for the remainder of the current year and provides direction in the development of the 2024-25 LCAP.

The metrics listed are those from the current LCAP, and the data is from the 2023 California Schools Dashboard, which displays data from the 2022-23 school year for most measures. In some cases additional information or data is provided for clarification or deeper insight.

Within this document the LCAP Goal that is related to the metric is listed.

1. **Broad metrics (not content area specific):**

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| College and Career *(LCAP Goal 2)* | 86.9% of high school graduates were“Prepared”  “Very High” on Dashboard |
| Graduation Rate *(LCAP Goal 2)* | 97.2% graduated (Blue on Dashboard) |
| Basics: teachers, instructional materials, facilities *(LCAP Goal 1)* | Standard Met |
| Implementation of State Academic Standards *(LCAP Goal 1)* | Standard Met |
| Parent and Family Engagement *(LCAP Goal 3)* | Standard Met |
| Parent Involvement in Decision Making and Participation in Programs  *(LCAP Goal 3)* | Full implementation and sustainability, with a continued increase in participation in 2022-23 |
| Local Climate Survey.  *(LCAP Goals 2 and 3)* | Standard Met |
| Access to a Broad Course of Study. *(LCAP Goal 1)* | Standard Met |
| Suspension Rate. *(LCAP Goal 2)*  Expulsion Rate | Maintained rate of 0.2% (Blue on Dashboard)  Maintained at 0 |
| Dropout Rate. *(LCAP Goal 2)* | 0.69% |
| Attendance and Chronic Absenteeism. *(LCAP Goal 2)* | Attendance = 90%  Chronic Absenteeism – 37.4% |

1. **English Language Arts Data**– *(LCAP Goal 2)*

from state testing, with comparison over time

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| --- | --- | --- | --- | --- | --- | --- |
| **State SBAC test** | 2019 SBAC  (spring) | 2021 SBAC\* | 2022 SBAC\* | *2023 SBAC Scores with additional information* | | |
| From CAASPP website –  % meeting or exceeding standards | Schoolwide:  57.03%  Hispanic: 51.16%  SED: 48.34%  SWD: 36.36%  ELs: *no report, fewer than 10 students tested* | Schoolwide:  49.16%  Hispanic: 46.25%  SED: 47.78%  SWD: 6.67%  ELs: 15.38% | Schoolwide: 43.67%  Hispanic: 40%  SED: 39.05 %  SWD: 4.1%  ELs: 27.27% | *Schoolwide: 40.0%.*  *Hispanic: 36.71*  *SED: 36.59 %*  *SWD: 10.71%*  *ELs: 5.88%*  *Highest Achievement Area – Research/Inquiry: How well can students find and present information about a topic?*  *Lowest Achievement Area –*  *Writing: How well do students communicate in writing?* | | |
|  |  |  |  |  |  |  |
| **California Schools Dashboard** | All Students 2019:  5.3 points above standard | All Students  2020\* (no testing).  2021: \*  (no Dashboard) | 2022 -All students:  44.8 points below standard  Hispanic students: 48.7 points below  SED: 54.6 points below  EL: 102.8 points below | *2023 – All Students: 62.3 points below standard. Red on Dashboard*  *Hispanic students: 80.9 points below standard*  *Socio-Economically Disadvantaged: 77 points below standard*  *English Learners: 140.4 points below standard* | | |

**English Learner Progress 2023**:

* 31.7% making progress toward English Language Proficiency (Red on Dashboard)
* Declined 12.5%

1. **MATH Data** – *(LCAP Goal 2)*

from state testing, with comparison over time

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| --- | --- | --- | --- | --- | --- | --- |
| **State SBAC test** | 2019 SBAC  (spring) | 2021 SBAC\* | 2022 SBAC | *2023 SBAC Scores and information* | | |
| **CAASPP Data –**  % meeting or exceeding standards | Schoolwide: 17.19%  Hispanic: 13.96%  SED: 10.16%  SWD: 13.64%  ELs: (no data) | Schoolwide: 20.20%  Hispanic: 20.90%  SED: 12%  SWD: 0%  ELs: 0% | Schoolwide: 7.53%  Hispanic: 2.97%  SED: 6.48 %  SWD: 0%  ELs: 8.34% | *Schoolwide: 6.96%*  *Hispanic: 9.33%*  *SED: 5.06%*  *SWD: 0%*  *ELs: 0%*  *Highest achievement area - Problem Solving and Modeling & Data Analysis* – *How well can students show and apply their problem solving skills?*  *Lowest achievement area - Concepts and Procedures* – *how well do students use mathematical rules and ideas?* | | |
|  |  |  |  |  |  |  |
| **California Schools Dashboard** | All Students 2019:  108.2 points below standard | All Students  2020 – no test  2021: \*  no Dashboard | All students 2022:  145.9 points below standard | All Students – 178.7 points below average (Red on Dashboard)  Hispanic students: 189.5 points below standard  SED: 181.1 points below standard  SWD: 224.3 below standard  ELs: 254.5 points below standard | | |

1. S**cience Data**

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

1. **Implementation and Budget data for 2023-24**

HSHMC continues to develop as a model Community School to further engage the stakeholders around our school. This effort is an opportunity to integrate current and needed initiatives into a single comprehensive plan to enhance the achievement and well-being of our students and families and greater community.

For all three LCAP goals. the actions are being implemented as planned in the 2023-24 LCAP with a focus on Community School development and a structured Multi-Tiered System of Support (MTSS) for our students:

LCAP ***Goal 1:*** *All students will benefit from the maintenance of a strong base program that is foundational to student academic success at HSHMC* guided byMTSS, community engagement, professional development, and quality instruction. Following our school wide MTSS session, we established a formal partnership with the San Diego County office of Education and gained CDE funding to establish our staff's MTSS competence/expertise.

LCAP***Goal 2:*** *Student achievement will be accelerated through a defined system of high-quality instruction supported by academic and social-emotional programs and interventions and LCAP* ***Goal 3:*** *Student and family voice, in partnership with HSHMC staff, will build attendance and engagement and enhance the welcoming and inclusive climate and culture at HSHMC*. The tiered initiatives proposed for both of these goals overlap. It is the staffing of Goal 2 and 3that extend/integrate our academic programming to address a broader range of programs, services and partnerships that complement teaching and learning by further addressing the needs and opportunities of our students, their families, and the greater community. A broad range of staff with expertise related to Goal 2 and 3 services have been committed to our implementation as a community school via staffing and contracting in agreements between our school board, LCAP stakeholders, and community partners. In addition to a Community School Coordinator we have committed and leveraged resources for a licensed social worker; academic, vocational and mental health counselors; a restorative practices facilitator; parent coordinators; and a community schools evaluator.