

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
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Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Health Sciences High and Middle College (HSHMC) is a charter school serving students in grades 9-12. Students who attend HSHMC in San Diego experience high school in a very different way than their peers in other schools. The learning environment and educational programs are tightly focused and methodically designed to ensure students will graduate prepared to be successful in college or career. The curriculum is rigorous, relevant, and contextually grounded in real world experiences. Students are provided with a rigorous A-G curriculum including honors coursework as well as college classes, internship experiences and athletic and extracurricular opportunities.

Our Mission Statement is:

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

We recognized the need to build on their established educational partnerships to create a strong and aligned system with a focus on supporting the whole child. Using the Community Schools Partnership Grant as a guide, the school is committed to becoming a community school that engages and empowers students, families, staff and community partners in collaboration focused on improving academic and social/emotional supports for all students.

HSHMC is located in inarguably San Diego’s most densely populated, culturally rich and economically challenged urban neighborhood. City Heights communities, based on annual San Diego Police Department crime statistics and the San Diego County Office Department of Public health data, continue to annually show the highest levels in the city for youth crime and victimization. These data and circumstances underscore the need to make HSHMC a place that promotes health and safety and to organize and deliver a set of interventions that engage family and community to increase trauma-sensitive mental health services related to anger management, sexual and reproductive health, depression, suicide and self-injurious thoughts and behaviors. We want to couple this with aspirations-focused career planning through school practices that are based on relationship building and restoration rather than punishment and removal. And these practices must be

well aligned with our responsibility to support advanced instructional practices offered in our classrooms during the school days as well as supplemental interventions in student centers and in an expanded school day and school year.

It is a tribute to the students, community and staff of HSHMC that they have been so successful in an urban school with 79.8% of the students are socioeconomically disadvantaged, 25% are English Learners and 19.2% are Students with Disabilities. The student population of 525 students is 70.7% Hispanic and 16.8% African American. The diversity of the students is celebrated and honored as part of a welcoming and inclusive environment that honors student voice and family perspectives. The LCAP is designed to build on student strengths, provide additional support in areas of challenge, and develop curriculum and programs to serve the academic and social/emotional needs of each student.

The school is also moving forward with physical improvements to our campus. We recently opened our new sports and events area, Kippy's Center, and we are looking forward to the completion of our capital improvement project at our facilities, which will open up more classroom space, a science lab, and meeting space in the future.

Reflections: Annual Performance

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

Health Science is proud of the continued success of its College and Career preparation program. Dashboard data shows that the College/Career metric continues to rate HSHMC "Very High" for All Students and for the 3 significant student groups, with 86.9% of all students rated as Prepared. The Graduation rate is 97.2%, blue on the Dashboard, for all students and Blue for 2 of the 3 student groups. Meanwhile the Suspension rate continued to be very low (blue on the Dashboard), at 0.02% for all students and blue for 4 out of 5 student groups.

HSHMC's mission statement explicitly states that students will earn a diploma that matters. As such, in addition to engaging in rigorous, well-balanced, standards-based curriculum, our students have access to different pathways to prepare them to be college and career ready. As a middle college, our pathways include both internship experiences and an array of college courses.

In other metrics on the Dashboard HSHMC recognizes that improvement is needed. The school scored in the lowest performance level (Red) for:

- English Language Arts (ELA) for all students and for the English Learner, Hispanic and Socioeconomically Disadvantaged student groups
- Mathematics for all students and for the English Learner, Hispanic and Socioeconomically Disadvantaged student groups
- English Learner Progress Indicator (ELPI)

These areas have been, and will continue to be, the focus of discussion and research among staff, students, and parents/community at the school, and the key component of the LCAP development process. Implementation of new strategies is already starting, as a result of MTSS training among other things.. As an example, content teachers are identifying transferable skills in the areas of ELA and Math that they can reinforce in the content area classes. And Intervention classes have been put in place in order to accelerate student learning in areas where

they may be struggling. A deeper look at the SBAC data reveals the specific areas in ELA and Math that students have had the least success in, which provides additional information on where to target the improvement strategies. Additionally iReady data provides a look at how students are progressing within the school year, giving staff feedback on areas where some acceleration or reteaching is needed.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Health Sciences High and Middle College

Support for Identified Schools

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

Health Sciences High and Middle College (HSHMC) will augment the annual LCAP planning process to gather additional, targeted, information regarding reasons why the charter fell into CSI eligibility this year. Additional LCAP Planning meetings are being held with all educational partners, including staff, students, parents, parents of EL students, and community partners. The meetings will focus on identifying areas of concern and methods for improving student outcomes and success. Results will inform the selection and alignment of CSI strategies to goals and actions included in the LCAP.

The three areas on the Dashboard that were Red for All Students were English Language Arts (ELA), Math and English Learner Progress. The staff has already implemented a new intervention class to provide additional support, using a variety of different strategies, for students scoring below grade level on their most recent iReady scores. In addition content area teachers have been more strategic about revisiting and reteaching transferrable ELA and math skills as they connect to the topics being covered in their content classes. The differentiated needs of English Learners (ELs) are being addressed through a unique nine week, small group, evidence based professional development series focused on improving the skills of ELs in reading, writing, listening and speaking in English. Also included is information on the ELPAC test.

A key component of upcoming professional development will be discussions with staff about what the iReady and Achieve 3000 scores mean, and how they relate to course competency and test scores. The goal is the creation of a cohesive system that integrates benchmark data with lesson planning, resulting in higher levels of student understanding and mastery of identified skills and objectives. Planning

instruction in a manner that is sensitive to the diverse strengths and needs of students in the classroom will improve mastery of the content being taught.

This work will be influenced by, and coordinated with, other new initiatives being undertaken at the school, with a focus on Community School development and a structured Multi-Tiered System of Support (MTSS) for our students:

Monitoring and Evaluating Effectiveness

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

The use of the metrics and data on the California Dashboard will continue, and will be the final determination of the effectiveness of the improvement plan. However, instead of waiting for the once-a-year Dashboard results, HSHMC had already begun to establish an interim monitoring process and identify skills that students need more support to master, to more quickly address learning gaps. iReady is one part of that monitoring for ELA and Math, and Achieve 3000 will also be part of the system. As the school completes additional data analysis and needs assessments to respond to CSI identification, these monitoring systems, and possibly others, will be used to respond more quickly, in an organized and timely manner, to improve the achievement of each and every student.

Students at-risk of not meeting grade level standards will be assigned to an intervention course, based on their skill level, where the skills will be taught in different ways and using different inputs. These students will be monitored closely by the intervention teachers to create a more cohesive system that integrates interim assessment results with plans for skill development. The school leadership team will monitor the benchmark assessment results to determine the efficacy of the system and identify changes needed to increase success.

All educational partners will be engaged in the planning, support, monitoring and evaluation processes. Community CTE partners will provide relevant, job-related real life connections to the teaching of the content and skills in the classroom. Parents, students, and other staff will be engaged in a variety of feedback loops which will allow refinement and improvements to the CSI plan strategies to strive toward high levels of success.

Following our school wide MTSS session, we established a formal partnership with the San Diego County office of Education and gained CDE funding to establish our staff's MTSS competence/expertise to support us in attaining our LCAP goals.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
General Approach	<p>HSHMC has built a collaborative and open communication system among all educational partners that begins in the fall and continues through the LCAP update and revision cycle. Based on lessons learned during the pandemic the school has found a variety of ways to collaborate and engage with all educational partners to ensure they are always part of the conversation and their ideas and concerns matter. Working together we can continually grow and improve, enhancing the educational experiences for all students. The addition of a CCSP Community Coordinator will build the capacity to plan and implement expanded community engagement and involvement among all Educational Partners. As a small campus, all staff are involved in the regular staff meetings, as needed.</p>
Teachers	<p>Teacher/Staff meetings - occur weekly, every Friday for two hours. Discussions regularly entail how to improve the academic outcomes and social/emotional experiences at the school. LCAP discussions occurred after the Dashboard release (December, 2023 and more recently as part of the LCAP development process. That feedback informs the LCAP. (April 2024, by department)</p> <p>The Fidelity Integrity Assessment (FIA) was used in October of 2023 to take a deeper dive into the systems and procedures at HSHMC and gather ideas for which areas may to be updated or improved.</p>

Principals	Participate in Teacher/Staff meetings (see above). Principal and other site administrators meet regularly
Administrators	Participate in Teacher/Staff meetings (see above)
Other School Personnel	Participate in Teacher/Staff meetings (see above)
Parents	<ul style="list-style-type: none"> • LCAP parent surveys were administered In English and Spanish (3.25.24) • Parent Advisory Committee meetings (8.30.23, 10.23.23, 3.26.24) • Principal Office Hours each week • English Learner Advisory Committee meetings (8.17.23, 1.25.24) • Open House and Informational Meeting (1.18.24)
Students	<ul style="list-style-type: none"> • MyVoice Surveys were used to capture student input formally. Results are shared. Surveys were given on _____ • Staff also share information with the leadership team about input they receive via informal discussions with students about HSHMC incidents/likes/concerns. • Individual meetings and discussions with small groups of students to get feedback on testing (February 2024)
Board and Community	<ul style="list-style-type: none"> • CTE partners provide regular feedback and ideas to staff at HSHMC • Board Public Hearing - draft LCAP shared with Board and community for feedback (May 2024) • LCAP Survey on Website • Board Meeting for Approval of LCAP (June 2024)
SELPA	Desert Mountain SELPA staff talk regularly (weekly) with the HSHMC Education Specialist that works with the school's Special Education Program. The SELPA is aware of the HSHMC LCAP process and proposals, and provides feedback as needed.

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

For all three LCAP goals, the actions are being implemented with an increased focus on Community School development and a structured Multi-Tiered System of Support (MTSS) for our students. This was based on feedback, discussions and reflections among administrators, staff, parents and students that was a need for organized, and well communicated processes and procedures to support all students on the path to educational success.

Parent/Community:

- Parents, including non English speakers, continue to want more resources for themselves and their students about the preparation for college and financial aid for college. They also suggested possible campus visits. This is addressed in Goal 3, Action 3. Parents believe these actions will help prepare and motivate students to be successful in college and career endeavors.
- Parents also thought additional Professional Development for staff to build skills and knowledge, and create a positive atmosphere were very important. Professional Development is addressed in Goal 2, Action 2.

Students:

- This section will be completed when the Spring 24 "Student Voice" survey results are available

Staff:

- In reviewing the FIA and the Staff Survey there is a feeling that there needs to be more communication among the school community around mental health and social emotional supports, including more training for teachers in SEL strategies. This is included in Goal 2, Action 2.
- Feedback on the LCAP Goals and Actions indicates that staff wants more information on strategies to support EL students, and especially more push in support. This is addressed in Goal 2, Action 7. Similarly, staff are requesting more support around motivating and meeting the needs of at-risk students. This is addressed in Goal 2, Action 6.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will benefit from the maintenance of a strong base program that is foundational to building student academic and soial/emotional success at HSHMC.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

<p>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.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Dashboard Local Indicator - Basics.	81.1 % of teachers 100% Teachers of English Learners			All teachers - 100% Teacher of English Learners - 100%	
1.2	Access to Standards aligned instructional materials, as measured by tools in Local Indicator -Basics.	100% of students have sufficient access			100%	

1.3	School facilities are in good repair, as measured by Local Indicator 1 - Basics.	100% of the facilities are safe, clean and functional, and maintained in good repair.			100%	
1.4	Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Implementation of Academic Standards This includes programs to enable English Learner students to access ELD standards	ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5			ELA - 5 (Full Implementation and Sustainability) ELD - 5 Math - 5 Science - 5 History- Social Science - 5 CTE - 5 Health - 5 Physical Education - 5 VAPA - 5 World Languages - 5	
1.5	Percent of students who have access to a Broad Course of Study, as measured by the narrative in the Local Indicator for this metric.	100% of all students have access, including unduplicated pupils and individuals with exceptional needs			100%	
1.6	Student Voice Survey Results	Survey Question # 1. School is a welcoming and friendly place - 84.2% agree 10. Teachers respect students - 80.2% agree			#1 - 90% #10 - 88%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Services	HSHMC will continue to hire and retain appropriately assigned and fully credentialed teachers, and provide all students with access to California standards aligned instructional materials, for all courses included in the broad course of study offered. (General Funded (GF) expenses such as classroom teacher salaries; some admin and classified staff salaries, basic standards based textbooks)	\$3,128,043.00	No
1.2	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their growth and education by earning advanced degrees, and/or certifications such as Apple Teacher Certification, and Induction.	\$97,250.00	

		(GF, Title II, ?)		
1.3	Facilities and Safety	<p>Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs</p> <p>HSHMC will maintain safe, clean and functional facilities to ensure students and staff are learning in a safe and healthy environment, and are prepared for future needs.</p> <p>(GF)</p>	\$15,000.00	No
1.4	Academic Program	<p>All students will benefit from the rigorous and relevant standards aligned academic base program provided in all classrooms and grade-levels at HSHMC</p> <p>English Learner students will be appropriately placed and benefit from both Designated and Integrated ELD instruction in the classroom, along with primary language support when needed.</p> <p>Professional Development on the state standards and creating a positive educational environment will create a strong foundation on which to build more focused interventions. Additional work to to establish our staff's MTSS competence/expertise will be ongoing.</p> <p>(MTSS Tier 1)</p> <p>(GF; EL teacher, Counselor, basic school supplies,)</p>		No
1.5	Social/emotional Safety	<p>Ensure a school culture where all students and staff feel emotionally safe at school.</p> <p>(MTSS, Tier 1)</p>		No

		(GF - counselor)		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student achievement through a defined system of evidence based, high-quality instructional and social-emotional programs, supported by appropriate supplemental strategies and interventions for at-risk student groups.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The HSHMC community (staff, parents and students) recognize that every student deserves the opportunity to earn a diploma that matters. Research indicates that this can only happen in an environment where both academic and social/emotional needs of students are met. In reviewing state and local data with the HSHMC community both successes and challenges exist. The charter will continue to monitor all indicators to determine areas of need and create supportive learning environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Results as shown on Dashboard - in math and English Language Arts (ELA), disaggregated by student groups	ELA - 62.3 points below standard (all students) <ul style="list-style-type: none"> • EL - 140.4 pts below standard • Hispanic - 80.9 pts below • SED - 77 pts below • SWD - 121.9 pts below 			ELA - 17 points below standard <ul style="list-style-type: none"> • EL - 65 pts below • Hispanic - 27 pts below • SED - 23 pts below • SWD - 68 pts below 	

		<ul style="list-style-type: none"> 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"> African Am.- 47 pts below <p>Math - 113 pts below standard</p> <ul style="list-style-type: none"> EL - 164 pts below Hispanic - 114 pts below SED - 113 pts below SWD - 134 pts below African Am.- 90 pt below 	
2.2	Other Pupil Outcomes - California Science Test (CAST) results, disaggregated by student groups if available	22.89% met or exceeded standards			35% met or exceeded standards	
2.3	English Learner Progress - - results on the Dashboard <ul style="list-style-type: none"> Reclassification rate (%) 	31.7% making progress Reclassification rate = 13.3%			52 % making progress Reclassification rate = 25%	

2.4	College and Career Indicators- results from Dashboard (disaggregated if statistically appropriate): <ul style="list-style-type: none"> • % Prepared on Dashboard • A-G Completion rate • CTE Pathway Completion rate • Advanced Placement (not offered) 	% Prepared - 86.9% (Very High on Dashboard) A-G CTE - ?			% Prepared - 85% or above A-G - 98% for all students CTE Pathway Completion - above 25% for all students	
2.5	Graduation Rate, disaggregated	97.2% graduated EL - 93.3% SED- 96.9% Hispanic - 98.1% SWD - 88.5% African-American - 92.6%			98% all students 97% EL 98% Socioeconomically Disadvantaged 95% Students with Disabilities	
2.6	High School Dropout Rate	0.69%			maintain below 1%	
2.7	Suspensions and Expulsions	Suspensions 0.2% Expulsions 0			Suspensions < 1% Expulsions - < 1%	
2.8	Attendance Rate Chronic Absenteeism rates	Attendance Rate - 90% Chronic Absenteeism - 37.4%			Attendance rate > 95% Chronic Absenteeism < 10%	

2.9	Student Voice Surveys on students' and family's feelings of connectedness to school, and feeling respected at school	Safety - 74.4% (I have a teacher I can talk to) Connectedness - 84.2%			Safety - 90% Connectedness - 90%	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance Support	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)	\$60,000.00	Yes

2.2	Professional Development	<p>Staff will receive professional development and support for integrating effective, research-based strategies into their lessons to meet the needs of students who are struggling to meet academic benchmarks.</p> <p>Department and content PLCs will support staff in methods to identify student needs and implement strategies to address those needs.</p> <p>Professional Development will also be provided to support HSHMC in building a positive school culture.</p> <p>MTSS Tier 2 supports will be planned, implemented and monitored for success.</p> <p>(Academic Coach and staff time; Title III, Title II, Title , LCFF S/C))</p>	\$122,500.00	Yes
2.3	Educational Options	<p>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.</p> <p>Also included are summer sessions, Saturday School and other types of interventions for students needing additional support.</p> <p>Staff will continue to investigate new and innovative options to meet student needs. (Title 1, LCFF S/C)</p>	\$186,000.00	Yes
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.</p> <p>Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve.</p>	\$95,000.00	Yes

		<p>Students will benefit from additional resources and workshops on preparing for college, preparing for a career, how to be successful in college, and financial literacy</p> <p>(Career Counselor, College Team Coordinator; LCFF S/C, CTE)</p>		
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.</p> <p>The work of the Climate Team will focus on ensuring equitable practices, and the appreciation of diversity among all students and staff. On-going workshops will be provided to support these actions.</p> <p>Support for Foster Youth and students who are homeless will continue through the Dean of Students.</p> <p>A variety of clubs, sports and extra-curricular activities will provide positive experiences for students to engage in beyond the school day and will increase their connection to school.</p> <p>(Dean of Students; LCFF S/C, ?)</p>	\$110,000.00	Yes
2.6	Supplemental Support for at-risk students	<p>a. Provide supplemental materials, software or hardware to differentiate instruction to meet the needs of students at-risk of not meeting academic benchmarks.</p> <p>b. Provide supplemental personnel (ie.Instructional Coaches, Graduation coach, Intervention Coordinator, Student Support Staff etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and Intervention classes.</p>	\$429,000.00	Yes

		<p>c. Supplemental materials, software and personnel (including Instructional/College Coaches and Resource Teachers) will be provided to meet the unique needs of identified students such as low income and homeless students. This may include virtual instruction supports, supplies and materials.</p> <p>MTSS Tier 2 supports will be developed and implemented (Title 1, LCFF S/C, CSI)</p>		
2.7	Supplemental Support for English Learners	<p>English Learner students will receive supplemental support from ELD Specialists who will supply push-in support, ELD classes and individual conferencing for EL students who are struggling academically.</p> <p>ELD Specialists and teachers will use a variety of literacy and language supports and assessments to monitor EL student progress and respond to identified needs (ie - iReady, StudySync, etc...).</p> <p>(ELD Coordinator; Title III, LCFF S/C)</p>	\$110,000.00	Yes
2.8	Supplemental Support for Students with Disabilities	<p>Additional support will be provided to students with an IEP or 510 plan, consistent with supports identified in the plans. (SpEd)</p>		No
2.9	Supplemental Support for SEL	<p>Counselors will work with students who are struggling socially or emotionally and need extra support..</p> <p>Focused supports will be provided for students in Foster Care, or who are experiencing homelessness.</p> <p>HSHMC will work with community partners and organizations to provide higher levels of targeted support to students and families in need. This will</p>		Yes

		<p>include coordination of trauma-informed health, mental health and social services for students and families.</p> <p>Plans and support for this work will be provided through MTSS training and plan development, and through the Community Schools planned outreach to our educational partners.</p> <p>(Restorative Practices Support; Title I, LCFF S/C, CCSP)</p>		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Student and family voice, in partnership with HSHMC staff, will build engagement and enhance the welcoming and inclusive climate and culture at HSHMC	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

HSHMC has a strong system of parent involvement and participation. Working with our parents, staff and community we continue to see this area as a priority and are always looking for ways to continue to improve. We believe that parent participation in their young adult's education is a key factor in enhancing student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The Local Indicator on Parent and Family Engagement ,for Seeking Input in Decision Making, #10 and #11.	#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability			#10 - Full implementation and Sustainability #11 - Full implementation and Sustainability	
3.2	Number of outreach events held Number of parents who attended either one, or more, events	New metric - baseline to be established in Year 1. Outreach event number -			Outreach event number - Percent of parents who attended at least one event = Percent of parents who attended	

		Percent of parents who attended at least one event - Percent of parents who attended more than one event -			more than one event =	
3.4	Responses on Parent/Family Survey regarding - <ul style="list-style-type: none"> • feeling valued • feeling welcomed 	Parent/Family Climate Survey - <ul style="list-style-type: none"> • feeling valued • feeling welcomed (survey results from Spring 2024 will be added when available)				

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Leadership and Advisory Groups	<p>Ensure that parents are actively involved in all advisory/leadership groups by ensuring the meetings are well publicized and held at times convenient for parents, providing translation/interpreters as needed, and removing other barriers to attendance.</p> <p>Training in the work of the advisory groups will be provided.</p> <p>Also increase meaningful involvement by parents, students and community in Leadership groups and in school events by improving communication and offering topics of interest to each group.</p> <p>New Parent Liaison position (LCFF, Title I)</p>	\$30,000.00	
3.2	Communication and Outreach	<p>Promote Parent Participation among all parents, including parents of unduplicated students and individuals with exceptional needs. Provide a variety of communication strategies to reach out to parents, families and the community. Include methods that provide channels for two-way communication and feedback with all parents including parents/guardians of unduplicated students and students with exceptional needs.</p> <p>This includes, but is not limited to, annual climate survey, annual calendar of parent events, hybrid in- person/Zoom meetings, personal emails or phone calls, etc..</p> <p>Community outreach will continue with College and Career programs (Sharp, Cuyamaca/Grossmont), and expand into other areas as well.</p> <p>HSHMC will build a strong, positive reputation in the local community through student volunteer work, such as helping with community food drives.</p> <p>Staff with appropriate expertise are committed to the implementation of a community school program via staffing and contracting agreements</p>	\$15,000.00	

		<p>between our school board, LCAP stakeholders, and community partners. In addition to a Community School Coordinator we have committed and leveraged resources for a licensed social worker; academic, vocational and mental health counselors; a restorative practices facilitator; parent coordinators; and a community schools evaluator.</p> <p>(Community Engagement Instructor, LCFF S/C, Title 1, grant)</p>		
3.3	Workshops and Trainings	<p>Provide Professional Learning for staff on the benefits of parent involvement and how to build stronger relationships with parents. Provide workshops for parents on the importance of being involved in the charter, the benefits, and how to support their young adult's education (both academic and social/emotional). Provide workshops on preparing for college and for careers, including financial information, writing resumes, etc...</p> <p>(Community Engagement Instructor; training time; LCFF S/C)</p>	\$5,000.00	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,057,518.00	\$19,199.00

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
18.388%	0.000%	\$0.00	18.388%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Attendance Support</p> <p>Need: Attendance rates have dropped to 90% and Chronic Absenteeism has risen to 37.%. Students can not learn if they aren't in school</p>	Chronic absenteeism and attendance are challenges for all students but data shows a larger percent of those not attending are unduplicated students. Attendance procedures and protocols that work with all students and parents to improve attendance will benefit all students.	Attendance and Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.2</p>	<p>Action: Professional Development</p> <p>Need: While overall scores in ELA declined 14.7 points, the ELA scores of ELs declined by 34 points, and the scores for Socioeconomically Disadvantaged declined by 18.4 points. Therefore HSHMC needs to find strategies to improve student results for these identified groups, which will also benefit other students. Math scores showed similar trends.</p> <p>Scope: LEA-wide</p>	<p>The focus of the PD is on ways to meet the needs of diverse and struggling learners, with a focus on students who are Socioeconomically Disadvantaged, English Learners, Foster Youth or Homeless students. All students can benefit from these additional strategies.</p>	<p>Academic Achievement improvement in ELA and Math, with disaggregated scores.</p>
<p>2.3</p>	<p>Action: Educational Options</p> <p>Need: Students with more educational challenges have been more strongly impacted by the pandemic and subsequent loss of learning. This has made their attendance at school more problematic. Educational Options may meet their needs and help them to succeed.</p> <p>Scope: LEA-wide</p>	<p>These options are especially helpful for students who may need more time or additional instruction to master required concepts, or need a different environment and more individualized instruction. HSHMC staff will work to meet all students where they are and help them grow to be successful in their future.</p>	<p>Academic Achievement improvement in ELA and Math, with disaggregated scores.</p>
<p>2.4</p>	<p>Action: College and Career</p>	<p>Strategies and support by dedicated staff will allow all students to graduate ready to be successful in college or a career. Data shows that EL/LI/FY tend</p>	<p>Disaggregated Graduation and College/Career Indicator results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Longitudinal data going back for decades has shown that unduplicated student groups tend to be less likely to go to college, or to get specialized career certificates or degrees.</p> <p>Scope: LEA-wide</p>	to be less successful in these areas, so the extra support is very important, but all students can benefit from these actions.	
2.5	<p>Action: Positive School Environment</p> <p>Need:</p> <p>Scope: LEA-wide</p>	Focuses on providing a safe, positive learning environment where all students feel welcome and get the support they need to be successful. Again, this is usually more of a challenge for unduplicated students who may feel marginalized or less connected to school.	
2.6	<p>Action: Supplemental Support for at-risk students</p> <p>Need: See test data in Action 2.2</p> <p>Scope: LEA-wide</p>	These services/materials/personnel support the differentiation of instruction to meet the needs of students at-risk of not meeting academic benchmarks, however all students may also benefit. MTSS Tier 2 strategies.	Academic Achievement improvement in ELA and Math, with disaggregated scores.
2.9	<p>Action: Supplemental Support for SEL</p> <p>Need:</p> <p>Scope:</p>	MTSS Tier 2 Strategies provided by staff for all students	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p>Action: Supplemental Support for English Learners</p> <p>Need: English Learners are scoring far below other student groups on the ELA and Math SBAC tests.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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.	English Learner Progress results on the California Schools Dashboard.

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

NA

Additional Concentration Grant Funding

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

HSHMC Charter School has an unduplicated student count of 80.57%, and will use the concentration grant add-on funding to increase the time/hours allocated to staff who are already engaged in direct services to students at HSHMC, with a focus on the needs of Low Income, English Learners and/or Foster Youth. This will allow the school to expand services listed in the LCAP in Goal 2, Actions 1 and 3.

Action 1 - Provides supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and HUB lab that serve students in grades 91-2.

Action 3 - Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.

HSHMC is a single school charter.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	5,751,285	1,057,518.00	18.388%	0.000%	18.388%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,175,293.00			\$227,500.00	\$4,402,793.00	\$4,130,543.00	\$272,250.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Basic Services	All	No					\$3,128,043.00	\$0.00	\$3,128,043.00				\$3,128,043.00
1	1.2	Beyond Credentialing							\$0.00	\$97,250.00	\$97,250.00				\$97,250.00
1	1.3	Facilities and Safety	All	No					\$0.00	\$15,000.00	\$15,000.00				\$15,000.00
1	1.4	Academic Program	All	No											
1	1.5	Social/emotional Safety	All	No											
2	2.1	Attendance Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$50,000.00	\$50,000.00			\$10,000.00	\$60,000.00
2	2.2	Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$122,500.00	\$0.00	\$93,000.00			\$29,500.00	\$122,500.00
2	2.3	Educational Options	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$76,000.00	\$110,000.00	\$160,000.00			\$26,000.00	\$186,000.00
2	2.4	College and Career	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$95,000.00	\$0.00	\$95,000.00				\$95,000.00
2	2.5	Positive School Environment	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$110,000.00	\$0.00	\$110,000.00				\$110,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
2	2.6	Supplemental Support for at-risk students	English Foster Low Income Learners Youth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$429,000.00	\$0.00	\$282,000.00			\$147,000.00	\$429,000.00
2	2.7	Supplemental Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$110,000.00	\$0.00	\$110,000.00				\$110,000.00
2	2.8	Supplemental Support for Students with Disabilities	Students with Disabilities	No											
2	2.9	Supplemental Support for SEL		Yes	LEA-wide Schoolwide		All Schools								
3	3.1	Parent Leadership and Advisory Groups							\$30,000.00	\$0.00	\$15,000.00			\$15,000.00	\$30,000.00
3	3.2	Communication and Outreach							\$15,000.00	\$0.00	\$15,000.00				\$15,000.00
3	3.3	Workshops and Trainings							\$5,000.00	\$0.00	\$5,000.00				\$5,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
5,751,285	1,057,518.00	18.388%	0.000%	18.388%	\$900,000.00	0.000%	15.649 %	Total:	\$900,000.00
								LEA-wide Total:	\$790,000.00
								Limited Total:	\$110,000.00
								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 (%)
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This table is automatically generated and calculated from this LCAP.

2	2.1	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
2	2.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,000.00	
2	2.3	Educational Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
2	2.4	College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	
2	2.5	Positive School Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
2	2.6	Supplemental Support for at-risk students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Supplemental Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$110,000.00	
2	2.9	Supplemental Support for SEL	Yes	LEA-wide Schoolwide		All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,411,328.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Basic Services		\$3,128,043.00	
1	1.2	Beyond Credentialing		\$97,250.00	
1	1.3	Facilities		\$15,000.00	
1	1.4	Health and Safety		\$4,835.00	
2	2.1	Supplemental Services for students		\$429,000.00	
2	2.2	Professional Development		\$122,500.00	
2	2.3	Attendance support		\$60,000.00	
2	2.4	Educational Options		\$186,000.00	
2	2.5	College and Career		\$95,000.00	
2	2.6	English Learner support		\$110,000.00	
2	2.7	Positive School Environment		\$110,000.00	
2	2.8	Supplemental Supports for SEL		\$3,700.00	
3	3.1	Parent Leadership and Advisory Groups		\$30,000.00	
3	3.2	Communication		\$15,000.00	
3	3.3	Workshops and Trainings		\$5,000.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%