A CHARTER SCHOOL RENEWAL PETITION

(DRAFT)

Developed by Health Sciences High and Middle College

July 2024

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Renewal Letter

**CHARTER INTRODUCTION:**

Health Sciences High and Middle College is proud to submit this Charter Renewal Petition to the San Diego Unified School District Board of Education. Our school is proud to provide a strong College and Career preparation program that engages students by connecting with their interests and making the learning rigorous and relevant.

STATEMENT OF AFFIRMATIONS AND ASSURANCES

Health Science High and Middle College shall:

* Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
* Not charge tuition. (Ed. Code § 47605(e)(1).)
* Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
* Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
* Admit all pupils who wish to attend Health Sciences High and Middle College (HSHMC). (Ed. Code § 47605(e)(2)(A).)
* Except for existing pupils of HSHMC, determine attendance by a public random drawing if the number of pupils who wish to attend HSHMC exceeds their capacity. Preference shall be extended to pupils currently attending HSHMC and pupils who reside in the San Diego Unified School District.  Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
* HSHMC shall not encourage a pupil currently attending the school to disenroll from HSHMC or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii).  (Ed. Code § 47605(e)(4).)
* If a pupil is expelled or leaves HSHMC without graduating or completing the school year for any reason, the school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
* Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
* Consult, on a regular basis, with HSHMC’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)
* HSHMC hereby declares that the school, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of HSHMC’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. HSHMC shall comply with all provisions of the EERA and shall act independently from SDUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

HSHMC HISTORY

Health Sciences High and Middle College, Inc., represents an independent 501(c) 3 formed in 2006. HSHMC offers this renewal petition to continue to operate this health sciences themed charter school. HSHMC has successfully supported educational programming for San Diego youth for the past 18 years. The original founders, as well as partners who have since joined the Health Sciences team, are proud and excited to offer this renewal petition to the San Diego Unified School District Board of Directors. This renewal petition has been carefully constructed based on the lessons learned from both the success and challenges throughout our history of operations, and our collective aspirations for how we believe we can enhance our effort, impact, and effectiveness over the next five years.

Our original petition relied heavily on collaboration between Sharp HealthCare, San Diego area community college districts, a team of San Diego State University education experts, and a growing list of prospective families and interested others.  In retrospect, our partnerships with Sharp HealthCare and San Diego area Community College Districts have matured and been further formalized and have led to partnerships with numerous community businesses and service providers. Additionally, a new career pathway for Fire Science has been developed.  The team of SDSU faculty who helped found the school has grown to include a well recognized, credentialed and cohesive group of committed educational experts and support staff. Health Sciences was designed to improve student learning and achievement through a small school design and a curriculum that is rigorous, relevant, standards-based and contextually grounded in real world experiences. We continue to offer such a curriculum. We proposed an educational experience methodically designed to lead to high school graduation and college and career preparation. We now provide such a program.

Health Sciences Charter shall continue to be nonsectarian in its programs, admission policies, employment practices, and all other operations.  It shall not charge tuition, and shall not discriminate against any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation or association with an individual who has any of the aforementioned characteristics.  Admissions shall not be determined according to the place of residence of the student, or of his or her parent or guardian, within this state.  When the number of applicants exceeds the number of available openings for a program, a public random drawing, as described under Article IV, shall be conducted.  Applicants not selected in the public drawing may choose to be added on a waiting list.

In our original petition, we proposed Health Sciences would serve a population that was representative of San Diego’s diversity. Our original budget was based on serving a free and reduced lunch rate of 40%. In 2010/11 our free and reduced lunch rate exceeded 60% and that rate now exceeds 70%. We proposed we would receive WASC accreditation and Health Sciences has received WASC’s highest recommendations. We proposed Health Sciences' teachers would be highly prepared and fully credentialed, and as of the date of this writing Health Sciences employs a fully accredited and highly qualified staff. HSHMC budgets considerable resources to support its annual professional development plan and also to allow its faculty and staff to pursue advanced degrees in education and National Board certification. At this time, 67% of our teaching staff hold graduate degrees, 27% of our teaching staff hold Apple Teaching Certification, and 20% of our teachers are Nationally Board Certified.  We also have two Apple Learning Coaches.  Health Sciences has the personnel, institutional expertise, resources, and commitments to lead, operate, and manage the school, employing the best of educational and business practices.  Health Sciences received a 2014-2016 federal public charter school dissemination grant to disseminate proven and promising practices, and entered a partnership with SDUSD to use this grant to support the District’s own goals to advance common core, restorative practice and school culture initiatives. The level of collaboration between the district staff and schools and HSHMC received notice and acclamation throughout the District and recognized in a presentation to the SDUSD Board of Education in 2015.

More recent awards included:

In 2007, our school joined Health Occupations Students of America (HOSA), a global organization that promotes student leadership in the healthcare industry. Our students compete annually against students from other schools across the state of California. On average, 50-60 students represent Health Sciences High & Middle College at HOSA competitions. Most recently our students have been recognized for the following achievements in HOSA:

2016 2nd place in Public Health

3rd place in Medical Spelling

3rd place in EMT

3rd place in Health Education

2017 1st place in Public Health

1st and 3rd place in EMT

2nd place in Medical Innovations

3rd place in Biomedical Debate

2018 1st place in Biomedical Debate

1st and 3rd place in Health Education

2019 1st place in Health Education

            1st and 3rd place in Biomedical Debate

            1st, 2nd, and 3rd place in EMT

2022 1st place in Prepared Speaking

             3rd place in EMT

In 2017, Health Sciences High & Middle College was one of only eight schools from across the country to receive recognition as a “School of Opportunity,” a designation honoring excellent public high schools that engage in research-based practices that build on students’ strengths and create rich, challenging learning opportunities for all students.

In 2019, our Science PLC won the Shirley Hord Learning Team Award. This annual award distinguishes professional learning communities that demonstrate and reflect on a cycle of continuous improvement. HSHMC’s Science PLC won this award for their impact on student learning as they implemented different literacy strategies. They specifically studied the impact of close reading and reciprocal teaching on their students’ abilities to identify evidence from various science texts to support their claims.

In 2020, the school earned the distinction of being a Visible Learning Plus certified school. To earn this award, we underwent a rigorous process where we committed to ongoing professional development to deepen our understanding of research-based strategies (Hattie, 2008), engaged in action research, and wrote a schoolwide case study to analyze the impact of our efforts on student learning. As a Visible Learning Plus certified school, we intentionally make learning visible in all classrooms.

The Classroom of the Future Foundation’s Achieve Award in 2020 recognized successful, innovative programs with evidence of student achievement. HSHMC’s Fire Academy program was recognized and has empowered more than 630 students to become emergency medical technicians, paramedics, and firefighters.

The Classroom of the Future Foundation’s prestigious Impact Award recognizes only one program per year. HSHMC won this award for our outstanding college and career pathway. According to the Classroom of the Future Foundation (2022), the winning program “exceeds all others in its ability to impact students and teachers through inspiring, innovative, exceptional, unprecedented and/or extraordinary program components that are verified by quantitative and sustained results. HSHMC is very proud that we have earned two different Classroom of the Future Foundation awards, one for the pathway and one for college support.

In 2023, we were an awardee for America's Healthiest School from the Alliance for a Healthier Generation.  This program honors schools for the key role they play in advancing the health and well-being of students, staff, and families.  By promoting the health and well being of students, staff and the community through evidence-based practices HSHMC is supporting a positive learning environment within the school community.

The persons and organizations involved in the ongoing design of Health Sciences bring together a diversified set of educational, managerial, financial, and legal skills, backed by experience. Our combined expertise and commitment of resources has resulted in operationalizing the exciting and unique design and operational plan we originally committed to. This renewal process has once again provided us a formal opportunity to regroup, revisit, and affirm our mission and vision, reflect on the experience of 18 years of operation and create a vision and plan for our continuing work together.

In summary, over our 18 years of operation Health Sciences has demonstrated operational, fiscal, and programmatic capacity to operate and maintain a successful school. Interest and support for the school is strong among educators as evidenced by our staff, the business community as evidenced by our partners, and among families as evidenced by those that make us their school of choice. In this renewal petition, we demonstrate the fact that our program will continue to be rigorous and relevant and aligned to state standards and real world challenges. Our budget will be realistically presented and demonstrate our continued fiscal solvency. And our operations and procedures will be sound and guided by related rules, regulations and authorizing structures. The coming years in the operation and expansion of Health Sciences will be value added to our students, their families and the educational community at large.

**VISION, MISSION AND EDUCATIONAL PROGRAM**

STUDENTS SERVED

HSHMC is a Title I school with a diverse student body.  The school’s diverse ethnic population reflects that of the City of San Diego.  Over the years, the majority of students attending HSHMC have been Hispanic, with the second largest group being African American students.  We believe that our diversity is a strength, and work hard to create a culture of respect and belonging for all students, staff and parents/guardians.

STUDENT POPULATION:

Our current student body reflects the diversity of our neighborhood and district. We are a Title 1 school, and recognize the student needs that implies by offering a variety of ways for students to receive additional support when needed.

Our overall student population was growing between 2018-19 and 2020-21, but since COVID has shown a decrease.  For the future, our goal is for our school to continue to grow and to flourish.  Our planned remodeling and expansion will provide additional classroom space to accommodate additional students.

Number of Students Enrolled:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 9th | 10th | 11th | 12th | Total |
| 2018/2019 | 154 | 142 | 138 | 141 | 575 |
| 2019/2020 | 160 | 171 | 143 | 132 | 606 |
| 2020/2021 | 124 | 160 | 177 | 144 | 615 |
| 2021/2022 | 139 | 131 | 159 | 169 | 598 |
| 2022-2023 | 111 | 142 | 136 | 136 | 525 |
| 2023-2024 | 108 | 130 | 155 | 124 | 517 |

Student Groups for 2022-23:

   - Socioeconomically Disadvantaged - 79.8%

   - English Learner - 25%

   - Students with Disabilities - 19.2%

Race/Ethnicity:

   -  African American - 16.8%

   -  Asian - 2.5%

   - Filipino - 2.5%

   - Hispanic - 70.7%

   - Two or more races - 4.2%

   - White - 2.1%

   - Less than 1% American Indian and Pacific Islander

These percentages have remained fairly consistent over the last few years.  As with many schools in the San Diego Area, HSHMC has a large population of students (71.9%) who speak a language other than English at home. The majority of these students speak Spanish (58.1%), followed by Somali (8%), Other Non-English (5%) include Vietnamese (.07%). Even though most students speak another language at home, only 23% of students are identified as English Learners during the 2022/2023 school year. This demographic fact has implications throughout the curriculum and influences how we use instructional time.

The needs of our student population are the driving force behind our Mission Statement:

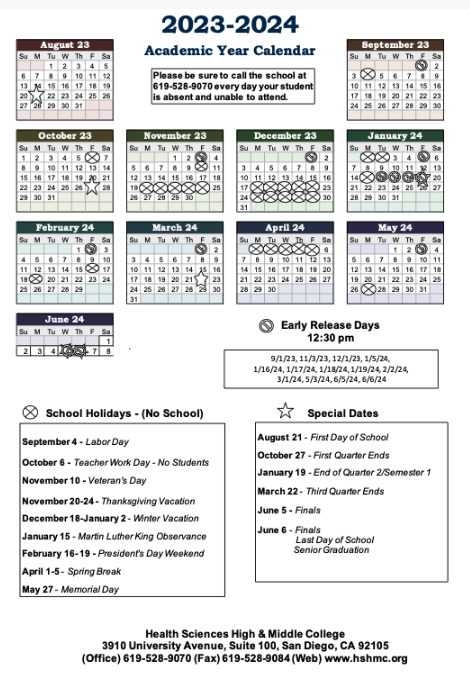
*We created HSHMC as a place where young people could learn about health and health care, while receiving a world-class education in a safe and supportive environment. HSHMC is a home away from home, an open door, and a place of rigor and academia – where students earn a diploma that matters. We do what 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 believe this mission statement drives our commitment to continue to organize and operate our school in ways that better advance student learning, performance, inclusion, and achievement. Our experience over the past years has demonstrated schools can be more inclusive and that schools serving students from traditionally under-performing subgroups can reduce dropout rates and increase performance in any accountability system. Our focus now defines our brand. Our attention to creating a culture of achievement throughout the school and an uncompromising commitment to effective instructional delivery is ever apparent.

ATTENDANCE:

HSHMC operates with a school year academic calendar similar to our authorizing district, San Diego Unified School District.  The school year begins in mid-August each year, includes four quarters, and ends in late May. School holidays and early release days are noted on the school calendar, which meets all legal requirements of instructional days and minutes.

* Instructional days = 180
* Instructional minutes = 65,655



The daily schedule at HSHMC is unique. School operates between the hours of 8:30 AM and 3:10 PM. Within these hours students collaborate with their peers around meaningful learning experiences, learn about relevant topics connected to their community and lived-experiences, read engaging texts accessed through evidence-based literacy strategies, and demonstrate their knowledge on summative competency-based assessments.  Students are guided to enhance their professional skills and learning through their internship experiences. Our school provides students with significant responsibilities while supporting them to manage their internships, core classes and college courses to help prepare students for life in the postsecondary world.

HSHMC requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical, as they culminate in student exhibitions, presentations, and examinations used by faculty as a part of their final assessments. Additionally, state accountability tests must be administered during specific dates.  When a student has a planned absence, they must obtain a Contract for Independent Study (CIS) in advance of the absence and must complete the contract terms.

We work diligently to maintain high attendance rates, on par with higher socio-economic schools.  Teachers regularly discuss the importance of attendance with students. For students struggling to attend school regularly, teams of faculty work with students to create individualized plans to support and maintain ongoing attendance. These efforts have helped us to achieve, and ultimately exceed, our goal of at least 95% attendance during the 2018/2019, 2019/2020, and 2020/2021 school year. It should be noted that attendance during the 2020/2021 school year still exceeded our goal of 95%, despite the issues of COVID-19. However, the transitions into and out of distance learning presented challenges with attendance. During the 2021/2022 school year, our average daily attendance dropped to 89.7%, and for 2022-23 it rose slightly to 90%.

The relevant, engaging and rigorous nature of the HSHMC program makes daily attendance extremely important. School attendance is a primary responsibility of every student and family. Attendance is directly related to student success and demonstrates family commitment to HSHMC and its program of study. Therefore, students are expected to maintain 100% attendance. Significant absences, repeated unexcused absences or tardiness will lead to academic and disciplinary consequences, which may include removal from school. We want the limited number of openings at HSHMC to be available to students who will make the appropriate effort and commitment to attend school.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Some concepts have met the test of time. Education has always been about learning to access, analyze, communicate and apply information. Elevation of a populace through and by informed decision makers has always been the bedrock of democratic societies. Jefferson and Monroe stressed in the Federalist Papers that, in a society in which the “governed govern,” public education is needed to ensure that ordinary citizens had the skills and knowledge to be informed decision makers. The Nation’s founders believed that informed decision making would allow for the pursuit of life, liberty and happiness while also promoting the common and public good. These core education principles have stood the test of time. Thus, effective access, use, and application of information are a primary means of meeting individual, spiritual, social, environmental, economic, national and global interests and challenges. The concept of an educated person presumes an ability to integrate skills and knowledge such that their confidence, character, and competence are elevated for his/her benefit and the world he/she shares with the rest of life. In 1818, Jefferson wrote about the outcomes he believed were necessary for the public education of a democracy’s citizens:

   • "To give every citizen the information he needs for the transaction of his own business;

   • To enable him to calculate for himself, and to express and preserve his ideas, his contracts, and accounts, in writing;

   • To improve, by reading, his morals and faculties;

   • To understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either;

   • To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment;

   • And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed." (Cited in Louden, 2010, p. 35)

Jeffersonian beliefs about public education in a democracy imply developing competence and skills within the context of moral and ethical behavior. Exemplars of these virtues might include respect, courtesy, healthy lifestyle choices, and environmental stewardship. While these core educational principles and values are timeless, an educated person in the 21st century functions in a very different context than our Nation’s founders. Health Sciences High and Middle College, Inc. (HSHMC) has expanded on these ageless Jeffersonian beliefs and aligned these beliefs with our mission and within the context of the 21st Century. Effective information access, analysis, communication, and application today require a newly defined set of skills and knowledge. A rapidly growing and changing global economy spurred by unprecedented access to information has radically challenged our assumptions about who is educated and how well are  we prepared to survive and thrive. Tough Choices or Tough Times: The Report of the New Commission on the Skills of the American Workforce, a 2006 report sponsored the National Center on Education and the Economy describe this centuries performance demands, “This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job and creativity and innovations are the key to a good life.” (p. 6).

Achieve, Inc. prepared a complementary report called Creating a High School Diploma That Counts: Ready or Not (2004) as part of the American Diploma Project. In it they delineate a set of benchmarks for specific English and mathematics knowledge and skills that add to our definition of what it means to be educated in the 21st century. The report integrates the rigorous academic benchmarks into actual workplace tasks/applications and postsecondary demands. The ADP benchmarks are ambitious. In mathematics, they reflect content typically taught in Algebra I, Algebra II and Geometry, as well as Data Analysis and Statistics. The English benchmarks demand strong oral and written communication skills because these skills are staples in college classrooms and most 21st century jobs. They also contain analytic and reasoning skills that formerly were associated with advanced or honors courses in high school. Today, however, colleges and employers agree that all high school graduates need these essential skills (pp. 4 - 5). The report provides the petitioners an excellent foundational understanding of what and how prerequisite English and mathematics knowledge and skills are related and can be thematically and pedagogically integrated into our curriculum, career exploration, project based learning and successful studies in the sciences, the social sciences, arts and humanities.

The demand for technology literacy is obvious as we enter the 21st Century. Over the past five-year renewal period, HSHMC has fulfilled its commitments to advance its integration of instructional technologies into our expanded learning environments. Evidence of that achievement is highlighted by the school’s prestigious 2016 and 2020 Classroom of the Future  award. Building off these accomplishments HSHMC commits to continue to integrate and enhance instructional technologies and literacy throughout the school and its programs. David Thornburg writes in his book The New Basics, “a digital tornado of epic proportions is sweeping across the planet at light speed, transforming everything it touches.  It has affected work, education, play, and virtually every other aspect of our life by allowing open access to information”.  Consistent with this observation, the 21st Century Workforce Commission concluded that “the current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy – “21’st Century Literacy” that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology”. HSHMC commits to this level of 21st Century learning. Continuing this focus on proficiency in using technology HSHMC is proud that we were recommended to apply for an Apple Distinguished School and recently submitted that application.

The implications of these democratic concepts and future forecasting reports must be considered by all responsible for educational policy and programming of the 21st Century learner. These implications have been fodder for our original charter petition and this renewal petition. Some of the implications are particularly noteworthy. First literacy must be broadly defined and applied to all forms of written, verbal, and technological communications. This concept of literacy must be taught and applied throughout a student’s educational experience. Second, the ability to access, synthesize and utilize information to create, generate solutions, market ideas and engage with others has replaced the need to simply record and memorize information. Third, choosing what information to seek and how to evaluate and use that information responsibly has changed traditional notions of censorship, plagiarism, and abuse. The fact is students have access to endless amount of information and communicate with a limitless number of others means their ability to: 1) make responsible choices is a matter of building character, ethics and values and students must learn that these attributes apply to information access and communication; 2) use information in creative and purposeful ways which require an ever increasing set of technical skill sets, knowledge and interests; and, 3) connect their learning to their personal health, the health of others and the health of the world. A 21st century education experience must build competencies to choose a healthy lifestyle, understand and impact our healthcare system and assume roles in environmental stewardship. All in all, educators need to support the development of values, skills, and knowledge recognized by Thomas Jefferson and help students apply those in a world now described by Thomas Freidman in order to enable all students to be self-motivated, competent, lifelong learners.

Specific goals, and actions to achieve those goals, are part of the HSHMC LCAP and will be referenced in later sections, and included in the appendix of this document.

DESCRIPTION OF HOW LEARNING BEST OCCURS

In our original petition, HSHMC proposed offering a program that was relevant and rigorous. HSHMC’s curriculum has been based on the standards of the State framework, which have evolved into the California Common Core State Standards. The curriculum offered to all grades 9-12 students includes access to A-G coursework, honors coursework, and community college coursework. Many of the convening circumstances for our original petition remain today, and continue to be a focus.  As we move forward during this renewal process, our overarching goals and beliefs continue to guide us.  This includes the need to continue to organize and operate in  a way that better advances student learning, performance, inclusion, and achievement. Our experience has demonstrated schools can be more inclusive and that schools serving students from traditionally under-performing subgroups can reduce dropout rates and increase graduation rates.

As the name implies, Health Sciences has a strong and vibrant Health Science related career pathway.  Additionally, students have the opportunity to engage with a Fire Sciences pathway.  A variety of options are open to students, and HSHMC recognizes that students learn at different rates and in different ways. Students' interests develop as they go through our 9-12 experience.  In 9th grade, students take health related college courses and have a health internship, while some have selected Fire Science as their pathway.  In 10th grade, there is a similar experience to 9th grade.  In 11th and 12th grade, some students choose to only take college courses and not do internships.  Others may take college coursework that is more general, while some take health-focused courses and/or do the health internship pathway.

Here are the current programs offered and the number of students involved in each:

  - Fire Science = 79 per year

  - Health Internship Pathway = 173 per year

  - Community Engagement Pathway = 118

  - College Courses = 311 students currently taking college courses

Additionally, every student has access to organized tutoring and mentoring in their coursework, community college courses, and internships. The instructional materials and educational technology we employ complements our focus on curriculum, instruction, health sciences, college-going skills, and career development. Every student is provided an education in which written and verbal literacy, communication and numeracy is established throughout the curriculum, and in which a career and world perspective is provided through the lens of advances and opportunities in healthcare and other career-focused areas. In addition, every student has had an individualized, personalized educational experience complete with a four-year plan and annual benchmarks that clarify and track academic and developmental growth and achievement. In other words, we have lived our 2007 stated mission to guarantee a high school diploma that truly matters, a diploma that counts.

Clear attention to the state curriculum framework and a strong development of literacy and numeracy skills have become irreversible programmatic features HSHMC is known to effectively address. HSHMC will continue and be enhanced through vertical curriculum planning.  We offer access to the core curriculum coupled with a pathway themed experience, which allows us to design a school program that encourages students to think about responsible choices for themselves and the world.  Our culture, our instructional technologies and our relevant, standards based curriculum have proven to engage our student body as active learners. Our awards celebrate this assertion and our achievement data support it. These will be reviewed in the subsequent section.

The Health Sciences curriculum is first and foremost based on the California Common Core State Standards. Health Sciences staff has been involved in the Common Core State Standards Initiative (CCSSI) in the following ways: 1) reviewers of the draft standards; 2) writers of sample lessons used by school systems across the US; 3) developers of an online professional development course produced by Knowledge Delivery Systems; and 4) authors of a series of professional books about implementing the Common Core State Standards.  Therefore, Health Sciences remains committed to base our English/language arts and mathematics program on the Common Core State Standards. We are engaged in a similar process with the Next Generation Science Standards.  HSHMC has staff that have worked on the development and review of the standards that guide these efforts.  The same process will be used as the new History/Social Studies framework is adopted.  We will complement these standards with rich and robust instruction based on California framework standards in all other core areas and in each grade level.

The report Creating a High School Diploma That Counts (2004) calls for the teaching and learning of prerequisite English and mathematics knowledge and skills that are related and integrated into career exploration, project based learning, and successful studies in the sciences, social sciences, arts and humanities. This knowledge can be vertically organized and rationally developed over a students’ entire educational experience. Each year, teachers can build on the prior knowledge gained from the standards taught, the projects created and the field activities the cohort previously experienced. That is, the school will build cultural capital for students that will propel them into the next year of learning and achievement and eventually adulthood.  For the past five years, Health Sciences has offered this in an organized and comprehensive sequence of studies on-site, with our Community College partners, and through field experiences. Health Sciences faculty are committed to offer an academic program in which standards-based academic course content can be integrated and tied to health and health care courses, field experiences, projects and themes vertically aligned in our program. But this responsibility to integrate and apply curriculum does not rest with the Health Sciences faculty alone, it will also be the responsibility of the student to make and explore these connections. In 2014, the school launched a major focus on student voice and student aspirations and our work to empower students in their educational experience is the foundation of our current work in school equity.  Each year, Health Sciences students will engage in activities related to community engagement and civic learning linked to their careers and aspirations.  Starting this year students will be able to work toward earning a State Seal of Civic Engagement (SSCE) at HSHMC, if they meet the criteria established by the State Board of Education and enacted in a local context at HSHMC.  The criteria ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement.  According to established career development models, students will create a portfolio as a centerpiece product in which the student manages a collection of achievements that show progress toward articulating academic and career goals. At Health Sciences, the portfolio will evolve at the high school level into a student prepared professional résumé.

The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

HSHMC provides a rigorous, relevant, and coherent standards-based curriculum. For example, the English Department uses McGraw-Hill California StudySync with ELA supports, which offers scaffolds and online accessibility for all learners. Our Mathematics Department has been drawing from multiple standards-aligned curricular sources, including the Illustrative Mathematics curriculum, authored by William McCallum, a co-author of the CCSS Mathematics standards. The Science and Social Studies teachers utilize Achieve3000 to support students’ reading comprehension.

Further, all courses are aligned to the Common Core, NGSS, and California State Standards. Courses also meet California UC A-G requirements.

Each course is aligned with content area standards and courses are reviewed bi-annually by Dr. Doug Fisher.

Curriculum is also based on Next Generation Science Standards. Social Studies instructors develop curriculum with the California History- Social Science Content Standards as a foundation.

Our educators have been involved in the development of expanded internship/pathway options and new community college courses. The majority of the community college classes offered are taught by HSHMC staff, who are also employed by Cuyamaca Community College. We now offer a wide variety of college classes that are available to 9th-12th graders. In addition, we currently have 16 staff members with CTE credentials to support our pathways.

HSHMC has offered college coursework for grades 9-12 since the school opened. We continued to have a strong partnership with the Grossmont-Cuyamaca Community College District. Students can begin college coursework in the 9th grade. The courses offered provide a variety of opportunities from a wide range of departments including English, Health Education, Mathematics, Biology, Environment Health, Kinesiology, Political Science, Social Justice, Psychology, Arts, Communication, and Business. HSHMC currently offers over 30 direct transfer community college courses.  It is also worth noting that we offer students the opportunity to complete community college programs to become registered certified nursing assistants (CNAs) and certified EMTs.

The scope and sequence of coursework will be individually tailored to meet the students’ interests and needs. However each student’s program will be designed to meet Common Core State Standards and vertically sequenced to lead each student to earning a high school diploma. Health Sciences high school students will continue to earn community college credit, to meet A-G requirements, and to earn honors and transferable college credits. The school’s health science mission will be an organizing principle that facilitates collaboration among teachers and the design and delivery of an integrated curriculum.  Data will be used to continually inform our attempts to improve curriculum and instruction. Each student will be involved in career internships and relevant, engaging and rigorous projects that engage them in making connections between their academic curricula and real world applications. Students will have multiple ways to be connected with teachers and other adults. Students will be tutored and mentored in ways to support their academic progress and mentored in ways to support their intellectual and social maturation. In addition, HSHMC has several formalized career pathways with capstone courses, including pathways with industry-recognized certificates.  These pathways allow students to make additional connections between academic content and the world of work.

Independent Study (IS) is a voluntary optional educational alternative in which no pupil may be required to participate.   The Independent Study option is available to students as approved by the San Diego Unified School District in HSHMC’s current charter.  The content will be aligned to grade level standards and be substantially equivalent to in-person instruction. This shall include access to all courses offered by HSHMC for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. In addition, Independent Study is currently being implemented consistent with the HSHMC board approved (9/10/2020) Continuity of Learning Plan, and in alignment with recent changes in EC that are effective commencing in the 2022-23 school year.  All resources and services of the school are also available to IS students.  These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work. At the end of the semester an evaluation will be made to determine a placement for the next semester.  Academic and other supports will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs (consistent with the student’s IEP or 504 Plan), students in foster care or experiencing homelessness, and students requiring mental health supports. 3) The level of satisfactory educational progress and the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study, or whether the pupil should return to the regular school program, is found in the Master Agreement. A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700). Tiered reengagement strategies may be required for students not meeting current attendance requirements (EC 51747(d)), and in those situations shall also include local programs intended to address chronic absenteeism.

PLANS FOR ENGLISH LEARNERS

English Learner students will be appropriately identified using the Home Language Survey and the Initial English Language Proficiency Assessment for California (ELPAC).  Students who are identified as English Learners will benefit from instruction the includes both Designated ELD and Integrated ELD Instruction.  Teachers utilize the ELD standards and strategies such as SDAIE, to provide bridges to proficiency for students through actively using academic language with their peers through discussion protocols and collaborative conversations.  Focused instruction on English language skills in listening, speaking, reading and writing will be provided each day to support the students on the progress toward English proficiency.  The ELD team at HSHMC works with students as they move toward the goal of reclassification, and towards mastering core curriculum standards.

We have staff designated as ELD specialists. While all classroom teachers receive a list of their EL students at the beginning of the school year, ELD specialists also assist in content classes by supporting teachers with their curriculum and working with students during classroom instruction. These ELD specialists collect and analyze data regularly to monitor student growth. These specialists also send monthly reports on student progress to administration.  The ELD specialists participate in PLCs with content teachers and Ed Specialists to analyze teaching and learning. For example, we leverage microteaching to advance teachers’ instructional practices. Additional PD around the ELD standards and EL strategies to use in the classroom (i.e., language supports and emphasis on collaborative learning through GRR model) is provided for the whole staff. Staff also analyze ELPAC test items and student data to inform instructional practice.

Our ELD instructors and interventionists help students reading significantly below grade level, with a focus on English Learners. They meet with students 1-2 times a week to provide reading intervention for these targeted students. We also have dually identified students who are EL learners and have a special need, which requires SAI (Specialized Academic Instruction) support in reading from an Ed Specialist. The collaboration and monitoring between the ELD, General Education teachers, and the Special Education department is vital to success for these specific students. The special education accommodations are similar to the ELD strategies, but can also be more individualized to their specific academic needs.

English Learners are given the option to take college classes. HSHMC provides extra supports for students in college classes through our College Support Lab. We also have HSHMC staff members pushing into college classes to provide ongoing support. Our College Success Team Coordinator monitors student progress in each college class and communicates with students and families when interventions are needed.

ELD specialists provide ongoing support and targeted skills development during ELD classes and through extended day/year learning opportunities. Students receive focused instruction based on formative assessments and interim diagnostics to support acquisition of listening, speaking, reading, and writing skills in English. These skills are reinforced within the subject area classes where ELD strategies are also used

STUDENTS WITH DISABILITIES

“Students with disabilities who attend public charter schools and their parents retain all rights” including the right to a free appropriate education (FAPE) in the least restrictive environment (LRE) [CRF 300.209 (a)]. Additionally, these students can expect access to appropriate special education and related services. As a public charter school, HSHMC, Inc. is responsible for ensuring that the requirements of Part B of IDEA 2004 are met [CRF 300.209 (i)].  Health Sciences complies with all State and Federal laws for special education including Child Search/Find efforts. These efforts will include:

   1. The establishment of a Student Study Team process to exhaust all general education alternatives before a referral to Special Education is made;

   2. The inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities, including a responsiveness-to-instruction and intervention (RtI2) model of proactive support and determination of specific learning disabilities;

   3. Annual inservice for faculty regarding the identification of children with disabilities.

AT RISK STUDENTS

If a student does not demonstrate competency in a course (earning a grade of C or higher), the school uses an innovative process of tutoring called Academic Recovery and Advancement (ARA).  Support for students receiving ARA occurs through the HUB (Helping, Understanding and Believing). The room is reserved for tutoring and reteaching content to students who need to complete coursework to clear their Incomplete (assignments, assessments, etc.).  When a student holds an incomplete in a course, their completion is closely monitored using three-, six-, and eight-week timeframes as indicators for stages of intervention that range from lunch-time tutoring during office hours, assigned after school tutoring in the HUB Lab, and/or specific modifications that allow students to more accurately demonstrate competency. Additionally, teachers use the ARA process when a large percentage of students in a given period don’t pass a test. Teachers offer a re-teach day to students in need of help, and students who passed the test are sent to the HUB Lab to work on honors, accelerated work, or SAT prep.

MATERIALS AND TECHNOLOGY

The instructional materials and educational technology we employ complements our focus on curriculum, instruction, and health services. All students will have access to standards-based textbooks. In addition, we house hundreds of primary source documents and texts in each discipline at the school such that students have opportunities to read what they can and want to read. The range of instructional materials students will interact with on a daily basis includes core textbooks, trade books, primary source documents, current informational texts, web sources, and a variety of digital and visual media. In terms of educational technology, students will use a wide range of equipment in their internships and field placements. The healthcare world is filled with computers, PDAs, cameras, and the like. To ensure that they are prepared for this, Health Sciences provides students access to such technology as wireless laptops, iPads, document cameras and data projectors, and hardware and software specific to the health professions. Our technology is very current and teachers are trained in how to use the technology to maximize the educational experience for students on a daily basis. All classrooms are equipped with a “smart” screen and each student has a school-issued Apple MacBook.  Technology use is in alignment with the Common Core Technology Standards, and includes the use of digital assessments.

Adaptive technology is a source of support for some SPED students and may provide them with avenues to success that were not previously available.  HSHMC works with our Special Education and our SELPA to provide needed technology for identified students.

ANNUAL GOALS AND ACTIONS

The 2021-24 LCAP embodies the philosophy of looking forward to a new future with additional educational options and ways of working with students, staff and the community. The actions and services in Goal 2 especially reflect an on-going focus on career pathways, and a renewed focus on meeting the needs of English Learners. Student needs will be met through both refocused intervention strategies and the addition of new technology that will allow staff to better differentiate instruction to meet student needs. Social-emotional supports will also be enhanced to create a learning environment where students feel respected and safe. Goal 3 demonstrates the awareness that there needs to be increased outreach and new avenues to attract and support parent and community involvement. There is an updated action entitled "Communication and Outreach" which will support the Community Schools program by providing a method for working with all members of the educational community to design and implement systems that will support all students in reaching their maximum potential.

HSHMC has made it a priority to ensure that all documents and programs at the school have a common focus, a common set of priorities, and agreed upon outcomes.  The LCAP is the guiding document, and it is strengthened by the robust involvement of all aspects of the educational community in its development and annual review.  Students, parents, staff and community partners are all involved in the LCAP process.  Since the LCAP also serves as the SPSA for HSHMC, an effort was made to ensure all aspects of the SPSA, and input from SSC, is reflected in the LCAP.

HSHMC is continuing the common focus, by making only a few, clarifying, changes to the goals and actions for the new 2024-2027 LCAP.  All eight state priorities and required metrics are included in the LCAP, and additional interim metrics are used to monitor progress through the year.

LCAP Goal 1

All students will benefit from the maintenance of a strong base program that is foundational to building student academic and social/emotional success.

 - Addresses state priorities 1, 2, 7

 - Metrics include Student access to appropriate facilities, instructional materials and a Broad Course of Study, Standards Implementation, and more

LCAP 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, in the core subject areas.

 - Addresses state priorities 4, 5, 6, 8

 - Metrics include CAASPP scores (disaggregated when available), English Learner Progress, Graduation Rate and more

LCAP 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

 - Addresses state priority 3

 - Metrics include survey results and community attendance at events

ADDITIONAL REQUIREMENTS FOR CHARTER HIGH SCHOOLS

HSHMC offers several career pathway opportunities through internships. These pathway opportunities are health care, education, fire technology, business, military cadet, exercise science, EMT, and independent internship opportunities curtailed to student interests. Students can choose and begin their pathway of interest in 9th grade. Counselors/Advisors meet with students to discuss options based on their interests and experience. Over the four-year experience, internships become increasingly specialized and students select a range of experiences that allow them to consider various careers more carefully. Each internship experience combines classroom instruction with hands-on skills and graded assignments to provide each student with targeted academic and career skill sets tailored specifically to their pathway. Our career pathways are also site-based in terms of instruction and rely on teachers who have designated subject credentials. The healthcare internship class now meets the “elective” course requirement for CSU/UC admission. Several of the courses in each pathway provide students with community college course credit. All HSHMC High School core courses are approved or are in the process of being approved by the University of California.

Information for parents on these issues is found in the student handbook, which is part of the original enrollment information about the school.  Parents can contact the school counselors for more information and to be sure their high school student is on-track for graduation. Counselors also work with students of FAFSA and California Dream Act applications.

HSHMC does not offer the same courses or the same sequence of courses as many other schools. In some instances, this may cause 11th and 12th grade students transferring to other schools to need to make up courses that were not offered in the traditional sequence. Students and parents/guardians are advised to take the unique academic program into account when making decisions to enroll at HSHMC, or if considering a transfer to another school.

Further, our students will have access to a number of community college classes as part of the Middle College design. This approach ensures that our students can earn AA degrees and advanced healthcare certifications while completing high school diploma requirements. We expect our students to exceed high school graduation requirements determined by California Education Code (section 51225.3), as well as A-G requirements determined by California State University and the University of California for freshman admissions.

In accordance with Assembly Bills, AB 167/216, 1806, 2306, 265, and 2121, HSHMC accepts coursework satisfactorily completed by the student populations listed below while the student was attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency even if the pupil did not complete the entire course:

• AB 167/216 students in foster care

• AB 1806 students who are experiencing homelessness

• AB 2306 students formally enrolled in juvenile court school

• AB 365 students of active duty military parents/guardians

• AB2121 currently migratory and newly arrived immigrant students who are participating in English language proficiency/newcomer program

 Students with formal education:

- -Students in transition who identified as foster youth, students in homeless situations, those transitioning from the juvenile justice system, active duty military dependents or migratory and newly arrived immigrant students who are participating in English language proficiency programs who are newly enrolled in HSHMC after their second year of high school may be eligible to graduate by completing the minimum California state graduation requirements if they are not reasonably able to complete all HSHMC graduation requirements by the end of their fourth year of high school.

Students without formal education:

- Students in transition (in their 3rd or 4th year of high school) who are migratory or newly arrived immigrant students who are participating in English language proficiency programs and are newly enrolled in HSHMC with no history of formal education may be eligible to graduate by completing the minimum California state graduation requirements, if they are not reasonably able to complete all HSHMC graduation requirements by the end of their fourth year of high school.

Carnegie Unit Conversion Table:

The Carnegie Unit will be used by HSHMC, Inc., schools to convert partial credits for both students entering and exiting HSHMC managed schools. One Carnegie Unit is defined as a total of 120 hours in one subject.

Implementation when entering HSHMC

1. HSHMC, Inc. will complete the partial credit processing within Two (2) Business Days upon receipt of school transcripts to determine eligibility for partial credits.

2. HSHMC, Inc. will load the partial credits and grades earned into student’s transcripts, as appropriate.

3. HSHMC Inc. will provide a transcript to the student/guardian.

Implementation when Exiting HSHM:.

1. HSHMC, Inc. will complete partial credit processing within Two (2) Business Days upon student exiting.

2. HSHMC, Inc. will determine whether the student is eligible for partial credits based on student seat time and withdrawal grades signed by each teacher of record.

3. Once the partial credits are recorded, HSHMC, Inc. will provide student/guardian and requesting high school a copy of the transcript.

**MEASURABLE STUDENT OUTCOMES**

The California School Dashboard provides a snapshot of the state's measurable student outcomes for all HSHMC pupils, and significant student subgroups, related to the California state priorities (EC 52060(d)). These outcomes are displayed from the last three years that have statistically reliable data.  While these results are from the years after the COVID-based, mandated, school closures, there was definitely still a noticeable impact from the continuing turmoil of on-and-off closures, mix of virtual and in-person instruction, and  societal stresses caused by the pandemic, and especially the extended time away from school.  HSHMC is proud that even in the face of the afore-mentioned turmoil our College and Career results remain high.

**College and Career Measures**

|  |  |
| --- | --- |
| College and Career *(LCAP Goal 2; State Priority 4)* | 86.9% of HSHMC high school graduates were“Prepared” on College and Career Indicator;  Earned a “Very High” on the Dashboard  *Target for Year 3 – 88%* |
| Graduation Rate *(LCAP Goal 2; State Priority 5)* | 97.2% graduated  *Target for Year 3 – 98%* |

**Academic Achievement Measures**

**English Language Arts Data**– *(LCAP Goal 2; State Priority 4)*

SED- Socio-economically Disadvantaged; SWD – Students With Disabilities, EL – English Learner;

  AA-African American

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **State SBAC test** | 2019 SBAC  (spring) | 2021 SBAC\* | 2022 SBAC\* | *2023 SBAC Scores and Targets* | | |
| From CAASPP website –  % meeting or exceeding standards | Schoolwide:  57.03%  Hispanic: 51.16%  SED: 48.34%  SWD: 36.36%  ELs: *no report* | Schoolwide:  49.16%  Hispanic: 46.25%  SED: 47.78%  SWD: 6.67%  ELs: 15.38% | Schoolwide: 43.67%  Hispanic: 40%  SED: 39.05 %  SWD: 4.1%  ELs:  27.27% | *Schoolwide: 40.0%.*  *Hispanic: 36.71*  *SED: 36.59 %*  *SWD: 10.71%*  *ELs: 5.88* | | |
|  |  |  |  |  |  |  |
| **California Schools Dashboard** | All Students 2019:    5.3 points above standard | 2021: \*  (no Dashboard) | 2022 -All students:  44.8 points below standard  Hispanic: 48.7 points below  SED: 54.6 points below  EL: 102.8 points below | ***2023*** *–*  *All Students: 62.3 points below standard.*  *\*Hispanic: 80.9 points below*  *\*SED: 77 points below*  *\*EL: 140.4 points below*  *\*AA. - 36.3 pts below*    ***LCAP Year 3 Outcome Target***  *All - 17 points below standard*  *- EL - 65 pts below*  *- Hispanic - 27 pts below*  *- SED - 23 pts below*  *- SWD - 68 pts below*  *- AA - 47 pts below* | | |

**English Learners-** *(LCAP Goal 2; State Priority 4)*

**English Learner Progress and Reclassification Rate 2023**:

·  31.7% making progress toward English Language Proficiency, Declined 12.5%

·  13.3% Reclassification Rate

**English Learner Progress and Reclassification Rate 3 Year Target:**

·  52 % making progress

·  25% Reclassification rate

**MATH Data** –  *(LCAP Goal 2; State Priority 4)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **State SBAC test** | 2019 SBAC  (spring) | 2021 SBAC\* | 2022 SBAC | *2023 SBAC Scores and*  *Targets* | | |
| **CAASPP Data**  % meeting or exceeding standards | Schoolwide: 17.19%  Hispanic: 13.96%  SED: 10.16%  SWD: 13.64%  ELs: (no data) | Schoolwide: 20.20%  Hispanic: 20.90%  SED: 12%  SWD: 0%  ELs: 0% | Schoolwide: 7.53%  Hispanic: 2.97%  SED: 6.48 %  SWD: 0%  ELs: 8.34% | *Schoolwide: 6.96%*  *Hispanic: 9.33%*  *SED: 5.06%*  *SWD: 0%*  *ELs: 0%* | | |
|  |  |  |  |  |  |  |
| **California Schools Dashboard** | All Students 2019:    108.2 points below standard | 2021: \*  no Dashboard | All students 2022:    145.9 points below standard | ***2023***  *All – 178.7 points below average*  *\*Hispanic: 189.5 points below*  *\*SED: 181.1 points below*  *\*SWD: 224.3 points below*  *\*ELs: 254.5 points below*  *\*AA: 156.5 points below*    ***LCAP Year 3 Target Outcome***  *All - 113 pts below standard*  *- EL - 164 pts below*  *- Hispanic - 114 pts below*  *- SED - 113 pts below*  *- SWD - 134 pts below*  *- African Am.- 90 pt below* | | |

|  |
| --- |
| Looking deeper into the CAASPP/SBAC Data will provide additional information to guide changes to instruction and focus.  For example, in ELA the Highest Achievement Area Concept was Research and Inquiry, while the Lowest Achievement Area was Writing.  This is a topic for discussion in ELA PLC meetings.  In Math the Highest Achievement Area was Problem Solving and Modeling Data Analysis and the Lowest Achievement Area was Concepts and Procedures.  As the Math PLC plans lessons and instructional strategies, this data will inform their work. |

**California Science Test (CAST) -** *(LCAP Goal 2; State Priority 8)*

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

Target for Year 3 - 35% will meet or exceeded standards

**Additional Measures**

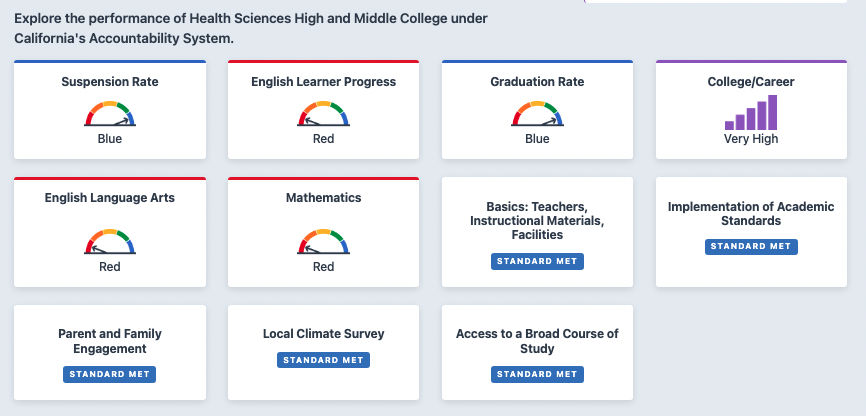
In addition to the data  in the Dashboard there are also Local Indicators, for which a narrative is included on the California School Dashboard site, and other artifacts such as surveys, meeting agendas and interviews that provide depth and context to this data.  The HSHMC LCAP (found in the appendix) also addresses specific desired outcomes for each state priority and assessment, along with the actions that will be taken to monitor and meet those expected outcomes.  The alignment of this charter renewal document with the LCAP strengthens the focus and resources of the school on the attainment of the listed outcomes using the strategies defined in the LCAP.

|  |  |
| --- | --- |
| Basics: teachers, instructional materials, facilities   *(LCAP Goal 1; State Priority 1)* | Standard Met |
| Implementation of State Academic Standards  *(LCAP Goal 1; State Priority 2)* | Standard Met |
| Parent & Family Engagement   *(LCAP Goal 3; State Priority 3)* | Standard Met |
| Parent Involvement in Decision Making and Participation in Programs  *(LCAP Goal 3; State Priority 3)* | Full implementation and sustainability, with a continued increase in participation in 2022-23 |
| Access to a Broad Course of Study.  *(LCAP Goal 1; State Priority 7)* | Standard Met |
| Suspension Rate.     *(LCAP Goal 2)*  Expulsion Rate.        (*State Priority 6)* | Maintained rate of 0.2% (Blue on Dashboard)  Maintained at 0  *Target for Year 3 – maintain at < 1%* |
| Dropout Rate.  *(LCAP Goal 2; State Priority 5)* | 0.69% |
| Attendance and Chronic Absenteeism.  *(LCAP Goal 2; State Priority 5)* | Attendance = 90%  Chronic Absenteeism – 37.4%    *Target for Year 3 –*  *Attendance = 95%*  *Chronic Absenteeism – 10%* |

Local Climate Survey – Based on the Student Voice Survey 2023-24:

* Students feel safe at school and believe it is a welcoming and friendly place – 84.2%
* Students believe they have a voice in school decisions – 73.8%
* Students feel connected to the school and have a teacher they can talk to – 74.4%

California Schools Dashboard 2023:



The HSHMC LCAP includes all of these measures and the goals for improved outcomes for 2024-27 LCAP cycle.  Along with the metrics are actions and strategies to define the improvement process and describe the plans for supporting each and every student in accessing the core curriculum and achieving state content  and performance standards.  School staff teams will review these actions and improvement goals to decide on interim benchmarks and data tracking that will guide and inform the instructional design and the academic responses to meet the learning needs of each student.

HSHMC is committed to focus programs, services and resources on the expected annual measurable outcomes specified in our LCAP; and in each subsequent year, is 1) responsible for adjusting programs and resources when outcome expectations are not met; and, 2) producing new annual measurable outcomes when performance data identifies new unmet needs.

**STUDENT PROGRESS MEASUREMENT**

The previous section showed how the HSHMC LCAP includes metrics and outcome goals for all state and federal assessment requirements and all state priorities. The state priorities reference those standards and skills that students are expected to learn in grades 9-12.  The information on state mandated assessments is also included in the School Accountability Report Card.  In addition, the school gathers information and data related to our focus on preparing students for the next step on the road of life-long learning - College and/or Career.  Much of this data is gathered from our community and business partners, and the National Student Clearinghouse.

The school’s broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.  Data from state summative CAASPP assessments (Smarter Balanced Summative Assessments and the California Science Test, and ELPAC) are analyzed annually by the staff, typically during the beginning of the school year staff retreat. We follow a data analysis protocol to identify patterns, celebrate successes, identify areas of growth, and create an action plan for the school year. This protocol involves individually reviewing data, small group discussion of data, and whole faculty analysis of data. Through this process, areas of achievement, areas of need, and next steps are determined

Each school year begins with an all-staff retreat. The retreat begins with a presentation and review of the previous year’s performance data, both interim and summative. A thorough data review process includes aggregating and disaggregating data by grade level and student cohort groups. Data is compared to previous years, as well as district and state performance. During this collaborative process, interventions are proposed, priorities are established, and consensus is reached on an instructional focus for the year. At the retreat we also look at the persistence data as well as college courses and students’ completion data.

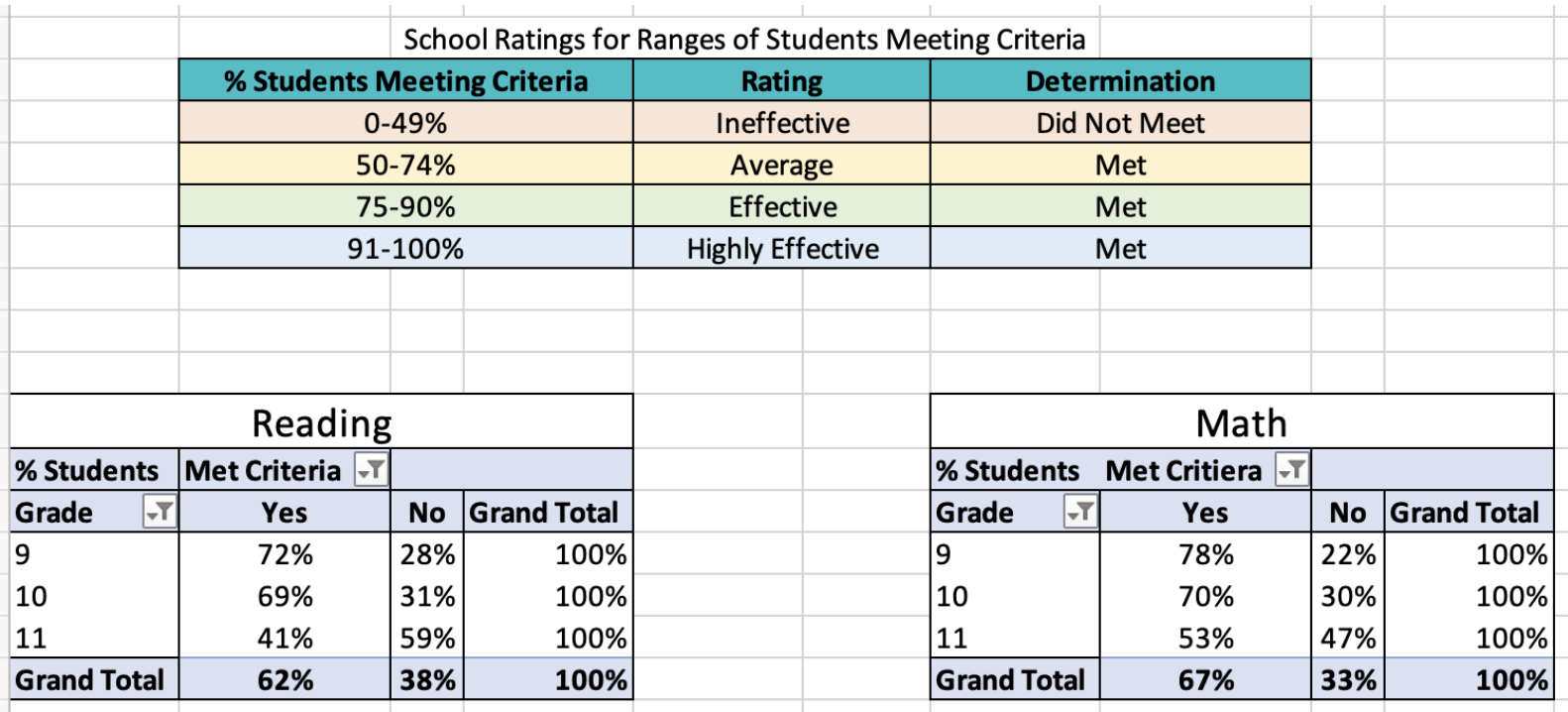
The staff meets every morning with a focus on 3 areas: Academics, Sports/Extracurricular, and College/Pathways.  People also share “glows and grows” about students, and highlight staff related to student learning.  This daily event allows for voices to be heard and various stakeholders to share their perspectives.

Weekly grade level meetings and PLCs occur during teachers’ planning day. Given our college class and internship schedule, teachers have one day per week to collaborate and plan with teachers on their grade level team. Administrators attend the meetings each week to gain a better understanding of the needs of the grade level, including students who need additional support. PLCs for each department are also ways that staff collaborate to make data-driven decisions.

Interim Assessments that support the continuous improvement cycle include iReady and Achieve 3000.  Core content teachers use adaptive software programs to support literacy development (Achieve 3000 and Study Sync).  Students’ Lexile levels and progress toward goals are monitored and tracked in Achieve3000. While all teachers have access to this data, social science teachers embed the reading program into their courses as a part of their curriculum.

Content teachers use iReady data to inform instructional practices and identify growth in students around both literacy and numeracy. All teachers have access to the data to identify needs for individual students as well as groups of students. Additionally, this data is monitored as a whole school to impact instructional programming. To determine whether schools have exhibited growth in both reading and math, iReady uses a Growth-to-Proficiency Model that has 2 criteria for students to demonstrate they have met grade-level proficiency or one year’s worth of growth. Students can demonstrate growth based upon the subject, initial grade level of the diagnostic, and the difference in points from the initial diagnostic to another diagnostic at least 12 weeks later. (More data from iReady and Achieve 3000 can be found in the Appendix.)

iReady Summary Data:



**Completion Data as of May 30:**

\*This includes ISP students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Math**  **Completion** |  | **Reading**  **Completion** |  |
| Grade 9 | 104/104 | 100% | 103/104 | 99% |
| Grade 10 | 127/130 | 98% | 127/130 | 98% |
| Grade 11 | 147/155 | 95% | 148/155 | 95% |
| **Total** | 378/389 | 97% | 378/389 | 97% |

**Growth Data as of May 23:**

\*This is just students on campus, not ISP students

\*Not final results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Math**  **Growth** |  | **Reading**  **Growth** |  |
| Grade 9 | 92/104 | 89% | 77/103 | 75% |
| Grade 10 | 100/125 | 80% | 97/125 | 78% |
| Grade 11 | 81/133 | 61% | 96/130 | 74% |
| **Total** | 273/362 | 75% | 270/358 | 75% |

English Learner progress is measured annually by the Summative ELPAC.  Results are discussed and reviewed in relation to the reclassification rate and student success.  Additionally, information on the progress of English Learners in gaining English proficiency, and in mastering grade level subject area content, is provided by testing students in Achieve3000 and iReady. This data is shared with teachers to plan appropriate instructional responses.  HSHMC is planning a protocol for sharing the information with students so they understand what areas they need to work on.

Methods of data collection include checks for understanding, exit slips, performance data, teacher observations, data and feedback from Education Specialists, and other pertinent information. Also supporting interim and formative assessments are the instructional materials and equipment at HSHMC.  We have current instructional materials and textbooks in every classroom and teachers know that they can order manipulatives, paper, and other materials to enhance their lessons. We provide reading materials daily for students to use. Our technology is very current and both teachers and students utilize technology daily, supported by the 1:1 student device ratio.  Another way that teachers provide feedback to students is through formative assessments. Some of these types of assessments include:

 - Observations as a way to record student’s use of language. These can come in the form of written logs or journals.

 - Skills checklists with embedded success criteria that are periodically observed by the student and teacher, allowing students to self-determine when skills have been obtained or need to be worked on.

 - Rubrics that are created and shared with students prior to a task to demonstrate the assignment’s requirements and assessment criteria. Rubrics allow teachers to share results with students by providing specific feedback.

 - Portfolios, which are a collection of documents that are typically submitted over a longer period of time. Portfolios allow teachers to provide feedback and allow students to review their growth in specific skill sets.

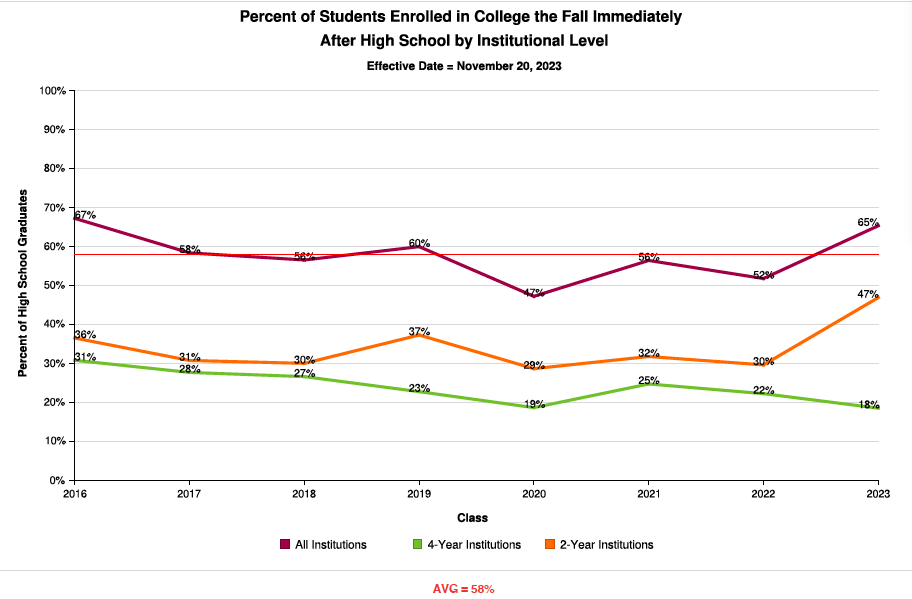
 - Conferences, which are a space where students and teachers meet at a set time to review performance and discuss instructions that may be required for students to progress.

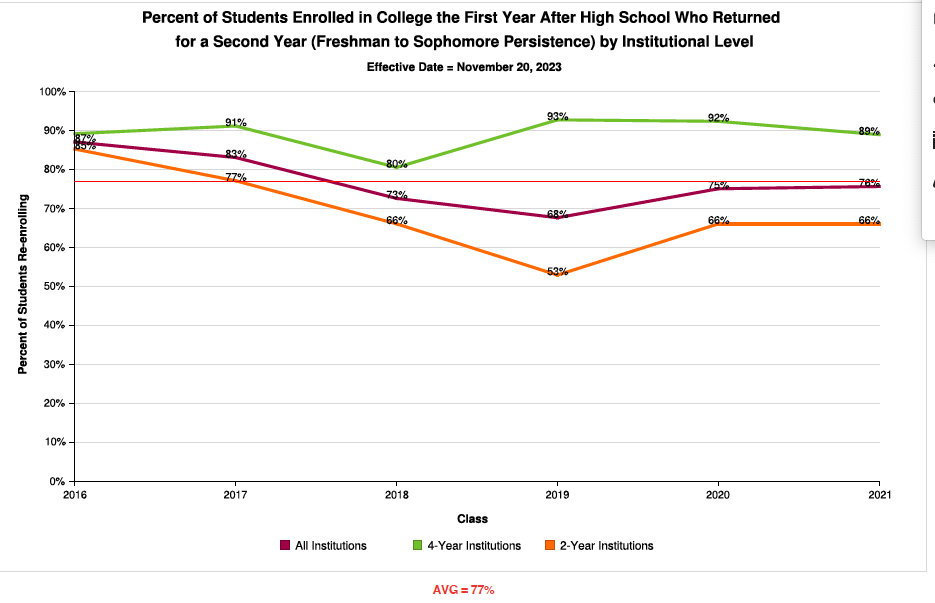
 - Peer reviews and critiques, in which two or more students meet to discuss each other's work. Peer reviews can also be factored into final grades.

Another important piece of information for HSHMC, due to our strong focus on college and career, is the persistence data showing the trajectory of our students after they leave high school. HSHMC is proud that all student groups are showing success and that the data is returning to pre-pandemic levels.  In reviewing this data please note that 2020 and 2021 data was impacted by the COVID Pandemic.

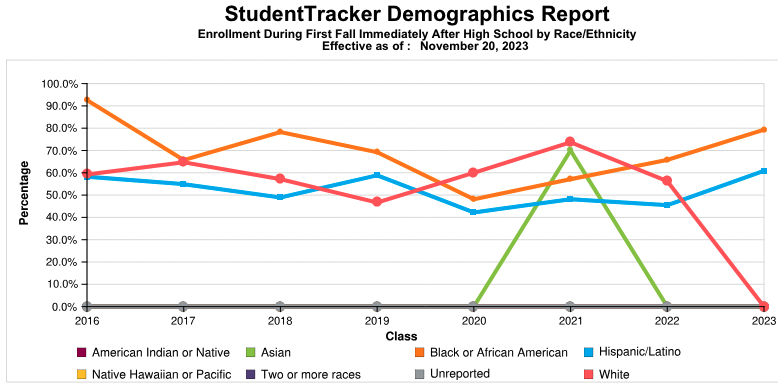
**Overall College Persistence Data**

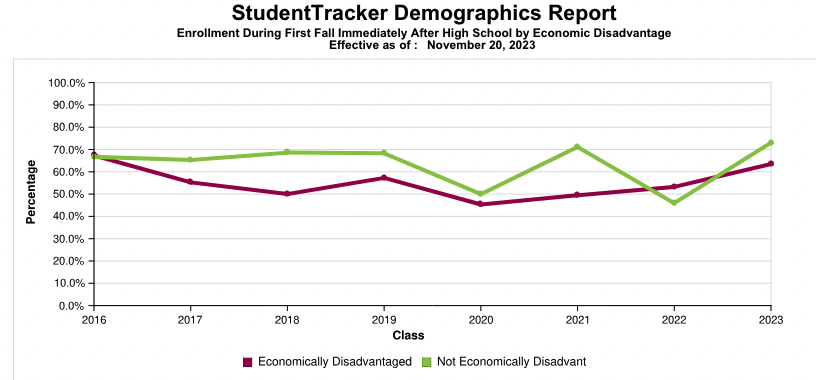
(from the National Student Clearinghouse)

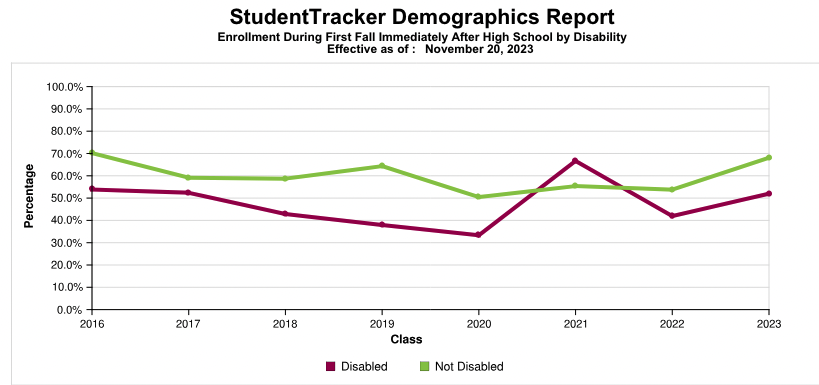




**Disaggregated College Persistence Data**

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**Career Data**

Not all students will go to college, and HSHMC also provides other avenues to career success.  Through the Health Sciences and Fire Science programs students learn and practice the skills needed to be successful in these fields.  HSHMC makes every effort to gather data about the post-graduate employment for students who complete these programs.  The data definitely shows that for some students these programs did provide a path to success.

CNA stands for Certified Nursing Assistant.  This is an entry level job that can lead to many different positions in the healthcare field.  HSHMC offers a program that trains students to be a CNA.

EMT stands for Emergency Medical Technicians. EMTs provide medical care during patient transport, and the training prepares them to go on into other roles in the field of medicine, such as nursing.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| CNA | 25 students completed | 26 students completed | 23 students completed | 19 students completed | 26 students in cohort |
| EMT | 4 students completed | 4 students completed | 6 students completed | 5 students completed |  |

**GOVERNANCE**

Founding Principle: The governance of Health Sciences will be a working model of the mission of the school, serving all of its members as a significant learning tool.  Thus, school governance will be an integral and essential component of the school’s curriculum and its purpose as a learning organization.

Non-Profit Public Benefit Corporation

HSHMC, Inc. is a duly constituted California nonprofit public benefit 501(c)3 corporation (See Attachments) and is governed in accordance with applicable California Corporations Code Sections. As provided for in its By-Laws, the Board of Directors, whose members have a legal fiduciary responsibility for the wellbeing of the school, governs the California Corporations Code, HSHMC, Inc.

General Governance Structure

      The decision making-model that will be used throughout the governance structure will primarily be collaborative in nature.  The intent will be inclusive; providing voice throughout the organization.   The Board of Directors will have the final voice in all appropriate organizational policies.  As to action by the Board of Directors, the vote will be taken in compliance with California Corporations Code, Corporate Bylaws, a Conflict of Interest Code, the Political Reform Act, and any charter school specific conflict of interests regulations adopted by the State Board of Education.

The HSHMC, Inc. Board of Directors:

The HSHMC Board will act as the governing board of Health Sciences and will be responsible for:

• Hiring and evaluating the chief executive officer and principal of the school.

• Evaluation of the business manager of the school.

• Approving and monitoring the implementation of general policies of the school. These will include effective human resource policies for career growth and compensation of the staff.

• Developing and monitoring an operational business plan that focuses on student achievement.

• Approving and monitoring the school’s annual budget.

• Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.

• Contracting with an educational management organization, if deemed appropriate.

• Regularly measuring progress of both student and staff performance.

• Involving parents and the community in the support of school programs.

• Executing all other responsibilities provided for in the California Corporations Code, The Articles of Incorporation Bylaws, and this charter necessary to ensure the proper operation of the school.

The HSHMC, Inc. Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to the appropriate individual duties with the exception of budget approval or revision, approval of the fiscal interim reports, and the adoption of Board policies.  The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.  Such delegation will be outlined in Health Science’s charter and/or Bylaws.

HSHMC, Inc. will have a Board consisting of at least five members with renewable three-year terms. Board members shall be elected to represent the community at large, the partner and business community, parents and educators. All will be selected with the skills and experience to their Board responsibilities, by a vote of the current Board. Two Board slots will be designated for parents of Health Sciences students. The Board shall meet as frequently as necessary but no less than four times a year.  HSHMC, Inc. will comply with all applicable federal, state and local laws including, but not limited to, the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Laws including but not limited to the Political Reform Act. No provisions in any HSHMC, Inc. bylaws will be interpreted or used in any way which conflicts with any applicable federal, state or local law. A record of all actions taken in open portions of each meeting will be made available to the public. Members’ initial terms will be staggered such that there will never be a year in which the Board turns over more than one third of its members. All future Board members will be selected with skills and experience to match their board responsibilities and representations. Restrictions to interested parties, including staff, consultants or their relatives to serve as voting members of the Board will be consistent with legal mandates and HSHMC Inc. bylaws. The governing board of San Diego Unified School District shall be entitled to a single non-voting representative on HSHMC’s Board.

Board members communicate directly with the CEO. The CEO, along with the leadership team, communicates Board decisions to the staff. The Board is composed of a number of professionals from industry who understand their roles in leadership. Board members were recruited based on their professional expertise in organization, youth development, management, and/or Health Sciences and careers.

Among our members currently are: 1) Chair: Frederick Johnson MD, Regional Medical Director Sharp Rees Stealy South Bay, Chair of Pediatrics Sharp Mary Birch Woman’s Center Advisory Committee, and Chair of Sharp’s Physician Leadership Committee; 2) Dan Gross, Sharp HealthCare Executive Vice President of Hospital Operations and CEO Sharp Memorial Hospital; 3) Melissa Hayden Cook, CEO Sharp Health Plan, marketing expert; 4) Fred MacFarlane, Ph.D., SDSU Professor/ Rehabilitation; 5) Janie Kramer, VP Ambulatory Services, Sharp HealthCare; 6) Scott Evans, PharmaD, MHA;  7)vacant position designated for parent representative (recruitment active), 8)  vacant position designated for parent representative( recruitment ongoing)

The HSHMC, Inc. Board will be responsible for approving policy, and budget and certain personnel decisions. This includes but is not limited to annual approval of the annual budget and bimonthly review of: cash flow reports; and, significant personnel, staff and student and District actions, complaints and disputes. The Board has the duty to review HSHMC, Inc. plans, programs, and performance reports with respect to the school’s vision and mission and to ensure that all required responsibilities under the California Nonprofit Integrity Act are properly executed. The Board is responsible to ensure the proper operation of a highly effective excellent school.

All Board meetings follow Brown Act requirements; as such, they are open to the public including all staff. Board meetings and agendas are publicly posted. It is typical for a HSHMC program/initiative to be featured at each Board meeting. Staff and students typically present these program highlights.  The Board and site administration will also ensure compliance with the Brown Act, Political reform Act, government Code Section 1090, and the California Public Records Act (EC 477604.1)

As HSHMC’s authorizer, the San Diego Unified School District conducts an annual review of all HSHMC policies, procedures and Board functions and has annually concluded that HSHMCs governance functions meet and exceed standards for operating an effective school with clear leadership and instructional vision that impacts community engagement and focuses on student performance.

HSHMC contracts with Charter School Management Corporation (CSMC). CSMC offers charter schools comprehensive back office services, including bookkeeping, HR, payroll, state and local reporting, and operational services. According to CSMC, “We handle all of the ‘numbers’ so you can focus on educating your kids. Beginning with the planning stages of developing a charter to the operating plan of an established school, CSMC can offer you the service, expertise, and efficiency needed for any stage of developing and running a successful school. CSMC assists in establishing legal entities and bylaws for your Charter organization, conducts ongoing monthly operational plan reviews and overlooks your safety and disaster plan. Allies are essential in meeting the challenges of charter school operations.” HSHMC retains the legal services of Greg Moser, Partner, at Procopio Law Firm.

HSHMC board policies and procedures are clear and are connected to the school’s mission and purpose, as school board members review and approve the vision and ESLRs as part of the LCAP on an annual basis.

Parent Involvement: HSHMC, Inc. The adoption of the LCAP process has further established opportunities to involve and inform HSHMC parents regarding the school’s performance, goals, programs and budget. Open public hearings are held to solicit and inform and drafts of the LCAP are publicly posted and LCAP surveys are publicly posted along with information sent by letter and auto dialer. There are leadership opportunities specific for parents. Board policy states two Board seats will be designated for parents of Health Sciences students. HSHMC remains committed to actively recruiting and filling vacancies for these two seats. Health Sciences also maintains a Parent Advisory Committee (PAC) that involves parents in the planning, implementation, and decision making process as well as supporting the school and its programs.  The role of this broadly representative group is to support Health Sciences, help to plan and design, discuss and assess issues that arise, find solutions and make recommendations to the administrative team and the Board of Directors as needed. The site principal will be responsible for establishing this committee. As part of their Advisory Board responsibilities, these parents will plan and hold regularly scheduled community forums to foster dialogue. Outreach activities are coordinated by PAC and the administrative teams to further organize parent support services and ensure parents have voice in the school’s operation and future. Health Sciences is committed to an advisory committee that represents the needs, concerns and interests of its entire student body. PAC, along with the administrative team, will hold quarterly family nights, in addition to ongoing college knowledge workshops (described elsewhere) to learn more about the school and promoting student achievement and opportunity. Parents complete surveys annually which provide Health Sciences valuable feedback about communication, concerns, school strengths and school needs. Parent involvement in, and evaluative feedback of, school governance, planning, special events, and programming will be solicited and supported using a variety of means such as organized parent advisory groups, focus groups, surveys, oral and written communication, parent nights and day coffees, web-site and home visits. Given the diverse composition of the school body, parent involvement will be enhanced by making sure language barriers are reduced in meetings and in written materials. Health Sciences will provide necessary interpretation services and translation services in order to support family access and involvement. In addition to bilingual staff, the school will utilize other community resources for translation, interpretation services or to become more responsive to cultural issues and concerns. These services will include, but not be limited to, English and Spanish. Annually, the LCAP specifies the nature of parent involvement in the school and in the review and development of the LCAP itself.  Since the LCAP serves as the SPSA for HSHMC (since they are a single school), the PAC also advises on the Title 1 funds in the LCAP.  The Engaging Educational Partners section of the LCAP shows that all required groups have input into the LCAP and it meets the requirements for federal funds also, in conjunction with the DELAC/ELAC for Title III funds.

See the Appendix for the Conflict of Interest Code.

**EMPLOYEE QUALIFICATIONS**

All staff members are qualified for the roles they have at HSHMC. Teachers hold the appropriate credentials and are assigned based on those credentials. The director of Human Resources reviews all employee files to ensure that teachers are qualified based on the most recent SBE approved definitions for “ineffective” and “out-of-field” teachers as included in the amended California ESSA Consolidated State Plan from November 2019. This includes ensuring appropriately credentialed teachers for English Learner students and students with an IEP.  The transition to the new definitions, the charter exceptions, and the new reporting system was challenging, but it is now complete, updated and communicated to all.

Teachers.

The HSHMC hiring process is designed to ensure that teachers and administrators are fully qualified and compliant for assigned areas based on district, state, and national requirements.  Currently, 100% of faculty members are fully credentialed teachers. Any new teachers hired will also be fully credentialed. Given the fact that the administrative team consists of faculty members at San Diego State University, we have access to a significant pool of new teachers, master teachers and those pursuing advanced degrees and specializations. Over the years we have demonstrated no problems recruiting, selecting, hiring and maintaining a highly effective and cohesive teaching staff.

In addition to ensuring compliance with state and local hiring laws and mandatory clearances such as fingerprinting and TB tests, the plan for selecting and hiring additional and future teachers will be based on an application which identifies an individual’s credential as highly qualified in their content area. Our selection process includes observations of each individual’s current teaching by a team of administrators, teachers and students, the review of a standards-based lesson plan within the context of health, an interview and formal presentation, and reference checks.

Coaching and mentoring of beginning credentialed teachers is encouraged and practiced through the school’s participation in an induction process through High Tech High.  Each teacher has a coach.  Then the teachers also have support from the PLCs and content group meetings, where experienced teachers guide them in reflection, evaluation, peer observations, and goal setting.  Veteran teachers provide additional support informally. In addition, the school employs several professors from San Diego State University’s Department of Educational Leadership and School of Teacher Education and from CSU-Fullerton to coach both experienced and novice teachers. These professors possess content area expertise and provide another layer of support.  A Health Sciences administrator, along with a veteran teacher hold new teacher meetings monthly to provide further professional development on instructional, curricular, and classroom management practices. Because the turnover rate among teachers is so low, we have been able to cultivate a growing level of expertise among the faculty.

Teacher monitoring is based on classroom observations (both formal and informal) that occur several times each year.  We have committed to providing a minimum of three teaching observations for each faculty member.  Two administrators are involved in teaching observations and two administrators evaluate every teacher annually. This process is based on a process that includes: 1. coaches and teachers set goals 2. then coaching cycles occur that involve observations, student data, co-planning, co-teaching, peer observations 3. Teachers  use all of this to improve instruction that is monitored by administrators 4. Evaluations focus on positives and areas of growth with input from coaches and students. Additionally, teachers experience growth in collective efficacy cycles each quarter where in a group they select a common challenge to build knowledge through literature research, plan using this knowledge to practice in their classes. Then they share student work and lessons and potentially their classrooms for observations to continue to improve.  The evaluation process serves to commend teacher success and to assist and support teachers with any identified deficiencies.  The administration provides support to faculty through workshops, cross-curricular staff development, peer assistance, and peer observations.  Coaching, mentoring, peer assistance and observations are extensive and a key part of the school culture, which constantly adding to the qualifications and expectations of employees.

Health Sciences’ leadership encourages staff to continue their formal professional development. As a standard practice, school leaders meet with individual staff to discuss graduate degree programs that will increase their subject area and teaching mastery. Health Sciences’ commitment to this goes beyond lip service and mentoring as evidenced by the fact that the Board and administration budgets for tuition reimbursement for faculty pursuing master degrees, credentials, and doctorates that align teachers professional growth with identified school needs.

Administrators.  The Site Administrative Team at Health Sciences includes the CEO, Deans (Faculty Affairs, Academic Affairs), Principal and Vice Principals, and Directors (Human Resources, Digital instruction and Technology. All administrators will provide leadership, vision, and strategic direction for school functions, including instruction, accountability, partnerships, facilities management, and community relations.

Job Descriptions:

The CEO will:

* Serve as the primary liaison between Health Sciences, HSHMC, Inc., school partners, and San Diego Unified School District
* Provide professional development for Site Administrative Team and partners
* Provide leadership and direction to instructional support services functions including media services, instructional material services, materials development, extended day learning opportunities, summer school and intersession, teacher training programs, internship instructional assistance, school to career, and other Health Sciences programs
* Oversee budgets, facilities management, and human resources for HSHMC, Inc. and Health Sciences
* Counsel and advise the HSHMC, Inc. Board on the development and implementation of programs and research in support of Health Sciences objectives
* Other duties as specified in HSHMC Inc. bylaws

Qualifications:

* Post-graduate educational leadership with any combination equivalent to: Doctoral degree in appropriate field and at least five years of progressively responsible experience managing school instructional and curriculum programs
* Experience as a senior level manager in planning, organizing, and executing programs affecting schools/a school district

The Deans and Directors will

* Provide leadership and direction to curriculum functions including literacy, social studies, visual and performing arts, math, science, and educational technology
* Lead professional development and the development of standards-based curriculum and assessments
* Analyze and report student assessments and progress
* Provide leadership and direction to standards, assessment, and accountability functions including program assessment, accountability and research, program support, implementation, and evaluation
* Hire appropriate staff

Qualifications:

* Valid teaching credential
* Post-graduate curriculum and instruction educational degrees and credentials any combination equivalent to: Doctoral degree in appropriate field and at least five years of progressively responsible experience leading school instructional and curriculum programs
* Experiences in planning, developing, and providing school-based professional development
* Research in curriculum, instruction, and assessment

The Principal will

* Manage all affairs of the school consistent with HSHMC, Inc. policies and procedures, including general control and supervision of certificated and classified staff hired at the school
* Implement and evaluate curriculum and programs
* Facilitate staff innovations to improve instructional practices
* Supervise and evaluate performances of all hired personnel; provide counseling and assistance as necessary; recommend appropriate actions in cases of substandard performances; identify and encourage teachers with leadership potential
* Provide leadership and direction for the development and administration of an on-going program of staff development for certificated staff
* Direct the assignment of all pupils in such a way as to maximize their learning and growth
* Oversee pupil progress and ensure direct reports to parents
* Develop school plans and organizational procedures for the health, safety, discipline, and conduct of pupils
* Plan, supervise and direct the business operation of the school, including management of all assigned budgets
* Facilitate effective use of curriculum materials, instructional supplies, equipment, building facilities, and school grounds
* Direct a program of extracurricular activities for the pupils of the school
* Carry out a program of community relations as a means of interpreting and furthering the school program through parent and/or other community organizations
* Supervise and coordinate the services of resource teachers, resource specialists, tutors, counselors and/or curriculum consultants assigned to assist teachers in the instructional program
* Perform other duties as assigned

Qualifications:

* Post graduate degree in education or related field
* Experience as a school administrator and a demonstrated record of effective administration and related instructional experience
* Minimum of a master’s degree in curriculum, instruction, counseling and/or education leadership
* Effective communication skills
* Knowledge of research-based practices and professional development

Teaching Assistants and Mentors.  Further, non-credentialed teaching assistants and mentors (to include student support staff, student teachers, future teachers, future healthcare professionals and other people with content area expertise who wish to work with young people) will find Health Sciences a place in which they will learn to assume roles and responsibilities that relate to their careers. Again, before any of these individuals interact with students, they will be interviewed by Health Sciences staff and obtain all necessary clearances for student contact (fingerprint clearance, TB clearance, completion of mandated reporting requirements training, etc.).

California State University Faculty.  The motivation of the SDSU (and other Community College, UC and CSU) faculty team to become directly involved in the design, instruction, management, and leadership of Health Sciences is two-fold. First, and foremost, the team is motivated to deliver a world-class education. Second, the team plans to use the innovations at Health Sciences as a new means of conducting educational research and providing and evaluating professional development programs and opportunities. The current SDSU team has established credentials in the operation and dissemination of practices associated with “Professional Development Schools” (PDS). Health Sciences operates as a PDS in which research influences practice and practice leads to responsive research, and as a school in which professional preparation, support, collaboration, involvement, and respect is a nonnegotiable attribute. As one example of our PDS, we support every teacher at Health Sciences to obtain a graduate degree.

The main focus of our ongoing professional development is based on the work done by the SDSU team in urban schools throughout the country. Together, they have developed a system of looking at student work and students at work. There are a number of recursive steps that can be used to align curriculum, instruction, and assessment such that student learning becomes the focus of professional development. More about this system of professional development can be found in the following section, focused on student performance and assessment. We would like to point out that our entire professional development system is built around a process for examining student work and encourage reviewers to note the system we described below.

Classified Staff -

Classified staff also meet all requirements for hiring and working with students.  The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.  Classified staff who have success working with students are encouraged to consider becoming a teacher, and supported through that transition.

Orientation for teaching assignments is provided by the leadership team and by experienced teachers who teach similar courses. Our master schedule allows for job-embedded support for teachers as they assume new responsibilities or courses.

Teachers new to the profession are supported in California’s Teacher Induction program. HSHMC provides an onsite mentor for all teachers in the induction program.

An overwhelming number of our credentialed staff (88%) hold advanced degrees, including 12 with doctoral degrees. We also have seven National Board-Certified Teachers and more staff members pursuing this certification. Sixteen of our staff members have CTE credentials as well. Additionally, several members of the faculty write regularly for professional journals and publications and provide consulting services to other schools and districts.

HSHMC also employs several academic coaches to support teachers. These coaches, some of whom teach as well, focus on lesson design and delivery. Every teacher at HSHMC has a coach to support them in reaching instructional goals.

**HEALTH AND SAFETY PROCEDURES**

HSHMC, Inc. complies with all applicable safety laws, and a copy of the annually updated Safety Plan is attached.  The School Safety Plan is reviewed and updated before March 1 every year.  All charter school staff are trained on the plan, including on any changes or updates since the previous year.

HSHMC has adopted a Youth Suicide Prevention Policy, that was board approved 11/28/2022. The Board of Directors and its entire educational community is committed to the health, safety, and welfare of its students and in so doing accepts its mandated responsibility to develop, implement, and make available a comprehensive suicide prevention policy, practices and resources. This includes resources to educate students and parents about available school and community resources to support students experiencing thoughts of suicide. Our intention is to increase help-seeking behavior in students and to ensure students are aware of HSHMC’s mental health programs and staff. It is important that all school staff are trained to respond and refer students seeking support for themselves or a peer experiencing suicidal ideation.  Suicide prevention practices and resources will be an annual topic of staff training, posted on the school’s website, a component of staff development, reflected in public service announcements throughout the school, taught in all health classes, and delineated in the student handbook.

Also, in the student handbook is a section on the Code of Conduct: Respect for Yourself and Others.  This includes the prohibition on bullying and cyber-bullying, and the consequences of such behavior.  Online training from CDE will be available for all employees who interact with students.  The entire Student Handbook is available in the Appendices.

HSHMC, Inc. requires that each employee of the school furnish the school with a criminal record summary as described in Sections 44237 and 44830.1 of the Education Code including the requirement that, as a condition of employment, each employee (even those possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. In addition, HSHMC, Inc. complies with legal requirements for screening any contractor or service provider who has student contact or access at the school. HSHMC, Inc., through Sharp HealthCare, conducts initial and on-going tuberculosis screenings of employees as well as screenings of all adults who come in contact with students, as required by law. HSHMC, Inc. provides and requires CPR training for all site staff.

In addition, all employees are provided in-service education on an annual basis related to child abuse prevention, mandated reporting of child abuse or neglect, workplace safety (including OSHA requirements), disaster preparedness, administration of medication, and drug-free workplace policy.  Administration and veteran teachers will ensure that employees are provided with this in-service education as well as professional development in school improvement, quality instruction, and culture building.

The school access rules and requirements are consistent with the law and state: No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.  (Penal Code sec. 627).

HSHMC, Inc. has health, safety, and risk management policies that were developed after consultation with its insurance carriers and risk management experts.  In addition, HSHMC, Inc. has processes for natural disaster drills and responses consistent with Education Code requirements.

HSHMC, Inc. requires health screening of pupils’ vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a traditional Public School [Ref. California Education Code §47605(b)(5)(F) and Criteria for Review; CCR-5, §11967.5.1(f)(6)]. Immunizations of students are a condition for attendance to the same extent as would apply if the student attended a non-charter public school. If the family were not able to provide the school proof of immunization at the time of registration they would be referred to County Health or their private provider.

HSHMC, Inc. is responsible for obtaining appropriate permits from the local public entity with jurisdiction of the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.  The school will maintain on file and ready for inspection a copy of facilities inspections occurring after its initial occupancy.

It is essential that all potential users of the evacuation plans are trained.  This includes staff as well as students.  The Pres/CEO or designee shall ensure (and document) that all staff receives training in all emergency procedures during the initial days of the new school year or upon their assignment to the school.  Students should be briefed on plans and their responsibilities during the first few days of school year or upon enrollment.  Parents/guardians should receive information regarding emergency plans and their responsibilities.

Exercises are an important aspect of emergency preparedness and provide staff and students the opportunity to practice their emergency procedures in a safe environment.  When developing an emergency exercise, the Pres/CEO or designee will coordinate planning with SDPD and San Diego Fire Department.  This enhances the interagency coordination that is vital in an emergency and ensures that public safety agencies are aware of the exercise.

The School Safety Plan will be reviewed to ensure that the plan includes appropriate adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act regarding disaster procedures.  Plan review would allow a school employee, a pupil’s parent, guardian, or educational rights holder, or a pupil, to bring concerns about an individual pupil’s ability to access disaster safety procedures described in the school safety plan to the school principal. The principal would determine if there is merit to the concern and if the safety plan needs to be modified.

**RACIAL AND ETHNIC BALANCE**

Consistent with the Ed Code 47601, Health Sciences is committed to providing parents and pupils expanded choices in the types of educational opportunities that are available within the public school system. HSHMC, Inc. has adopted and remains committed to inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal laws and requirements. HSHMC, Inc. policies have been and will continue to be developed in consultation with the CA Charter Schools Association, reviewed by our attorneys at Procopio, Cory, Hargreaves & Savitch LLP and approved by the HSHMC, Inc. Board. Health Sciences shall ensure that its attendance accounting records meet the standards prescribed in Education Code section 47612.5.

We have and continue to expect that the school will serve a heterogeneous cross section of San Diego’s population and include students who are both high and low achieving, as well as a proportionate number of students who are learning English as a second language and those requiring special educational services. We do want applicants to understand the school’s organization and focus on pathways and college to prepare for post-secondary education and/or careers.  To accomplish this, we hold a number of family orientation meetings throughout the winter and spring. We also provide tours of the school as requested. Health Sciences has developed, demonstrated and will continue to implement a marketing and outreach program that attracts a cross section of San Diego families and represents the diversity of San Diego. For example, in our original petition, we proposed to maintain a free and reduced lunch rate similar to San Diego Unified’s rate. We actually exceed that rate. In 2010/11 our free and reduced lunch rate was 62%. In 2015-16 that rate increased to 68%, and now our Socioeconomically Disadvantaged (SED) rate is at 79.8%.  We have maintained a student population representative of San Diego in ethnicity, race, religion, primary language, disability and socioeconomics while we have provided preferences to siblings and children of Health Sciences and Sharp HealthCare families.

Health Sciences tracks and analyzes its’ records in order to meet its’ goal of having its student body reflect the diversity District’s overall student body.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2023 Data | English Learners | SED | Students with Disabilities | African American | Asian | Filipino | Hispanic | Two of More Races | White |
| HSHMC\* | 25% | 79.8% | 19.2% | 16.8% | 2.5% | 2.5% | 70.7% | 4.2% | 2.1% |
| SDUSD | 19% | 61.5% | 13.1% | 4.7% | 9.5% | 2.2% | 56.1% | 4.3% | 20.1% |

\*Student ethnic groups with <2% are not included here

Health Sciences will actively recruit in order to meet its goal for a student body that is a representative cross section of San Diego’s student body at large. In order to work toward this goal, Health Sciences, at a minimum, continues to do the following to maintain a racial and ethnic balance of students that reflects the general population of the entire school District:

* Health Sciences staff currently contact every traditional and alternative San Diego middle school administrator /8th grade counselor/parent liaison. Middle schools elsewhere in the County will also be contacted. Attempts will be made with each contact to: 1) have Health Sciences staff present at parent meetings which could involve eighth grade families; 2) have Health Sciences participate and present at school functions designed to support matriculation activities and decisions; 3) provide to the school information to be disseminated. All information is offered in English and Spanish and will also be prepared in any other language in which that school typically provides translation; and 4) Offer remuneration or assistance related to any dissemination costs the school may incur. To date attempts have been made to contact every San Diego District middle school for these aforementioned purposes. Many schools have agreed to disseminate the written information to eighth grade families and Health Sciences have or are scheduled to present at several school open houses and specially designed work sessions. In addition, every Charter school currently serving middle school students is being used as a means of recruitment.
* Announce the Health Sciences’ interest in seeking applications in publications the District provides for such purposes and in local and neighborhood press. In addition, Sharp HealthCare sent Health Sciences information and recruitment information out to its 13,000 employees in one of its weekly Internet communiqués.

1. Expect to expend at least 20 hours of staff time annually in community and regional outreach efforts, including presence at public meetings, to recruit applicants of diverse backgrounds. Outreach will be through neighborhood organizations and associations, and through local community and religious leaders. Each session was presented in English and Spanish. To date information and recruitment meetings have been held or are being planned with ten county area churches.

* Expect to expend at least $500 annually on print and electronic media, flyers, and direct mail to recruit applicants of diverse backgrounds.

HSHMC, Inc. has a policy related to open enrollment periods. Adopted policy will include the following: Health Sciences establishes an open enrollment period of at least 90 consecutive days each year beginning in late fall. Notice of the open enrollment period, the admissions process, and the place of any lottery will be included in public literature. This includes the appropriate recruitment materials, advertisements and forums mentioned above. These periods will be adjusted if the number and diversity of applicants is insufficient in comparison to the number of openings and the current make-up of the student body. Health Sciences will maintain auditable records of the above activities and expenditures and will also maintain an accurate accounting of the ethnic and racial balance of students enrolled. The HSHMC, Inc. Board will regularly inspect these data. Recruitment materials will include information about the school mission, programs, services and admission requirements. It will be provided in multiple languages and an easy to understand format. There will be clear directions regarding how to get any additional information. HSHMC, Inc. maintains auditable records of the above activities and expenditures. The School will also maintain an accurate accounting of the ethnic and racial balance of students enrolled in the School.

Additionally, HSHMC will provide support to students who choose to attend to ensure that they feel welcomed and supported in their new environment. Teachers, counselors and other staff will provide early outreach if students do not seem to be adapting to the school, and work with them to find connections to the school and to feel supported in their academic pursuits.

**ANNUAL INDEPENDENT FINANCIAL AUDITS**

**1. REQUIRED BUDGET INFORMATION**

Attachment \_\_ provides operating budgets for the next five years of operations and assumptions that were made in order to create those operational plans. In addition, a monthly cash-flow budget for 2024-25 is included. HSHMC ended the 2022-23 school year with a positive cash balance of $xxxxxxx. The 3-year budget that is attached show ending year balances of  $xxxxxx for 2025-26, $xxxxxxx for 2026-27, $xxxxxxx for 2026-27. These cash reserves far exceed the 5% criterion.

 Budget assumptions are included in the budget formulas attached and , as stated earlier , on the enrollment projections summarized in the chart below:

 Five-Year Enrollment Projection By Grade Level

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Grades Served | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| Number of Students |  |  |  |  |  |

Please note that there are no deficit years of operation in the proposed budget. In addition, the annual cash reserve annually exceeds the minimal amount suggested. Finally, the amount of expected revenue form grants and fundraising is projected at a very conservative level. Additional details regarding assumptions and funding formulas will be provided upon request. The staff (as budgeted) will include persons holding appropriate professional degrees and credentials.

**2. FINANCIAL REPORTING (including G. AUDITS)**

HSHMC, Inc. complies with all required District financials reporting content and deadline schedules. HSHMC, Inc. utilizes District approved formats for reporting financial data, per the deliverables schedule required by the District.  HSHMC, Inc. complies with any reasonable requests for additional financial information as required by the District. HSHMC, Inc., in cooperation with Charter Schools Management Corporation (CSMC), cooperates in preparing all documentation needed to facilitate financial review and oversight. CSMC provides a comprehensive list of budget preparation, attendance monitoring, on-going accounting and payroll administrative services. HSHMC, Inc. annually arranges for an independent external audit. HSHMC, Inc. is currently under contract with the professional accounting firm of Christy White (CWCPA)  who has experience and established credentials in school and charter school auditing. Health Science’s proposed budget includes funds for the professional services of an independent auditor. The independent auditor will conduct an annual financial audit according to state adopted guidelines for independent financial audits for public charter schools.  HSHMC, Inc. will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education by December 15 of each year.

Should the audit note any exceptions or deficiencies, the HSHMC, Inc. will follow a procedure whereby the School:

·  Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;

·  Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and

·  Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

In order to support the audit process, HSHMC, Inc. maintains necessary records and business practices. HSHMC, Inc.:

·  Prepares and files with the District on or before September 15 an annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education Code, Section 42100); and

·  Prepares and files with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final un-edited report for the full prior year on or before September 15 (Education Code section 47604.33).

**SUSPENSION AND EXPULSION PROCEDURES**

HSHMC regards suspension and expulsion as a last resort. As such, our first and proactive response is to implement restorative practices that seek to restore relationships that have been violated, property that has been damaged, and to repair the school culture. Our goal is to maximize time spent learning for each student. However, in some cases restorative practices may not be sufficient or appropriate due to the nature of the violation. (guidelines for restorative practices are in the appendix.)

HSHMC, Inc. faculty and staff shall be responsible for classroom discipline that will ensure a proper learning environment for all students.  Every faculty and staff member shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, at internships locations, or while in attendance at any event attended as a member of HSHMC, Inc.  It is the CEO or designee’s responsibility to maintain good discipline in the school in accordance with Education Code, California Administrative Code, and HSHMC, Inc. regulations for measurement of citizenship and development of good discipline.

Student discipline is a critical factor in maintaining a safe environment for students and staff. Many student discipline issues are resolved through one-to-one counseling with a teacher, counselor or school administrator.

While it's important that students be held accountable for their conduct, it is equally important that students and families know of their right to appeal and understand the appeal process in order to be better prepared for it.

HSHMC follows expulsion and suspension guidelines as outlined in its charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records (IDEA 2004, California Education Code 47605). The school Principal may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSHMC Governing Board upon recommendation of the School Principal.

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance, occurring at the School or at any other school, or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Expulsions:

If the school principals (or designee) determines that consideration of expulsion is warranted, either school principal (or designee if principals, in his/her/their sole discretion determines that another neutral hearing officer should hear the matter) will hold an expulsion hearing where one of the school principals (or designee) shall serve as the hearing officer (“Hearing Officer”). The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Hearing Officer shall consider evidence and/or testimony as appropriate and shall render a decision that shall be in the best interests of the student and the HSHMC school community.

If the Hearing Officer determines that a student is to be expelled, the Hearing Officer shall inform the student’s parents/guardians of his/her determination in writing including the reasons for expulsion (“Expulsion Determination Letter”). The hearing officer’s written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the hearing officer’s determination.

ii. Right to Appeal Hearing Officer’s Determination

The parents/guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the Hearing Officer’s Expulsion

Determination Letter to submit a written request of appeal (“Written Appeal Request”) to the Chief Executive Officer (“CEO”) of HSHMC.

In response to the Written Appeal Request, the CEO shall convene a committee of at least four members including at least one board member. The committee may consist of up to two members of the HSHMC Board, principal, a vice principal, the Dean of Students, and the CEO of HSHMC or designee(s). The committee members appointed will be knowledgeable about HSHMC’s bases for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion.  The committee shall convene a hearing on the appeal within ten (10) school days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to representation and the right to present evidence. The committee will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student

and HSHMC. That decision shall be final.

The procedures by which pupils can be suspended or expelled from the HSHMC for disciplinary reasons, or otherwise involuntarily removed from the school for any reason, will comply with federal and state constitutional procedural and substantive due process requirements.

(i) For suspensions of fewer than 10 days, HSHMC will provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child’s educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child’s attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child’s tribal social worker and, if applicable, county social worker. The written notice will inform the pupil, the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, and county social worker, or the Indian child’s tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent or guardian, the homeless child’s educational rights holder, the foster child’s educational rights holder, attorney, or county social worker, or the Indian child’s tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision.

Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

No pupil will be suspended or expelled for having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

**RETIREMENT PROGRAMS OFFERED TO EMPLOYEES**

Subject to the collective bargaining rights of its employees, all Health Sciences teachers shall participate in the State Teacher Retirement System (STRS).  Other employees shall participate in Social Security, unless an equivalent retirement program such as PERS is approved by the governing board and can be made available.  In addition, Health Sciences may consider the establishment of a 403b or other retirement or deferred compensation program. Charter School’s Management Corporation will, by contract, manage ongoing payroll system administration. This includes:

1. Management and entry of all payroll into the ADP payroll system. All payroll transactions will be recorded into the ACCPAC GL system. All filings of quarterly state and federal tax filings will be processed by consultant on a timely basis as required by law.

2. The oversight and management of New Hire processing into the payroll system and onto employee benefits, including direct deposits and 403B programs.  CSMC will assist in the administration of the benefits program as it applies to existing employees, new hires, changes, terminations, COBRA.

3. Ongoing reporting of STRS to the School District and the San Diego County Office of Education.

The District agrees to include the Health Sciences monthly STRS reports with the District’s reports for submission. The Health Sciences will provide the data in the required format with all required information. Further, the Health Sciences will bear responsibility for monitoring and reporting membership information. The District will bear no responsibility for any reporting errors or omissions. The Health Sciences agrees to defend and indemnify the District from any charter employees’ claims related to STRS reporting errors or omissions. The Health Sciences may establish retirement plans for employees that may include, but shall not be limited to, establishment of a section 403(b) or 401(k) plan.

Health Sciences teachers and staff will be eligible for a comprehensive and flexible benefits package. Health Sciences strives to build an environment where employees are passionate about making a difference and Health Sciences takes seriously the need to ensure the health and financial security of its employees and their family (including domestic partners) is through compensation and benefits. Health Sciences will offer a salary and benefits program that is both comprehensive and competitive.

**DISPUTE RESOLUTION**

HSHMC, Inc. will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. *This is true of both internal complaints or disputes, as well as* in the event of a dispute between the School and the San Diego Unified School District.  When the district has a dispute regarding the terms of this charter or other issues regarding the School’s and the District’s relationship, both parties agree to apprise the other, in writing, of the specific disputed issue(s) and that writing shall include relevant facts.  In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this procedure shall not be used.

In all other disputes, the dispute shall be specifically noted in the written dispute statement the District provides the School.  Within 30 business days, or longer if both parties agree, of sending written correspondence, a School representative and a District representative shall meet and confer in an attempt to resolve the dispute.  If this joint meeting fails to resolve the dispute, a School representative and a District representative shall meet again within 10 business days, or longer if both parties agree, to identify a neutral, third-party participant to assist in dispute resolution.  The format of the third-party aspect of the dispute resolution process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise.  The finding or recommendation of any arbiter shall be non-binding, unless the governing boards of the School and District jointly agree to bind themselves.  Unless jointly agreed, the process involving the assistance of a third-party participant shall conclude within 30 business days of identifying the mutually agreed to third-party.  The School and the District shall share all mediation and/or arbitration costs and all other costs associated with dispute resolution equally.

In the event that the District receives complaints and/or critical information from Health Science staff, parents, teachers, partners or neighbors that in within the purview of HSHMC, Inc. to respond to, the District shall refer such information back to Health Sciences for consideration. *If applicable the dispute could be subject to the processes of the Uniform Complaint Procedures, which are communicated with the school community annually.* In the event that the above process does not result in an agreement over the dispute, both parties agree to continue negotiations in good faith toward a resolution of the dispute.  If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the School’s pupils.  In such event, the District reserves the right to take any action it deems appropriate and the School reserves the right to seek legal redress for any such actions under the law.  In addition, the dispute is not required to be referred to mediation in those cases where the District determines the violation constitutes a severe and imminent threat to the health and safety of the School’s pupils.

**ADMISSION REQUIREMENTS**

Health Sciences wants to attract a diverse population of students who are interested in earning a diploma that counts and in graduating prepared to move on to college or career challenges.  To do this we reach out to the community in a variety of ways.  Meetings are advertised to attract students and families to come see the campus and learn how the HSHMC way can help students be the best they can be.  Social media shares all the great events that students are involved in. Community outreach via student volunteerism, and hosting community events helps to connect HSHMC to the local community.  All promotional materials clearly state that HSHMC will serve all students. If people are interested in applying, the school website makes the application process easy to complete. Families also have the option on the website to click a button to show interest even if they are not ready to apply. This then causes the parent liaison to contact the interested party.

HSHMC, Inc. endeavors to accommodate all students who apply for admission. For applicants to qualify for admission:

* + The student and a parent (or guardian) together are encouraged to attend one complete Health Sciences orientation session. These sessions will be held at convenient times. They will detail what Health Sciences recommends for student success as well as what the student and family should expect of Health Sciences.
  + A parent or guardian must complete and return a simple, non-discriminatory application by a published deadline ending the open enrollment period.
  + The student and a parent or guardian must sign a statement that they are familiar with and agree to abide by all policies and procedures set forth in the School’s student handbook.
  + No child shall be denied admission to the school if a parent chooses not to participate in parent work at the school.
  + Tuition will not be charged.
  + HSHMC is nonsectarian in its programs, admission policies, employment practices and all other operations.
* Students will be considered for admission without regard to the religion, race or ethnicity, nationality, gender, gender identity, gender expression or sexual orientation, disability and/or prior student performance.  HSHMC will not discriminate based on any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.
  + Health Sciences will comply with all laws establishing minimum and maximum age for public school attendance.
  + Admission to the school shall be open to any resident of San Diego County or an adjacent county.
  + Prospective students and their parents will be briefed and given a handbook regarding the school’s instructional and operational philosophy, informed of all student-related policies, parent participation, expectations involving attendance, homework and school visits.

Applications for enrollment are accepted for a 90-day period in late fall and early winter each year. Applications received outside that period can be considered only if there is no grade level waiting list created by a lottery for those who applied during the open enrollment period. In the event that the number of applications from potential students exceeds the number of spaces available within a grade within the school, Health Sciences conducts a random public lottery. Priority in the lottery is provided to current students, siblings of current students, students residing in the HSHMC’s school catchment area (currently Central Elementary), in SDUSD district, Health Sciences/Sharp children and children of founding members of the Charter and all other students permitted by law. The lottery will be designed to establish a diverse student population, adhere to state and federal laws and PCSGP policy, use the following rules and procedures, and is communicated to all interested parties at least 30 days prior to holding the lottery:

* + The school enlists the services of an outside agency to monitor and verify the fair execution of all activities related to holding the lottery.
  + The lottery takes place within 30 days of closing the open enrollment period, which will be at least 90 days long.
  + The lottery takes place on the school campus in a facility large enough to allow all interested parts to observe the drawing or at another public venue near the school large enough to accommodate all interested parties.
  + The lottery takes place on a weekday evening, or when most of interested parties that wish to attend may do so.
  + The lottery will be a visible event. A simple computer based randomizer will be used to select names.
  + All interested parties know prior to the lottery how many openings are available in the school and in the different grades served by the school.
  + As space becomes available during a school year, the School mails a letter to the applicant with the highest rank on the applicable waiting list, return receipt required. The letter gives the applicant five full business days from receipt of the letter to notify the School Director or clerk, verbally or in writing, of the applicant's intentions. The School also attempts at least twice to contact by phone those applicants with phones. In the absence of an affirmative or timely response, the School eliminates the applicant from the pool and proceeds to the next eligible applicant.
  + All waiting lists extinguish annually at the end of the School's formal academic year, or as otherwise determined by the HSHMC, Inc. Board of Directors.
  + The School will maintain auditable records of the above activities.

The HSHMC, Inc. certifies that, to the best of its knowledge, all its admissions procedures, policies and criteria comply with non-discrimination statutes and applicable law. HSHMC, Inc. shall defend, indemnify and hold harmless the District from any and all challenges alleging that the School’s admission procedures do not comport with applicable laws.

**PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

Health Sciences is a public school of choice. No student is required to attend. Upon contact, prospective parents will be given information regarding all district programs and schools in the neighborhood. Students choosing not to attend Health Sciences may attend other public schools within their home school district. Transportation is the parental responsibility for families who choose to attend Health Sciences. Each parent or guardian will be informed that application and enrollment at Health Sciences is independent of, and gives their student no right to admission in any other particular school, except to the extent the right is extended by the local educational agency.

**EMPLOYEE RETURN RIGHTS**

HSHMC, Inc. may employ staff, on-loan or permanently, from other entities including other districts and the San Diego County Office of Education. Any rights of return will be those prescribed under the applicable contract or collective bargaining agreement of the agency from which the employee is on-loan, or as prescribed in an individual’s employment agreement. [Ref. California Education Code §47605(b)(5)(M) and Criteria for Review; CCR-5, §11967.5.1(f)(13)]

**CLOSURE PROCEDURES**

Should HSHMC, Inc. cease operation, all assets secured from the appropriation of public funds, including private funds granted or donated to the charter school, and all assets originally transferred to the charter school by the District, shall be returned to the District. The CEO of HSHMC will be responsible for conducting or overseeing the closure related activities such as final financial reports, expenditure reports for entitlement grants, and the filing of any required expenditure and performance reports ((5 CCR) .  *The assets of the charter school shall be first prioritized towards paying any debts of the charter school including any overpayment or over apportionment of state funding, and any and all fees or sums due to the District.* All other assets will be distributed in accordance with laws and regulations in force that govern the dissolution of non-profit public benefit corporations.  The charter will comply with all portions of EC47605(b)(5)(P), including the requirement that there shall be "a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records".

Further, the school will notify parents, students, the California Department of Education, districts affected by the closure, and the San Diego County Office of Education. *A copy of student records will be given to parents or guardians and the original student records will be given to the District.* District property that is transferred to the charter school together with the facilities remains District property, is not an asset of the charter school, and must be returned to the District when the school closes. In the event of a school closure, HSHMC, Inc. commits to transfer of student records within thirty days and the completion of the audit within six months after the end of operations.  Personnel records will be maintained and transferred in accordance with the applicable law at the time of closure.

**OTHER ASSURANCES**

**1. INSURANCE**

HSHMC, Inc. will purchase General Liability and Auto Liability insurance in the amount of at least $2,000,000 per occurrence, $5,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits, and may satisfy these requirements through participation in the California Charter Schools Joint Powers Authority insurance program or other similar organization. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School. HSHMC, Inc. is operated by as non-profit public benefit corporation. As such, San Diego Unified School District shall not be liable for the debts or obligations of the HSHMC, Inc.

**2.  ADMINISTRATIVE SERVICES**

As previously mentioned, HSHMC, Inc. is in a contractual agreement with Charter Schools Management Corporation (CSMC) to coordinate and otherwise support the business operations of HSHMC, Inc. and Health Sciences school.

With the anticipated assistance of CSMC, HSHMC, Inc. elects to receive funding directly from the State of California through the County Treasurer in accordance with applicable law and the State’s block grant program for charter schools. HSHMC, Inc. Board will act as its own fiscal agent. While HSHMC, Inc. does not expect the District to advance to the School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the School’s request. HSHMC, Inc. is responsible for recovering from the state all eligible mandated costs applicable to the School. If needed, HSHMC, Inc. will seek an MOU with the District to establish any terms appropriate for reimbursement pro rata share of mandated associated with the School’s enrollment or using any other basis that incorporates HSHMC, Inc. to the extent that recovery exceeds the actual cost attributable to the School. If needed, HSHMC, Inc. will seek an MOU with the District relative to the School's full share of in lieu property taxes to which the School may be entitled.

HSHMC, Inc.’s fiscal and personnel management policies, procedures and recordkeeping practices are consistent with the requirements of public schools. Health Sciences’ CEO is responsible for working with stakeholders to prepare an annual budget for the HSHMC, Inc. Board to consider and approve. HSHMC, Inc. administrators directly coordinate with CSMC staff to manage and record all expenses, income and commitments daily and continually reconcile these actions with the budget.

HSHMC, Inc. is responsible for establishing policy and procedures for coordinating school and board authority and communication. It is anticipated that Health Sciences operations will include regular meetings between the CEO and the administrative and CSMC staff in order to routinely complete a variance analysis of the budget. Procedures will be adopted such that deviations/variances from the proposed budget will be reviewed with the site leadership team in order to make necessary adjustments and, as necessary, report changes and/or recommendations to the Board. It is anticipated that the CEO will work closely with the Board Chair to address any issues or recommendations that require Board notification or action. In addition, Health Sciences administrative team maintains a monthly cash flow spreadsheet with actual expenditures, encumbrances and variances. Financial reports are presented at each quarterly Board meeting including a budget summary for the quarter and revised annual view. As specified previously, HSHMC, Inc. will arrange for cooperation between its financial office, its contracted service providers and the independent auditors to maintain adequate records and practices and to annually prepare an audit of HSHMC, Inc. and submit that report to San Diego City Schools, San Diego County Office of Education, the State Controller’s Office and CDE.

**3.   TRANSPORTATION**

Transportation is the parental responsibility for families who choose to attend Health Sciences, unless the School at its sole discretion provides such transportation. While HSHMC, Inc. does not expect the District to provide any transportation services for Health Sciences, nothing in this charter prohibits the District from providing those services.

**4.  SCHOOL MANAGEMENT CONTRACTS**

This petition serves as a binding contract between HSHMC, Inc. and the San Diego Unified School District.

HSHMC, Inc. contracts with Charter Schools Management Corporation to organize and train Health Sciences staff on back office policies, systems and procedures as well as provide back office services for HSHMC, Inc. CSMC has been the business services provider for other SDUSD charter schools for several years, and currently provides back office services for over 50 charter schools throughout California.  CSMC has committed to providing dedicated, local San Diego support for the charter.  A CSMC project manager, with former experience as a charter schools business manager in San Diego County at both the District and school level, will provide local support.  CSMC assists the school with all accounting, fiscal, attendance, audit related, and compliance issues including but not limited to payroll, purchasing, grants, categorical funding, contributions, inventory, employee contributions, and mandated fiscal reports.

The School effectively works with SDUSD staff to annually identify and purchase optional services from the District. HSHMC, Inc. agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records, from its chartering authority, the San Diego County Office of Education, or from the Superintendent of Public Instruction and shall consult with the chartering authority, the county office of education, or the Superintendent of Public Instruction regarding any inquiries. (Ed Code section 47604.3)

The School provides the District reports as required by current law:

·  CBEDS

·  ADA reports J18/19

·  Budget J210 - preliminary and final

·  A school accountability report card using a state approved format

·  Copies of the annual, independent financial audit

·  Student attendance records collected using PowerSchool based on the District’s use of that, or another District utilized system.

And, as an accommodation to the District, the School shall further supply the District:

·  Reconciliation of the annual audit with the J210

·  Copies of all state mandated test results:

·  Smarter Balanced Assessments

·  CELDT

Finally, on or before September 15, the School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District.  Changes in these reporting requirements may be incorporated by reference into this charter when mutually updated by the District and the School.

The charter school shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless law prohibits disclosure to the District of any such records.  The charter school shall promptly comply with all such reasonable written requests.     ***Charter Term.*** The petitioners request the San Diego Unified School District Board of Trustees approve the term of this charter that shall begin for a five-year period on July 1, 2025 and end June 30, 2030. ***Charter Revisions.*** The District’s Board of Trustees must approve material revisions to the charter. The District will make its determination and, if required, the District Board of Trustees will consider the revision for approval within 60 days of submission by the School or within a time mutually agreed to. HSHMC proposes herein that securing and moving the school to a new facility under Proposition Z will not constitute a material revision requiring approval since purchasing a facility Proposition Z secured site would already be business initiated by and approved by the SDUSD Board of Education. ***Severability.*** The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and HSHMC, Inc. The San Diego Unified School District and HSHMC, Inc. agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

**5. FACILITIES**

Every student will learn in a variety of educational milieu including: 1) a supportive and intimate high school campus; 2) community college classes and campuses; 3 organized field studies in purposefully chosen locations and 4) the fast-paced and exciting hospitals and business offices supporting internships based on skills, interests and our programmatic. Health Sciences is currently located in a facility at 3910 University Ave. As stated earlier in this petition, satisfying the school’s long-term facility needs remains a major priority. The petitioners are grateful that significant Proposition Z funds have been allocated by the SDUSD Board of Education to help meet HSHMC’s continued facility challenges and search and HSHMC very much appreciates the level of support and cooperation it is receiving from SDUSD staff to secure and prepare a suitable long term campus solution for HSHMC.

**6. IMPACT ON THE CHARTER AUTHORIZER**

HSHMC, Inc. shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees or agents.  In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

Health Sciences provides youth and their families in San Diego an additional choice in public education.  Health Sciences is designed to offer a diverse group of students an individualized, engaging and effective education. Health Sciences prides itself on attention to rigor, relevance and relationships. Further, Health Sciences is proud of its programmatic relationships with San Diego profit and nonprofit businesses.

In our 2012 renewal Health Sciences proposed to become a well established professional development school in which opportunities for educators, healthcare workers, and families are realized and today we host student teachers from a number of area universities and provide ongoing professional development for teachers and administrators from all over the country.  This has included Health Sciences receiving a 2014-2016 federal public charter school dissemination grant to disseminate proven and promising practices. As cited earlier in this petition renewal, HSHMC entered a partnership with SDUSD to use this PCSPG grant to support the District’s own goals to advance common core, restorative practice and school culture initiatives. The level of collaboration between the district staff and schools and HSHMC received notice and acclamation throughout the District and recognized in a presentation to the SDUSD Board of Education in 2015. The persons and organizations involved in the ongoing design of Health Sciences brings a diversified set of educational, managerial, financial, and legal skills and experience to bear. Our combined expertise and commitment of resources has resulted in operationalizing the exciting and unique design and operational plan we recommitted to five years ago. As such, the founders proposed that we were prepared to sustain and expand an excellent school and we believe we have done so. This renewal process has once again provided us a formal opportunity to regroup, revisit, and affirm our mission and vision, reflect on the experience of near 10 years of operation and create a vision and plan for the next five years of our work together.

We are proud to conclude that HSHMC has developed a positive record with SDUSD to be an open and accessible school, with an exciting mission that is executed by with a competent staff and leadership team. We believe our School goals, our commitment to a culture of action research and a comprehensive and informative accountability system creates the infrastructure to support our continuous improvement. Health Sciences’ intention is to become a beacon for other schools. Our curriculum design, our school-wide approach to literacy and professional development, our middle college partnerships, our action research culture, our College knowledge initiatives and our coordination of internships with seminar classes should all have transferable elements.

All public high schools (traditional and alternative) can profit from extended partnerships with local business associations and corporations intent on creating career pipelines based on market trends and needs. We are prepared to continue and enhance our work and collaboration with San Diego Schools such that our collective efforts will positively impact more San Diego youth. We believe we can stimulate more of those partnerships with our success. We see our efforts as constructive to others truly interested in improving public schools. We are after all, educators!

**Appendices**

Projected Enrollment Table

2024-25 LCAP

Articles of Incorporation

Documentation of Bylaws

Conflict of Interest Code

UCP Policy and Form

Complaint Form

Board Roster

Letters of Support

Dashboard and iReady Data

Lexile Data for Achieve

Enrollment and Persistence

Conflict of Interest Policy

Safety Plan

Suicide Prevention Policy

Budgets