2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Javier Vaca Director	jvaca@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
2021-22	30	81.10	0.8	2.5	2.9	7.2	5.4	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)

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
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 are provided time regularly each month to participate in Professional Development with a focus for the 2023-2024 school year on Teacher Clarity, a research-based process that identifies the most critical parts of instruction: learning intentions, success criteria, and learning progressions. In addition, staff members meet every morning for further professional learning, including content PLCs and grade level PLCs to work on improving teaching and learning. Data analysis drove the focus of these PLCs to include numeracy and effective literacy strategies, such as close reading, and targeted strategies to support our Multilingual Learners. The coaching cycles support this through regular meetings with coplanning and coteaching, supported by the analysis of student data to ensure student learning. All teachers hold appropriate teaching credentials and implement state board adopted standards for all students, including English learners, as measured by credential reviews and classroom observations of instruction.

Parental Involvement and Family Engagement (LCFF Priority 3)

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [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 partners one of our strengths is the HSHMC Parent Advisory Group. To ensure stakeholder presence in decision making, outreach for membership in the Principal's Parent Advisory Group is conducted using a variety of social media forms such as phone calls, emails, texts, and mailings. All communications are offered to parents in a format and language they are able to understand. The Parent Advisory Group meets at least quarterly each school calendar year to review the school's budget and progress towards LCAP goals, objectives, activities and expenditures. Parents are encouraged and invited to attend quarterly School Board meetings to offer feedback and provide input. Resources, trainings, and materials are offered to families related to academic standards, state and local academic assessments, monitoring student progress and communicating with teachers. The group goal is improve achievement and attendance, college and career readiness, and provide other parent training opportunities.

In addition, HSHMC is committed to effectively communicating with families in a multitude of ways, such as a weekly voice bulletin sent out to families in multiple languages with the same information about what is happening at school each week posted on our website and on our Parent Portal through PowerSchool. Our new 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 out, communicates, and works with parents as equal partners to build ties between parents and the school, and encourages involvement in parent programs and activities. 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. HSHMC is also reaching out to students and the community through murals that are inclusive and celebrate diversity.

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

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

> A variety of communication processes are already in place to reach out to families (see #1 above), and we do so in a variety of languages and hold meetings at various times to give parents options for attending. 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.

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

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

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

> HSHMC has built strong and effective partnerships with many community partners to provide positive outcomes for students. The health sciences program provides both motivation and training to our students to prepare them to be successful in world of health care. These partnerships with Sharp Healthcare and local community colleges give students real life experiences and a strong foundational knowledge that will allow them to be successful in joining that career field, or in continuing their education in that area. The same is true for our relationships in area of Fire Sciences. Teachers help students to see the relevance of what they are learning in high school to their future path to a related career in health or fire science. The same is true for the families of our students who have requested

additional information on they support their children in both being successful and school and preparing for the next steps on their college/career path. HSHMC is now providing more information to families on the college application process, and the financial-aid opportunities available.

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
1. 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
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. 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
4. 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)

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

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

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

> Continue outreach to families and establish stronger connections with the community to ensure that parents, students and community partners know their input is valued and respected.

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 Seeking Input for Decision-Making.

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

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

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

HSHMC measures school climate through the use of the MyVoice Survey (Quaglia Institute for School Voice and Aspirations – QISVA) Disaggregated survey data is shared schoolwide and key learnings are used to drive and inform practices and procedures to enhance teaching and learning. Additionally, ??we analyze this data at retreats. This informs actions to build mentorships. We also have students analyze the data and give feedback or gather more data from other students.

Specifically the 2023-24 Student data demonstrated that students feel welcome at school (84.2%) and listened to by adults at the school (77.3%). Parents also feel welcome at the school (77%) and believe that their voice is heard while in meetings (68%).

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

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

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

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

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

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

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

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

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

All HSHMC students have access to, and are enrolled in, a broad course of study, and participation in expanded academic and non-academic opportunities that include college and career development experiences, internships, and college classes. HSHMC provides a school academic counselor 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. The college courses include general education courses and other health related courses. All courses are attended by an HSHMC staff who assist with additional time during the class day to provide supports to the students including studying tools, review strategies, and feedback. The students have additional seat hours to those required by the college where the high school level supports are provided who teach a lab (to support students) for each identified course. In addition to college classes, students participate in a number of internship opportunities. HSHMC has a Fire Technology, Patient Care and a newly developed Business pathways. Career Development staff members and CTE credentialed teachers support the students at the various internship locations. EL students receive supplemental instruction through an ELD course taught by a designated group of staff members whose professional development focus is on providing effective instruction to English Learners. ELs are offered push in supports from ELD instructors as well as pulled out during independent working time to provide reading support.

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

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

There are a number of barriers that we must overcome to ensure that all students access a rigorous and broad course of study, including funds to attend college classes and transportation to internship sites. We provide all college textbooks to address this barrier as well as transportation to internship sites. In addition, attendance is a barrier for some students and we have re-focused our efforts in ensuring all students attend every day. 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 has purchased software and hardware to differentiate learning and support learning and student achievement in all core courses (Achieve 300 and iReady). HSHMC provides annual graduation coaching for each student that includes a review of student progress toward A-G completion and advice for students at risk of not completing the program of study. Supplemental instruction and intervention for English learners is provided in all subject areas along with the development of general academic and discipline-specific vocabulary, language and content knowledge. Targeted support and intervention for students who are credit deficient is provided through ISP and summer course offerings. HSHMC has CCAP with Grossmont/Cuyamaca Community College District to provide courses to the students at the community college. Transportation to, and supervision at, internship sites is provided by HSHMC. Certification level courses that meet Career Pathway Capstone requirements were developed and CTE instructors were hired to teach pathway coursework. HSHMC 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.