LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Health Sciences High and Middle College
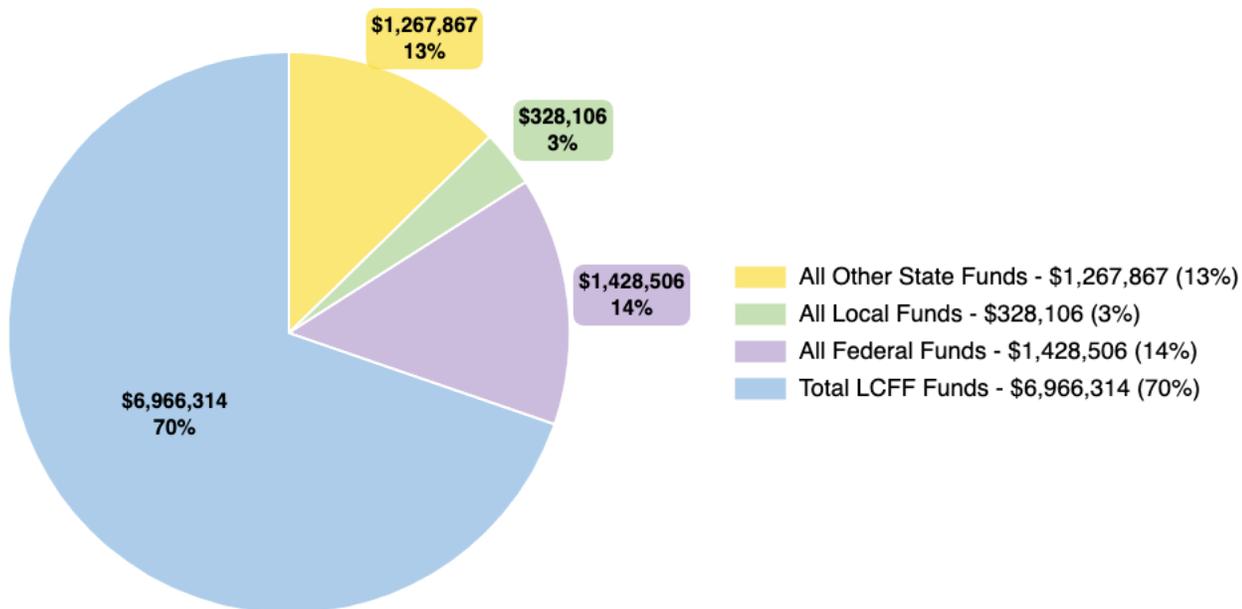CDS Code: 37683380114462
School Year: 2021-22
LEA Contact Information: Sheri Johnson |
sjohnson@hshmc.org | 619-528-9070

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source

Pie chart — Projected Revenue by Fund Source:
- All Other State Funds - $1,267,867 (13%)
- All Local Funds - $328,106 (3%)
- All Federal Funds - $1,428,506 (14%)
- Total LCFF Funds - $6,966,314 (70%)

Source	Funds	Percentage
All Other State Funds	$1,267,867	13%
All Local Funds	$328,106	3%
All Federal Funds	$1,428,506	14%
Total LCFF Funds	$6,966,314	70%

Breakdown of Total LCFF Funds
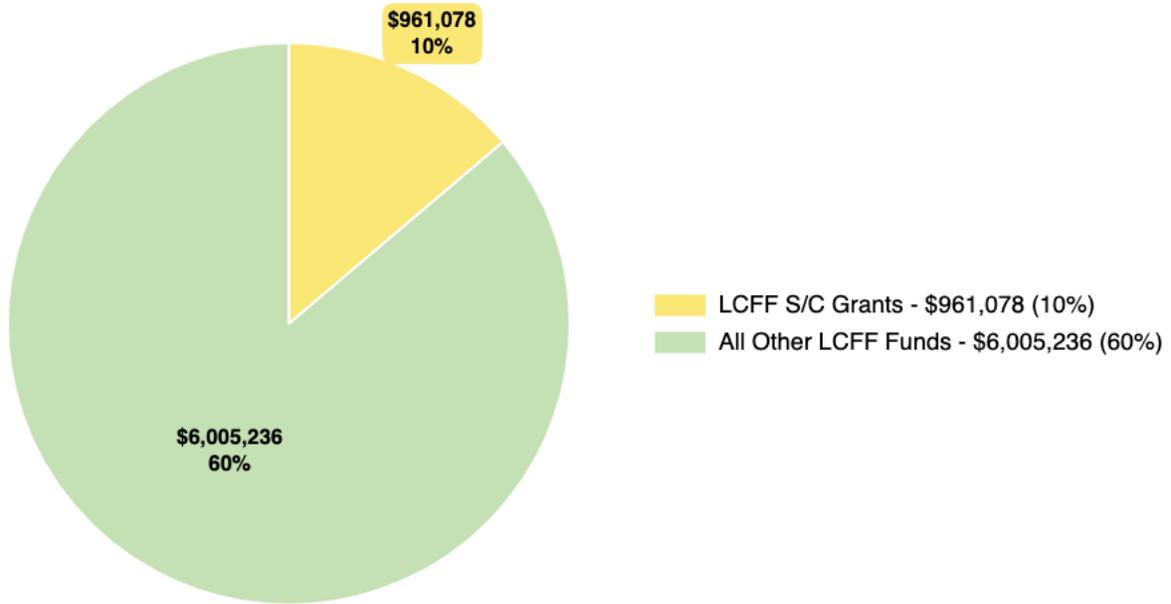
Source	Funds	Percentage
LCFF S/C Grants	$961,078	10%
All Other LCFF Funds	$6,005,236	60%

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

The total revenue projected for Health Sciences High and Middle College is
$9,990,793, of which
$6,966,314 is Local Control Funding Formula
(LCFF), $1,267,867 is other state funds,
$328,106 is local funds, and
$1,428,506 is federal funds. Of the
$6,966,314 in LCFF
Funds, $961,078 is generated based on the
enrollment of high needs students (foster youth, English learner,
and low-income students).

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

Budgeted Expenditures in the LCAP

$9,825,984	$4,165,128
Total Budgeted General Fund Expenditures	Total Budgeted Expenditures in LCA

This chart provides a quick summary of how much Health Sciences High and Middle College plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Health Sciences High and Middle College plans to spend
$9,825,984 for the 2021-22
school year. Of that amount, $4,165,128 is tied
to
actions/services in the LCAP and $5,660,856
is not included in the LCAP.
The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not include Federal Funds, Local Funds or State Funds other than LCFF. Operational costs of operating the school and maintaining the physical plant are not included. Also not included are the salaries of those who provide fiscal, human resources and other personnel who do not directly impact the educational program.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Health Sciences High and Middle College is projecting it will receive
$961,078 based on the enrollment of foster youth,
English learner, and low-income students. Health Sciences High and Middle College must describe how it intends to increase
or improve
services for high needs students in the LCAP. Health Sciences High and Middle College plans to spend
$1,017,250
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$728,500
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,041,138

$0 $500,000 $1,000,000 $1,500,000

This chart compares what Health Sciences High and Middle College budgeted last year in the Learning Continuity Plan for actions and
services that contribute to increasing or improving services for high needs students with what Health Sciences High and Middle College
estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Health Sciences High and Middle College's Learning Continuity Plan budgeted
$728,500 for planned actions to
increase or
improve services for high needs students. Health Sciences High and Middle College actually spent
$2,041,138 for actions to
increase or
improve services for high needs students in 2020-21.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Sheri Johnson Principal	sjohnson@hshmc.org 619-528-9070

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions
and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Maintain a fully credentialed instructional staff who implement content and performance standards using standards-aligned textbooks and instructional materials in a clean, safe, functional facility

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
1.a. All teachers will hold appropriate teaching credentials and implement state board adopted standards for all students, including English learners, as measured by credential reviews and classroom observations of instruction.	100% of the teachers are appropriately credentialed, including teachers of English Learners.
1.b. All teachers who hold a preliminary credential will enroll and complete the BTSA requirements within their first 5 years of teaching.	Outcome met
1.c. At least 75% of HSHMC teaching staff will hold advanced degrees or be enrolled in a course of study leading to an advanced degree.	66% of staff hold advanced degrees and 11% of staff are enrolled in a course of study leading to an advanced degree for a total of 77%.
1.d. Teachers will engage in at least 20 hours of professional learning focused on research based instructional practices.	100% of the teachers engaged in at least 20 hours of Professional Learning
1.e. At least 75% of teaching staff will hold Leading Edge Certification.	35 have completed LEC 3 are currently enrolled but have not finished 20 need LEC 17 are non-instructional so they don't need LEC
1.f. The building meets required operating standards as measured by the district site reviews.	Meets operating standards as measured by district site reviews
1.g. Provide 100% of the students with access to books and materials that are related to the appropriate content standards.	100% of the students have access to appropriate instructional materials
1.h. All credentialed teachers to receive coaching and support throughout the school year.	100% of credentialed teachers received coaching and support throughout the school year

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1. Provide credentialed teachers in all content areas	$15,000	$16,809.78
1.2. Provide instructional coaching and support to all teachers.	0	0
1.3. Staff is supported to continue to acquire advanced certifications, degrees, and credentials.	0	0
1.4. Provide ongoing professional development focused on research-based practices.	$60,000	$62,735.31

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5. Provide all staff access to the Leading Edge Certification training LMS will be used to support the instruction and learning within the classroom.	$40,000	$40,0006.66
1.6. Budget provides adequate lease and operational costs, including adequate repair and maintain cost.	$25,000	$25,280.00
1.7. Purchase software and technology to enable teachers Provide instructional materials for students that are aligned with grade-level standards	0	0
1.8. Provide curriculum related materials	$38,836	$39,270.00
1.9. Professional development to support instruction for English Learners Ongoing professional development and academic coaching.	$15,000	$16,809.78
1.10. All teachers will complete BTSA requirements prior to the 5 year expiration timeline.	0	0
1.11. Contract with Math Transformations to provide ongoing coaching and curricular support to the math team	0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actual expenditures did not differ significantly from budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As of March 2020, HSHMC was on track on for a successful implementation of all the actions and services in Goal 1 of the LCAP. Students were taught by appropriately credentialed and assigned teachers, all students had standards aligned materials and the facilities were safe, clean and functional. Staff engaged in Professional Learning, worked in PLCs, and with teacher leaders, to continually enhance the level of instruction and differentiation needed to meet the needs of their students, in both the in-person and distance learning environment.
Initially, the increase in numbers of staff made it difficult to reach the rate of trained teachers the charter wanted. With the beginning of Distance Learning the LEC training became even more critical. The training went through some curriculum and delivery changes, which should result in more flexibility for some staff given the new work-at home conditions.
Outcome data on credentialing, Professional Development, and Instructional Materials reflects that the

actions and services led to meeting the majority of the outcomes and the attainment of Goal 1. The strong foundational program in place at HSHMC allows the staff and community to focus on meeting the needs of each student through enrichment and intervention activities.

HSHMC will continue to refine and focus on professional learning that supports the students most in need of additional help. Moving forward in the new environment of education may include revisiting all areas of the LCAP in the coming year to stay responsive to student needs.

Goal 2

Accelerate student achievement through high quality instruction, systematic attendance monitoring, enrollment in a broad course of study, and participation in expanded academic and non-academic (cont.) opportunities that includes college and career development experiences and aspirations

State and/or Local Priorities addressed by this goal:

State Priorities:
4 5
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
2.a. Increase ELA Proficiency (meets and exceeds standards) by 3% over baseline from 2018-19 school year.	Percent of students who met or exceeded standard in ELA increased to 57.03% in 2018-19, as compared to 54.67% in 2017-18.
2.b. Increase Math Proficiency (meets and exceeds standards) by 3% over baseline from 2018-19 school year.	Percent of students who met or exceeded standard in math declined to 17.19% in 2018-19, as compared to 19.33% in 2017-18.
2.c. Increase 2%of students who are English Learners to advance one level based on 2018-19 data.	Percent of students advancing one level increased to 92% in 2018
2.d. Increase percentage of students who are reclassified by 2% over baseline based on 2018-19 school year.	Reclassification rate declined from 14% in 2017-18, to 10% in 2018-19

Expected	Actual
2.e. Maintain a minimum of 94% attendance.	Attendance rate stayed above 94%, at 97.6% for 2018-19
2.f. Reduce the percentage of students who are chronically absent by 3% from 2018-19 school year.	HSHMC was on track to meet this goal prior to the school closures related to COVID-19.
2.g. Maintain a graduation rate of at least 95%.	Graduation rate was 98.7% in 2018-19.
2.h. Maintain the percentage of students who complete high school with A-G requirements of study to at least 70%.	A-G completion rate was 84.6%
2.i. Increase the percentage of students who meet the CCI indicator by completing a minimum of 300 hours within their identified Career Pathway (including capstone activity) and/or the percentage of students who graduate with a minimum of 2 semesters of successfully completed college coursework to exceed 76%.	CCI showed 88.5% of students were "Prepared" at the end of 2018-19.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1. Purchase software and hardware to differentiate learning and support learning and student achievement in all core courses.	$20,000	$20,000
2.2 Provide annual graduation coaching for each student, this includes a review of student progress toward A-G completion and advice for students at risk of not completing the program of study	$60,000	$62,700
2.3. Provide supplemental instruction and intervention for English Learners.	$70,000	$72,610.18
2.4. Allocate staff time to attendance efforts including home visits and counseling sessions for students who do not meet attendance standards.	$50,000	$52,193.34
2.5. Provide targeted support and intervention for students who are credit deficient through Independent Study Program (ISP)	$75,000	$75,709.69
2.6. Provide instructional support for college courses.	0	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.7. Provide certification level courses that meet Career Pathway Capstone requirements, CTE instructors to teach pathway coursework, technology support to track and schedule student pathway coursework.	$45,000	$45,028.16
2.8. Provide curriculum, uniforms, and materials for all CTE related courses and internships	$45,000	$47,309.86
2.9. Provide opportunities for students to travel and engage in different off-site experiences Provide travel and registration cost for various opportunities for students to participate in experiences.	0	0
2.10. Summer school intervention courses; Intervention courses provided to students	$60,000	$61,015.77
2.11. RTI Teacher	$62,000	$65,670.72
2.12. Academic Recovery Program, hire staff to oversee academic recovery and re-teaching efforts for students who are not achieving at grade level. Develop space (SWAG lab) to implement interventions.	$40,000	$43,628.04
2.13. Provide Saturday school and intervention-based tutorials throughout the week.	$25,000	$25,832.70

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds were spent as projected, with no significant differences.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For 2018-19 a 98.7% graduation rate, a 97.6% attendance rate, 84.6% a-g completion rate and 88.5% "Prepared" rate on the College and Career Indicator on the California Schools Dashboard all indicate that the actions and services in the LCAP have been successful in meeting Goal 2 and its outcomes. Students are attending school, achieving academically and graduating from HSHMC prepared for success in their next endeavors.

HSHMC has continued to be successful in meeting the goal of preparing students to be ready for success in their College/Career aspirations. Effective instruction, targeted interventions and strong college and

career connections provides students the foundation they need for their post-secondary experiences. A culture of data-based improvements has created a variety of supports, enrichments and interventions that promote student attendance, a positive school climate and academic success, based on the actions and services described in the LCAP, in both the in-person and virtual environment. During distance learning there were some changes in how the actions and services were maintained, but overall the staff did an excellent job shifting and adjusting in order to continue to provide the programs and support students needed.

There is a need to continue to improve academic outcomes as measured by the CAASPP test. Recent changes to course curriculum and organization will need more time to determine their effectiveness. Changes to the LCAP to provide additional support in this area will need to now be informed by the new structure and strategies adopted to meet the requirements for schools under COVID-19 conditions. These discussions will be on-going and will include all stakeholders as the HSHMC community adjusts and adapts to continue their success under future conditions.

Goal 3

Maintain a welcoming, inclusive climate and culture that values student voice and family engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
3.a. Increase membership on parent leadership team to at least 40 ensure parent input in decision-making.	HSHMC has approximately 55 families on our parent leadership team for the 2019-20 school year.

Expected	Actual
3.b. Parent/family attendance to HSHMC activities reflecting 40% of overall annual attendance	One of our largest activities of the year are our pathway symposiums which were cancelled due to COVID-19. Nonetheless, given the other events up to date prior to the closing of school, approximately 40% of our families attended at least one activity this year, including the welcome back family dinner along with a variety of parent academies and activities.
3.c. Increase student perception of being valued to at least 5% above baseline established at the beginning of the 2019-20 school year as measured by a survey.	47% of the students feel they are a valued member of the school community at the beginning of the year, and 48.44% felt valued at the end of the year, as measured by the My Voice survey. This is an increase, but does not meet the 5% improvement goal.
3.d. Increase the percentage of students who are involved in at least one extra-curricular activity to at least 70% as measured by rosters of student participation.	At the time of closure, 85% of students had participated in at least one-extra curricular activity.
3.e. Increase student perception of feeling welcomed at HSHMC to at least 5% above baseline established at the beginning of the 2019-20 school year as measured by a survey.	81% of students feel welcome at school in 2019-20, as compared to 84.1% in 2018-19, as measured by MyVoice survey.
3.f. Maintain or reduce suspension and expulsion rate from the previous school year	Suspensions dropped to 6 students (1%) in 2018-19, and to 1 student (0.2%) in 2019-20. Expulsions maintained at 0.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1. The parent leadership team will meet formally no less than quarterly to increase parent voice and participation. Activities to include: provide input and review school calendar; review and expand parent engagement strategies and opportunities; review and provide input on LCAP goals, objectives, activities and expenditures	0	0
3.2. Develop, plan, and advertise a year-long, school-wide calendar of events and activities. This will include parent academies, volunteer opportunities, special events, and board meetings.	$5000	$5,250.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.3. Administer climate survey and engage in professional development that focused on school climate in relation to outcomes of the climate survey.	$10,000	$10,500.00
3.4. Offer and expanded wide-range of clubs, sports, and extra-curricular activities beyond the school day.	$10,000	$10,888.00
3.5. Develop, implement, and refine culture building activities such as the First Four Days, A Day of Understanding, Symposium, and Family Group Activities. Provide staff time to foster and maintain the climate and culture of HSHMC. (e.g. Professional Development, common planning and collaboration times, student and parent conferences and Restorative Circles)	$15,000	$18,315.35
3.6. Engage in ongoing Restorative Practice and equity based professional development and coaching.	$10,000	$11,564.80
3.7. SEL check-ins with Foster Youth Dean of students will provide ongoing community check-ins with foster youth attending HSHMC to identify supports and resources available	$20,000	$20,333.33
3.8. School Climate Team. Hire an administrator and support staff to support culture/climate efforts in an attempt to decrease incidents requiring suspensions and/or expulsions.	$60,000	$60,350.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Budgeted funds were spent as projected, with no significant differences. Actual expenditures for cultural building activities were higher than projected, but the actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall the actions and services were implemented with fidelity to the LCAP actions. Growth was made in building an ever more welcoming, inclusive climate and culture through increased social-emotional learning opportunities, increased engagement with parents, and additional events and activities to bring the HSHMC community together.

An increase was seen in parent engagement, with more parents involved in the parent leadership team. Input from the parents, and the student leadership team, led to new ideas for events and activities to build

the charter's climate and culture. A decrease in suspensions is one indicator that students are feeling more connection and support at HSHMC, as the survey result that 81% of the students feel welcomed at the school. One area that still needs to be improved is to increase the percent of students who feel that they are a valued member of the school community. The Restorative Practices team is making a significant impact, through trainings and modeling, on the climate at HSHMC, as students and staff build stronger, more positive relationship. Moving into the virtual environment has required some adjustments in how the staff interacts with parents, but the outreach continues.

The foundational work done up to this time was timely and applicable as the staff considered ways to stay connected to students while the physical site is closed due to COVID-19. Staff is continuing to maintain supportive relationships with students and has been creative and effective in adapting the Restorative/SEL strategies in a totally new environment. This particular goal will be heavily impacted by Distance Learning, and new models of education that arise as the country slowly moves towards a new way of doing education.

One of the key events of the year, the Pathway Symposiums, needed to be cancelled this year due to COVID-19. Like everything else, the symposiums may be back in the coming years, possibly in a different format. Making decisions at this time is challenging because there are so many unknowns.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Basic Services – Foundation for success including appropriately credentialed and assigned teachers, access to standards based instructional materials for each student, and Professional Development (PD) related to teaching the standards.	$ 0.00	108,605.43	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Services (personnel) and Materials for In-Person Instructional Offerings to provide Tier 1 intervention and enrichment services for all students. - Instructional Coaching and Support - Supplemental Instructional materials Software and hardware to promote differentiated learning	$ 40,000 $100,000 $ 38,836 $20,000 (total $198,836)	$ 237,576.86	N
Facilities operational and maintenance costs	$ 0.00	$ 45,539.46	N
Targeted Support for those students not achieving at grade-level, or at risk of not achieving. Examples include: - Graduation Coach Credit Recovery, SWAG Lab, etc..	$ 60,000 $ 70,000. (total $130,000)	$ 285,661.08	Y
English Learner support to meet the unique needs of that student group, including Professional Development and Academic coaching and counseling	$ 95,000	$ 14,742.85	Y
Support for other unduplicated student groups (Low Income, foster and homeless students) such as: attendance monitoring and support, and additional academic and family support based on need.	$50,000	$ 6,141.05	Y
College and Career program support	$ 45,000	$ 15,380.46	N
Maintaining a safe and healthy environment: Purchase of Personnel Protective Equipment for students and staff, additional cleaning and sanitizing supplies; additional time for staff for cleaning; thermometers and physical barriers or other necessary equipment to keep students and staff safe.	$25,000	$ 51,232.49	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All of the planned actions in this section, In-Person Instructional Offerings, took place. However, the planned expenditures were impacted by the extended time spent in Distance Learning, as In-Person instruction only began for a small group of students in April 2021. An effort was made to estimate expenditures for the remainder of the year and to allocate them to In-Person learning expenses in ration with the time spent in that format. Additionally, the receipt of additional state and federal funds caused adjustments to the planned budget allocations.
1.1 - The amount is calculated based on the number of staff who will be participating in the on-campus instructional offering from April 5 - June 30.
1.2 - Planning additional supplemental support.

1.3 - Originally planned to fund this from a separate budget
1.4 - Additional staff time is needed to provide targeted support to the students who have not been achieving.
1.5 - EL students were engaged in In-Person instruction less time than originally planned
1.6 - Unduplicated students (low income, in foster care, EL, and experiencing homelessness) were engaged in In-Person instruction less time than originally planned
1.7 - College and career staff were engaged in In-Person instruction less time than originally planned
1.8 - Costs were higher than expected

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Health Sciences High and Middle College had not implemented in-person instruction until April 12, 2021. The high rate of COVID-19 cases in San Diego County determined that schools were not allowed to open for most of the year. During the brief periods that schools could open HSHMC determined that, in the interest of safety for students and staff, they would continue with the distance learning offerings. When allowed by state and local regulations to transition to in-person instruction HSHMC is prepared to focus on maintaining a safe, clean and caring learning environment for students and staff, and is initially limiting the numbers of students who will be attending in person.

Continuity between distance learning and in-person instruction, when it does occur, will be possible because all options for learning and instruction include students being taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards based instructional materials for all core content areas. English Learner students are identified appropriately and provided both Designated and Integrated ELD within a curriculum that develops language fluency and mastery of the state standards. Students with 504s/IEPs receive appropriate instruction to meet their 504/IEP goals, adhering to federal IDEA requirements and timelines, as much as possible under current conditions.

Programs that engage students in College and Career Readiness (CCR) and in developing 21st Century Skills continue in both the online or in-person learning platform. The graduation coach does monitor students to ensure that they are on-track to graduate.

The challenges for secondary programs offering in-person instruction during the pandemic are well known. All students in a high school program take several classes, taught by different content teachers. So maintaining sustained cohorts is more difficult, especially when elective classes and intervention time is also considered. Another requirement then becomes additional cleaning and sanitizing during the day, and after the school day. Additionally, for some families the high school aged student is also providing care during the day for younger siblings. HSHMC is committed to keeping the safety or students, families and staff as the highest priority.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continuity of Instruction/Distance Learning – this includes staff planning time to ensure continuity of instruction and student/family support services, which are on-going throughout the time of Distance Learning and transitions into and out of distance learning.	$139,000	$ 661,742.22	N
Access to Devices and Connectivity: - Purchases of computer devices and hot spots or other types of connectivity to ensure every student has equal access to distance learning. - Canvas Tech support and training for staff, students and family regarding distance learning	$160,000 $10,000 $63500 (total - $233,500)	$ 1,245,693.09	Y
Distance Learning Professional Development	$ 0.00	$ 112,020	N
Staff Roles and Responsibilities: Additional costs for time, or training, for the Attendance, Reengagement, Reading, Intervention or Career - Development Team for summer learning support programs and changes in 2020-21 duties	$145,802	$ 181,874.36	N
Supports for Students with Unique Needs: - Case managers for Special Education Students, - Canvas Course for English Language Learners; - Academic Intervention and ELD Team; Mentors - Foster Youth Services	$75,000 $5000 $120,000 $20,000 (total - $220,000)	$ 380,295.33	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All planned actions were implemented, and in most cases the additional costs were due to the extended amount of time the school has spent in distance learning as compared to the original planning.

- Staff planning time for distance learning, and plans for ongoing student/family support took place over the summer, and continued through regular PLCs and scheduled meetings throughout the year. Additional costs were incurred as the staff needed extend the scope and depth of their knowledge on how to best use distance learning to engage students and support students who were struggling.

- Access to hardware and software to maximize the quality of the distance learning experience was a continuing priority, as was technology assistance when needed. Again, the original needs, such as for WiFi

Hotspots, expanded, and needs for additional hardware and software to support more engaging distance learning grew.

- Staff roles and responsibilities were designed to meet the needs of students, staff and families based on what was learned from the distance learning that occurred in March-June 2020. The staff roles and responsibilities continue to be reviewed and refined as the needs of the HSHMC community change, or as new ideas for instruction and support are raised.

- Supports for students with unique needs are always a high priority, and adjustments are made as needed.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
HSHMC successfully transitioned to a nine-week quarter system, instead of 18-week semesters. This allows students to focus on a smaller number of classes at one time. In each quarter students are assigned 2 required core classes, along with college, career and elective options. Students have the opportunity to still take college courses on Mondays and Wednesdays, and electives. Students attend two classes a day via zoom, followed by synchronous and asynchronous work online. Teachers have weekly expectations that include opportunities for students to: engage live with teachers, work at their own pace, collaborate and interact with peers, practice and receive feedback before competencies, receive supplemental tutoring and retake competencies, or test out of a module and receive credit.
Challenges the school faced were teachers learning to find the balance between structure and flexibility to meet student and staff needs during distance learning. The longer classes in the quarter system required redesigning of class lessons, and the initial documentation of how students were meeting learning expectations needed to be revisited to focus more on intervention and support for students when they were not succeeding.
Programs that engage students in College and Career Readiness (CCR) and in developing 21st Century Skills continue to be offered. Besides the focus on CCR in the classroom, students had the opportunity to engage in internships and attend community college, either in-person or virtually, as determined by COVID-19 restrictions.
Distance Learning includes students being taught grade level curriculum by appropriately credentialed and assigned teachers, using standards based instructional materials for core content areas. EL students are identified appropriately and provided both Designated and Integrated ELD to develop language fluency and mastery of state standards. Students with 504s/IEPs receive appropriate instruction to meet those goals, adhering to federal IDEA requirements, as much as possible under current conditions.

Access to Devices and Connectivity:
HSHMC continues to ensure that all students have adequate access to computing devices and broadband. Each student is provided a computing device that is compatible with the distance learning tools that the

school uses. Broadband resources are provided to families when needed. HSHMC leverages low-cost options with local service providers, as well as school purchased hotspots. Currently 74 hotspots are on loan to students. Through a grant HSHMC will be able to supply hotspots and one year of services for up to 469 students starting in July 2021.

The challenges are distributing the hotspots in a timely manner, and recognizing that they don't always provide a stable connection for families depending on their location.

Pupil Participation and Progress:

Student attendance and engagement is successfully monitored daily and the Academic Re-engagement Team is in place to follow up with students who are not in class. HSHMC has maintained a 96% attendance rate, largely due to the systemic way that absences are addressed. When a student is not in class, the AR team follows up and calls the home, in addition there is auto-dial system that sends a message to the parents, and the teacher emails the assignment from that day along with any resources needed.

Pupil progress is assessed through a variety of activities such as assignments, collaborative conversations, and formative/summative assessments. The time value of work is determined by a classroom teacher. Pupil participation is measured by the amount of work completed. Completion of work is monitored by the teachers, the attendance and re-engagement teams. In-class work represents four hours of learning via online sessions and combined with asynchronous student work time totals 10-15 hours of learning per week. Each teacher is given a planning log to show how many hours the teacher estimates that students will be learning. It also has a place for learning intentions, tasks, assessments and success criteria. Based on information in the logs students may be identified to receive individual support to improve and catch-up academically. This additional time has resulted in a reduction in the number of "Incompletes" students have earned, down to almost zero.

Assessments are administered and evaluated every 4-6 weeks providing specific and immediate feedback to students. Learning gaps are then be addressed in one-on-one and/or small group tutoring and interventions. For English Learners the interventions have helped over 75% of the students maintain grades above a C.

The challenges have been adapting and responding to the specific needs of each student. Intervention protocols are continually being reviewed and updated to ensure all students are engaged and have access to help and support when needed. Documentation of student progress was also a challenge, since initially it wasn't strongly tied to the support system for struggling students. New protocols are in place to ensure contracts are not just about cut-points, but also about student support.

Distance Learning Professional Development:

Staff spent time over the summer of 2020 learning how to improve the distance learning planning and instruction. The distance learning training provided the staff with an opportunity to learn from area experts and highlighted ways in which teachers can implement the curriculum and diverse activities into an online platform. Through weekly meetings and professional learning time the staff continue to tighten up their learning intentions, timelines and planning to provide a more rigorous curriculum to meet student needs. Teacher teams have been supported to redesign standards-based courses for both virtual and blended offerings.

Professional development throughout the year has included a focus on meeting the needs of Special Education and English Learner students, and that continues to be a challenge.

The attendance team and engagement team provide professional development to deepen staff understanding around SEL and how to support students.

Staff Roles and Responsibilities:
As a result of COVID-19 requiring distance learning several new roles/teams were created, which include:
The Attendance team was created to monitor student attendance and participation in courses daily. The team is responsible for contacting and engaging families of students that have failed to participate in class. The Re-engagement team is responsible for monitoring students' progress and participation. If a student fails to attend live sessions and/or is struggling to engage in coursework, the team reaches out via email, text and phone, writescontracts between student/parent/school when needed, and provides academic recovery sessions.

Support for Students with Unique Needs:
In order to assist students with unique needs HSHMC provides a combination of social/emotional supports and academic supports.
HSHMC restructured Special Education to better fit the needs of students with learning disabilities during distance learning. Each case manager co-teaches and has a caseload of students and schedules two mandatory zoom sessions per week to provide individualized support for their students.
To address the needs of ELs, HSHMC connects regularly with students and parents regarding attendance and academic success. A Canvas course has videos for both groups on academic content support and using Canvas, 94 EL students are in a support class where 79% have shown success as demonstrated by a grade of C or higher. The class focuses on SEL and differentiated academic language development, to provide improved access for ELs to course content. Students are assessed to determine their proficiency level.
The Dean of Students coordinates services for Foster Youth and homeless students to ensure all they are receiving the academic and SEL resources they need.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extended Programs (Summer, after school.) RTI teacher	$ 85,000 $ 21,823 $ 62,000. (total - $168,823)	$ 179,829.52	N
Purchase of additional assessment tools, or time spent developing interim and benchmark assessments to monitor and report on Pupil Learning Loss.	$5000	$5000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and/or budgeted expenditures and the actions and expenditures as implemented.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Health Sciences High addresses learning loss by administering informal, formative assessments weekly to gauge student progress within the units throughout distance learning. Health Sciences continues to give students formal assessments through competencies given at the end of each unit of study. These will be used to determine the overall course grade and serve as a metric for the teachers to gain insight on student understanding and achievement. For students who do poorly on either the formative assessments and/or competencies and whose overall course grade falls below a 70%, our Academic Engagement Team informs parents and provides support to help the student catch up through Zoom tutoring sessions, and works alongside the teacher to create appropriate academic supports to ensure that the student is able to access the content. Assessments and supports will focus in the areas of English Language Arts, ELD and Math, but will be addressed in other content areas also.

The initial response to possible learning loss from the Spring 2020 school closure was to establish a summer program to support students in continuing their education in order to be prepared for the course requirements in the coming year. HSHM offered both a six week session and 2 three week sessions where students took enrichment classes or got additional support and practice in core classes.

The use of a Quarter system helps students stay focused on a smaller number of classes at a time, which is a benefit to students struggling to stay engaged in a distance learning environment.
HSHMC continues to monitor basic metrics such as Access to a Broad Course of Study, Implementation of Standards, Access to Standards Based Instructional Materials, Chronic Absenteeism, and Appropriately Credentialed and Assigned teachers – all of which affect the quality of student learning.

Challenges- Benchmarks and targets will be determined based on attainment of state standards and teacher knowledge of student learning requirements. Methods of measuring and tracking were described above. The leadership of HSHMC meets regularly to determine if students are engaged and successful in meeting their academic goals. Revisions to process or content can be made as needed.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

HSHMC is committed to supporting the mental and emotional wellness of our students and staff. The Climate Team works to create positive culture and a climate of success at the school. Some of the tools used are Restorative Practices and creating a culture of equity. Knowing that many students and families are currently experiencing stress and trauma the school collaborates with community resources to provide help for families. Information on the services available is sent home in letters to parents and is posted on the school website. Community mental health services and resources are made available through referral to agencies on the list below.
- 211 San Diego
- Center for Community Counseling and Engagement
- Crisis Hotline
- Directory of Behavioral Health Services Providers
- It's Up to Us
- Mental Health America of San Diego County
- National Alliance on Mental Illness (NAMI) San Diego
- National Suicide Prevention Lifeline]

HSHMC continues to use teachers as a first response to the social-emotional needs for our students. Teachers techniques such as Meet up and Buddy Up's, Sanford and Harmony cards, Mentorship program, and 2 x 10's to work with students. An Advisory period has been implemented where every staff member meets has 10 mentees and meets with them once each week to build relationships and give students a safe space to share their concerns, both academic and social/emotional.

Teachers begin live zoom sessions with a meet up (emotional check in) to gauge how students are adjusting to school through a distance learning format. Teachers have one-on-one meetings with students to check in and have conversations around support. The attendance team and engagement team provide professional development to deepen staff understanding around SEL and how to support students. Also, all staff will have professional development to be able to have the ability to see and hear if students are having suicidal ideations. HSHMC will use a counselor appointed by the SELPA for students that need counseling services. HSHMC will also have a counselor available to all staff as they continue working from a distance.

The pandemic has increased stress and challenges for students and families, and has hit some families harder than others. The challenge of the school is to find the balance between time for academics and time for social/emotional support. The daily schedule and check-ins provide a strong safety net for students, and there are internal and external resources available for student, staff and families. However there continue to be students who need more, or different, support or who don't feel safe sharing their needs. This continues to challenge teachers and staff members who do not have a background in social services or counseling and may not feel completely comfortable while working in the new area of their jobs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and Family engagement is continuing during the pandemic. Regular school-home contact is maintained using a comprehensive communication plan to engage all stakeholders. Multi-faceted communications include weekly updates and notices via email, mail, auto-dialers, and school website. The principal holds "Principal's Office Hours" each Tuesday and Thursday at 9:00 am for any parents who have questions or just want to connect. About 25 parents use that option. Many parents call the school for questions and speak to our school operations specialist who has been available for all calls during distance learning. HSHMC had approximately 20 parents attend the Parent Academy on the Teenage Brain and about 35 parents attended the Parent Advisory Group meetings quarterly. Additionally 30 families attended a college information night, and there were 6 school orientations with a total of about 100 people in attendance.

All communications will be available in the family's home language. In addition, regular surveys will be used to gather feedback from stakeholders. The level of engagement with families has been maintained, as families are key to the success of students in school. HSHMC also provided a virtual academy on the teenage brain this year.

Students are motivated to attend school to engage in some of the clubs and extra-curricular activities. These will be available to the extent possible during both distance learning and in-person learning environments. Parents will be enticed to engage with the school through parent academies, trainings and special events. All of these activities build a positive climate that invites the HSHMC family to participate.

As has been mentioned in other sections, parents are notified when students are absent, and there is systematic follow up with both the student and parent. Students have a staff mentor who regularly checks in with their mentees during advisory and in their assigned classes, extra-curricular events. The attendance team runs reports and sets up Zoom meetings to discuss the importance of attending class and to develop a plan of action for moving forward.

Health Sciences High engage all pupils in core content area courses, college classes, and offers other elective courses that students will be able to choose from in order to further interact with one another during Distance Learning. The students will be required to attend mandatory Zoom sessions for each course taken. If a student misses a zoom session, the tiered re-engagement is followed. Supplemental Zoom sessions are scheduled to provide further tutoring services for a student to close the gap with the loss of learning.

HSHMC provides mentors for our foster youth (only 3 currently). In addition, we have reached out to the adults that live with them offering additional supports.

Challenges continue to be centered mostly around those areas that the school does not have control over, such as family loss of employment, illness, etc…. Counselors, and referrals to outside agencies, respond to these and other serious concerns.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Health Sciences High is currently partnered with the San Diego Unified School District (SDUSD) Food and Nutrition Services to provide meals to all of its students. The students are eligible for food distribution services across San Diego County during the time that school is not in session due to COVID-19 or other instances where school will not be in session for a duration of time.

Notice is communicated on website and by auto dialer of all pick up locations throughout San Diego City School network. Our families are informed that our students are eligible to safely receive lunch at any of the school district distribution locations. All staff making family and student contacts are also instructed to share this information upon contact. Information about free lunch pickup locations continues to be provided to all families. As long as the school is physically closed we will continue to provided families with information and updates regarding San Diego Unified School pick up stations. When school physically reopens we will continue to operate our free/reduced lunch program on site in cooperation with SDUSD]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut res
Mental Health and Social/Emotiona Well Being	Climate Team and SEL Resources	$75,000	$110,570.	N
Pupil and Family Engagement and Outreach	Parent outreach events	$5,000	$5,000	N
Pupil and Family Engagement and Outreach	Extra-curricular events for students	$ 10,000	0	N
School Nutrition	Additional costs associated with providing food during times of distance learning, including staff time and food costs.	0	0	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

For Actions 2 and 4 there were no substantive differences in the actions implemented or the budgeted amounts.

Extracurricular events for students during Distance Learning were mostly organized and provided virtually by staff, and did not incur any costs.

The expenditures for the Climate Team and SEL resources will be higher than anticipated due to the extended time the school spent in distance learning, and the additional needs for support that students and families had that were not anticipated.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Discussions with stakeholders reveal that the HSHMC school community understands the difficulty the school faces in responding to the ever-shifting health, safety, social/emotional and academic needs during the COVID-19 pandemic. In that context parents noted some changes they would like to see to further improve the school:
- provide extra online activities outside the classroom during distance learning
- include a strong focus on social- emotional well-being as part of student advisory
- additional supports for parents, especially during COVID.

Students agreed with the need for more of a Social Emotional Learning focus in classes, and wanted to see more events to increase involvement from parents. In addition, students wanted more workshops with information on preparing to be successful in college and in a career, including more information regarding college financing and financial literacy in general. Some students felt that they had fewer opportunities for one-on-one interactions with teachers during distance learning.

Staff members agreed that there is a need for more workshops on college preparation and financial aid for families, and they would like to see more participation of parents in school wide events. Teachers recognized the need to continue to refine their skills and gain knowledge in the area of technology, including for distance learning. A priority for staff is to increase the attendance rate and student graduation rates.

Almost all stakeholders that responded to a survey believed it was important or very important to ensure that English Learner students and students with disabilities be successful at HSHMC.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

HSHMC continues to monitor pupil learning loss through the ongoing formative and summative assessments as outlined in the nine-week teacher learning plans submitted before each semester. Instructors use both the formative and summative assessments either weekly or bi-weekly to determine what the student knows. Attempts to bridge the gaps that are discovered occur through the academic intervention offered to our students both in distance learning and to our students in the phase one portion of our re-entry plan.

Student attendance is taken at Academic Intervention to ensure not only attendance but participation and completion towards understanding of the content. The loss of learning is monitored and mitigated through HSHMC's intervention plan, and is monitored by the Coordinator of Academic Engagement by the academic contracts that students are placed on, contact logs for parent outreach, and assigned small group instruction by the Coordinator.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All of the actions initially described as contributing to Increased or Improved Services for High Needs Students, and at least partially funded with LCFF S/C, were implemented and used to support students who were not engaged or not progressing toward grade level standards. These include, but are not limited to, students from Low Income Families, Students in Foster Care, and students who are English Language Learners

1. Schoolwide Actions (support all students, but are designed to meet the needs of High Needs Students; at least partially funded with LCFF S/C):

Supports for Students with Unique Needs
- Academic Intervention and Reading Intervention; Mentors
- Technology – hardware and software to meet the differentiated needs of these students

Supplemental Targeted Support for those students not achieving at grade-level, or at risk of not achieving. Examples include:
- Graduation Coach
- Credit Recovery, SWAG Lab, etc.

Support for other unduplicated student groups (Low Income, foster and homeless students) such as:
- attendance monitoring and support, and additional academic and family
support based on need

2. Targeted Interventions (designed and implemented specifically for High Needs Students; at least

partially funded by LCFF S/C):

Supports for Students with Unique Needs
- Case managers for Special Education Students,
- Canvas Course for English Language Learners;
- Foster Youth Services and Homeless Youth Services
- ELD Team

English Learner support to meet the unique needs of that student group, including Professional Development for teaching Els in the Content areas (Integrated), and Academic coaching and counseling

3. Actions were implemented, but with the influx of additional state and federal funds changes were made in how some items were budgeted. The following actions were not funded with any LCFF S/C funds:

Supplemental Services (personnel) and Materials for In-Person Instructional Offerings to provide Tier 1 intervention and enrichment services for all students.
- Instructional Coaching and Support
- Supplemental Instructional materials
- Software and hardware to promote differentiated learning

Addressing Pupil Learning Loss – Extended Day/Year Programs

College and Career program support

Mental Health and Social/Emotional Well Being - Climate Team and SEL Resources

Pupil and Family Engagement and Outreach - Parent outreach events

Pupil and Family Engagement and Outreach - Extra-curricular events for students

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning
Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

HSHMC has a strong foundation of using research-proven strategies to build a strong educational experience for all students. Always seeking to improve, the culture is one of continuous improvement and a willingness to try new things that may improve student outcomes. And so the experiences of the pandemic were viewed as another experience to learn from and to grow. Therefore, the staff adjusted quickly to changes necessitated by the transition to distance learning, and the school chooses to focus on lessons learned by staff and students, instead of learning lost. By building on an already strong foundation, and maintaining high quality academic instruction students continued to learn at high levels and stay on course for graduation and beyond.

The 2021-24 LCAP has revised goals and reorganized actions, services and metrics that reflect the lessons learned over the past two years, including lessons from the period of distance learning. The 2021-24 LCAP presents an enhanced focus on Social Emotional Learning, refining intervention strategies, improving communication about college preparation and finance, increasing parent participation and student attendance, and investigating systems to improve outcomes for English Learners and Students with Disabilities.

The need to re-examine systems and protocols in the areas above are supported by input from stakeholder groups that were in agreement that these areas present opportunities for improvement. Staff and families felt supported during the period of distance learning, but realized the challenge was to adapt and respond to the specific needs of each student. Therefore, intervention protocols are continually being reviewed and updated to ensure all students are engaged and have access to help and support when needed. Opportunites for support have expanded, especially in the areas of social/emotional strategies and maintaining mental health and wellness for students and staff. These areas are being addressed in the 2021-24 LCAP, and will continue to be areas of focus moving forward.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for
the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22
LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables
adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact
the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at
916-319-0809 or by email at lcff@cde.ca.gov. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional

Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Health Sciences High and Middle College	Sheri Johnson Principal	sjohnson@hshmc.org 619-528-9070

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Students who attend Health Sciences High and Middle College in San Diego experience high school in a very different way than their peers in other schools. The learning environment and educational programs are tightly focused and methodically designed to ensure students will graduate prepared to be

successful in college or career. The curriculum is rigorous, relevant, and contextually grounded in real world experiences. Students are provided with a rigorous A-G curriculum including honors coursework as well as college classes, internship experiences and athletic and extracurricular opportunities. It is a tribute to the students, community and staff of HSHMC that they have been so successful in an urban school with 72.5% of the students are socioeconomically disadvantaged, 13% are English Learners and 15% are Students with Disabilities. The student population is 67% Hispanic and 20% African American. The diversity of the students is celebrated and honored as part of a welcoming and inclusive environment that honors student voice and family perspectives. The LCAP is designed to build on student strengths, provide additional support in areas of challenge, and develop curriculum and programs to serve the academic and social/emotional needs of each student.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and
local data.

The success of the students in preparing for College and Career is rewarding, since that is the focus of the programs at HSHMC. Even though the 2019-20 school year saw the end of in-person attendance in March 2020 students maintained their focus with only a minimal impact on the percent of students graduating.According to the California School Dashboard for 2020 97.3% of the students at HSHMC graduated, with only a minimal difference among student groups. The graduation rate for students who are English Learners is 93.3%, for socioeconomically disadvantaged students the rate is 96.7%, and for Students with Disabilities the rate is 88.9%. These rates are well above the state averages.

Additionally, for the College and Career Readiness Indicator, 83.8% of the students were "Prepared" for success after graduation. Again, there was only a small gap among student groups – 82.5% of the students who are socioeconomically disadvantaged were Prepared, 76.7% of the English Learner students were Prepared, and 66.7% of the Students with Disabilities were prepared. Although these numbers are slightly lower than previous years, it is important to note that due the COVID-19 school shut-downs some of the avenues for reaching "Prepared" were not available in the Spring of 2020.

HSHMC attributes its success in these areas to their strong college and career focus and their continual improvement process which

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data,
including any areas of low performance and significant performance gaps among student groups on Dashboard
indicators, and any steps taken to address those areas.

HSHMC has been very successful in providing a strong college and career readiness program. And even though the school has a high graduation rate, student scores on state assessments, based on the 2019 Dashboard, have not reflected the other successes of the school. With the suspension of testing in Spring 2020 and the challenges of testing in Spring 2021 there is not reliable data to work with at this point. HSHMC will be looking toward other interim assessments, that are aligned to state standards in ELA and Math, to monitor and respond to each student's progress towards mastery of grade level expectations.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 and 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.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

NA

Monitoring and Evaluating Effectiveness

NA

Stakeholder Engagement

HSHMC has built a collaborative and open communication system among all stakeholders. While the closing of the school to in-person events required some pivots and adjustments, the stakeholder voices were always a part of the conversation. Throughout the 2020-21 school year HSHMC continued to reach out to stakeholders for ideas on how to improve the educational experience for all students, not just for during the pandemic, but for a stronger future for years to come.

Here are some specific events that taken place:
Parent LCAP Survey - March/April 2021 (in English and Spanish)
Principal Office Hours - via Zoom, twice each week
Parent Advisory Committee meeting - March 24, 2021
Teacher/Staff meetings - occur weekly, every Friday for two hours. Discussions regularly entail how to improve the academic outcomes and social/emotional experiences at the school. That feedback informs the LCAP.
Student input - Surveys were used to capture student input formally. Staff also share information about informal discussions regarding the educational experience with students.
Principals/Administrators - meet regularly; indirectly most discussions relate to the LCAP; the LCAP is discussed directly during the LCAP planning/writing "season".

Consultation with SELPA - the SELPA is consulted and gives input on the LCAP
The LCAP draft was presented to the board and the public for a Public Hearing on May 6, 2021
Board Adoption - June 3, 2021

Stakeholder input for HSHMC reflected the unique situations of our current times. Discussions regarding distance learning vs in-person learning had advocates on both sides, from all stakeholder groups. This dichotomy of opinions leads to the need for careful consideration of what the learning options for the future will be.

Feedback from HSHMC families showed their highest priorities are:
 - Ensuring students are being taught by appropriately credentialed teachers, using high quality instructional materials
 - Provide more workshops for students and families on career guidance (resumes, networking, etc), college preparation, financial aide, how students can succeed in college and positive school discipline.
 - Increase the number of students graduate college ready (a-g)
 - Expand college level coursework and credit opportunities
 - Improve communication between school/teachers and parents
 - Increase access to counselors

Feedback from HSHMC staff showed their highest priorities are:
 - Provide more workshops on career guidance, college preparation, financial aide, how students can succeed in college and positive school discipline.
 - Provide more professional development for staff to improve skills and knowledge, implement new programs and learn how to respond to individual student needs
 - Increase attendance rates and graduation rates
 - Ensure students are being taught by well trained teachers, using high quality instructional materials
 - Ensure English Learners improve their language skills each year, and that students with disabilities complete their coursework.

Feedback from HSHMC students showed their highest priorities are:
 - Learning about college finance, and financial literacy
 - Increase the number of students graduate college ready (a-g), and increase graduation rates
 - Provide a variety of instructional options
 - More 1-1 time with teachers
 - Ensure English Learners improve their language skills each year, and that students with disabilities complete their coursework.
 - Ensure students are being taught by well trained teachers, using high quality instructional materials
 - Invite parents to visit school more and provide workshops on career guidance, college preparation, financial aide, how students can succeed in college

An analysis of the survey data and other input shows that there are some definite areas of overlap regarding priorities for HSHMC moving forward. Those areas have been addressed in the 2021-24 LCAP in the following ways:
 - providing more workshops on career guidance, college preparation, financial aide, how students can succeed in college is addressed in Goal 2, action 5
 - Improvement in services for English Learners is addressed in Goal 2, action

Goals and Actions

Goals

Goal #	Description
Goal 1	All students will benefit from the maintenance of a strong base program that is foundational to student academic success at HSHMC.

An explanation of why the LEA has developed this goal.

HSHMC has consistently met all Annual Measurable Outcomes associated with this goal, and as an established and successful charter has a well defined foundation from which to build. Therefore, the leadership team (administrators and teachers), with agreement from the parents, believe this is an area that needs to be sustained and monitored as it is currently planned

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Percent of teachers who are appropriately assigned and fully credentialed, including teachers of English Learners, as measured by Local Indicator 1 tools.	100% of teachers are appropriately assigned and fully credentialed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers are appropriately assigned and fully credentialed
Access to Standards aligned instructional materials, as measured by tools in Local Indicator 1.	100% of students have sufficient access to California Standards aligned instructional materials	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students have sufficient access to California Standards aligned instructional materials.
School facilities are in good repair, as measured by Local Indicator 1 - FIT Report.	100% of the facilities are safe, clean and functional, and maintained in good repair.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of the facilities are safe, clean and functional, and maintained in good repair.

Progress in implementing California state academic standards, as measured by sections 3 and 4 of the Reflection Tool in the Local Indicator for Priority 2.	ELA - 4 (Full Implementation) ELD - 4 Math - 4 Science - 4 HIstory-Social Science - 4 CTE - 5 (Full implementation and Sustainability) Health - 3 (Initial Implementation) Physical Education - 3 VAPA - 3 World Languages - 3	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ELA - 5 ELD - 5 Math - 5 Science - 5 History-Social Science - 5 CTE - 5 Health - 4 Physical Education - 4 VAPA - 4 World Languages - 4

Percent of students who have access to a Broad Course of Study, including programs and services provided for unduplicated pupils and individuals with exceptional needs, as measured by the adopted course of study and the narrative in the Local Indicator for Priority 7.	100% of all students, including unduplicated pupils and individuals with exceptional needs,	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of all students, including unduplicated pupils and individuals with exceptional needs,

Actions

Action # Title		Description	Total Funds	Contributin
Action #1	Basic Services: teacher credentialing and standards aligned materials	HSHMC will continue to hire and retain appropriately assigned and fully credentialed teachers, and provide all students with access to California standards aligned instructional materials, for all courses included in the broad course of study offered.	$3,128,043.00	No
Action #2	Beyond Credentialing	Research demonstrates that teachers have one of the strongest impacts on student success. HSHMC will support teachers in continuing their growth and education by earning advanced degrees, and/or certifications such as LEC and BTSA.	$97,250.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Facilities	Ensure the budget provides adequately for lease and operational costs, including adequate repair and maintenance costs.	$15,000.00	No
Action #4	Health and Safety	HSHMC will maintain safe, clean and functional facilities. In addition the charter will plan for and provide appropriate Personal Protective Equipment, physical barriers, air filtration and cleaning supplies as recommended by CDC and CDE to ensure students and staff are learning in a safe and healthy environment, and are prepared for any future needs.	$4,835.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 2	Student achievement will be accelerated through a defined system of high-quality instruction supported by academic and social- emotional programs and interventions.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Statewide assessments in ELA and Math Since statewide assessment results are not available from 2020, the 2019 results will be used as a baseline. Moving forward interim local assessment results may be used until CAASPP results	English Language Arts (2019 SBAC) All students - 5.3 points above standard EL - 78.4 points below standard Socioeconomically Disadvantaged - 9.9 points	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	English Language Arts All students - 15 points above standard EL - at or above standard Socioeconomical Disadvantaged - 10 points above standard

are available again.	below standard Students with Disabilities - 67.9 points below standard Math – (2019 SBAC) All students - 108.2 points below standard EL - 190.2 points below standard Socioeconomically Disadvantaged - 128.3 points below standard Students with Disabilities - 148.4 points below standard Data also demonstrates EL access to CCSS and academic content knowledge				Students with Disabilities - at or above standard Math – (2019 SBAC) All students - at standard EL - at or near standard Socioeconomical Disadvantaged - at or near standard Students with Disabilities - at or near standard

Other Pupil Outcomes	California Science Test - 17.97% met or exceeded standards (grade 12) Physical Fitness Test - set baseline next time the test is given, possibly in 2022	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	California Science Test - 25% met or exceeded standards Physical Fitness test -

Improvement in College and Career Indicators from California Schools Dashboard	A-G completion rate - 98.4% in CCI report (2020) Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) CTE Pathway Completion in CCI report - 24.2% (2020) *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	A-G completion rate - 98% or above in CCI report Percent Prepared on College and Career Indicator on the California Dashboard - 85% or above CTE Pathway Completion in CCI report - 25% or above *HSHMC will monitor disaggregated results internally with a goal of closing any gap between all students and unduplicated student groups

English Learner Progress and Reclassification This also demonstrates how programs enable English Learners to access ELD standards.	2019 - 55% of English Learners are making progress towards English Language Proficiency 2019 EL Reclassification Rate - 10%. Do you have a 2020 reclassification rate???	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	55% of English Learners are making progress towards English Language Proficiency 25% Reclassification rate
Graduation Rate, disaggregated	2020 Graduation Rate - 97.3% all students EL - 93.3% Socioeconomically Disadvantaged - 96.7% Students with Disabilities - 88.9%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Graduation Rate - 98% all students EL - 97% Socioeconomical Disadvantaged - 98% Students with Disabilities - 95%

High School Dropout Rate will decrease, or remain below 1%	High School, All students - 1.3% Dropout rate HSHMC does not have middle school students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	High School - below 1%
Suspensions and Expulsion	2020 Suspension Rate - all students = 0.2 % 2020 Expulsion rate - all students = 0	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Suspension Rate - all students = remain below 1% Expulsion rate - all students = 0

Attendance and Chronic Absenteeism rates	Attendance rate 2020 - 97.24% Chronic Absenteeism 2020 - approximately 4%, the closure of the school to in-person learning makes this data point hard to compare with other years.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Attendance rate 2020 -98% Chronic Absenteeism 2020 - 3%
Advanced Placement Pass Rate	HSHMC does not offer Advanced Placement Courses	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	HSHMC does not offer Advanced Placement Courses
Surveys results on school safety and connectedness.	Site survey on safety and connectedness (2020-21) ?	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	???

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Supplemental Services for students	Provide supplemental materials/software/hardware to differentiate instruction to meet the needs of students at-risk of not meeting academic benchmarks. Provide supplemental personnel (ie. Instructional Coaches, Graduation coach, RTI teacher, etc...) focused on meeting the needs of unduplicated student groups. This also includes the Academic Recovery Program and SWAG Lab.	$282,000.00	Yes
Action #2	Professional Development	Ongoing professional development and Academic Coaching to support instruction for students who are struggling to meet academic benchmarks, including additional strategies for EL students and resources for providing high quality Designated and Integrated ELD across the curriculum.	$93,000.00	Yes
Action #3	Attendance support	Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.	$50,000.00	Yes
Action #4	Educational Options	Investigate, plan and maintain a variety of learning formats and environments that will meet the needs of diverse learners and outside circumstances. This includes options for Extended Day and Year programs for interventions, and programs such as Independent Study.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #5	College and Career	Maintain a strong College and Career program that allows students to graduate ready to be successful in their future. CTE, College courses and career pathways are the cornerstones of our successful program. Planning, materials, curriculum and a variety of other components are needed to provide additional support to help all students achieve. Provide additional resources and workshops on preparing for college and for a career, how to be successful in college, and financial literacy.	$95,000.00	Yes
Action #6	English Learner support	Provide targeted, research based instructional support strategies, professional development and interventions focused on meeting the unique needs of English Learner students. Continue to provide high quality Designated and Integrated ELD.	$95,000.00	Yes
Action #7	Positive School Environment	Maintain a focus on creating a safe, positive learning environment through the use of SEL strategies, such as restorative practices, through the work of the Climate Team and a focus on equitable practices. On-going workshops will be provided to support this action.

Support for Foster Youth and students who are homeless will continue through the Dean of Students.

Provide a variety of clubs, sports and extra-curricular activities for students to engage in beyond the school day and increase their connection to school. | $110,000.00 | Yes |

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain the level of parent input in decision making at HSHMC, as measured by the Local Indicator on Parent and Family Engagement, #11, which states "Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community."	#11 - Full implementation and Sustainability	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	#11 - Full implementation and Sustainability

Promoting Parental Participation in programs for unduplicated students and individuals with exceptional needs, as measured by the number and types of both outreach strategies and events held.	The baseline for 2020-21 may not be comparable to future years due to COVID restrictions. Outreach strategies - # ? Events held - # ?	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Outreach strategies - # ? Events held - # ?
Increase positive responses on Parent/Family Climate Survey Increase feelings of being valued and welcomed on MyVoice student survey	Parent/Family Climate Survey - establish baseline MyVoice Student Survey - 2019-20 students feeling welcomed - 81% students feeling valued - 48.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Parent/Family Climate Survey - ? MyVoice Student Survey - 2019-20 students feeling welcomed - 90% students feeling valued - 75%

Actions

Action # Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Parent Leadership and Advisory Groups	Ensure that parents are actively involved in all advisory/leadership groups by ensuring the meetings are well publicized and held at times convenient for parents, providing translation/interpreters as needed, and removing other barriers to attendance. Training in the work of the advisory groups will be provided.	$15,000.00	Yes
Action #2	Communication	Provide a variety of communication strategies to reach out to parents, families and the community. Include methods that provide channels for two-way communication and feedback with all parents including parents/guardians of unduplicated students and students with exceptional needs. This includes, but is not limited to, annual climate survey, annual calendar of parent events, hybrid in-person/Zoom meetings, personal emails or phone calls, etc...	$15,000.00	Yes
Action #3	Workshops and Trainings	Provide Professional Learning for staff on the benefits of parent involvement and how to build stronger relationships with parents. Provide workshops for parents on the importance of being involved in the charter, the benefits, and how to support their young adult's education (both academic and social/emotional). Provide workshops on preparing for college and for careers, including financial information, writing resumes, etc...	$5,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16%	$961,078.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students
were considered first, and (2) how these actions are effective in meeting the goals for these students.

Health Sciences High and Middle College Charter School has clearly delineated those actions and services which provide basic program requirements to all students, and those that provide supplemental assistance to unduplicated student groups. The actions and services that provide supplemental assistance are all provided in an LEA wide approach. This is because even though the actions/services are designed to meet the differentiated needs of students who are English Learners, from Low Income families, and/or in Foster care, other students also benefit from the actions. The actions designated as "Contributing" are principally directed towards addressing the barriers experienced by unduplicated students, and based on research or experience that shows their effectiveness.

The following actions/services are provided to the entire school:
Goal 1, Action 2: Beyond Credentialing
Goal 2, Action 1: Supplemental Services for students
Goal 2, Action 2: Professional Development
Goal 2, Action 3: Attendance Support
Goal 2, Action 4: Educational Options
Goal 2, Action 5: College and Career
Goal 2, Action 7: Positive School Environment
Goal 3, Action 1: Parent Leadership and Advisory Groups
Goal 3, Action 2: Communication
Goal 3, Action 3: Workshops and Trainings

HSHMC monitors unduplicated students regularly to ensure the "Contributing" actions and services are meeting the needs of the most at-risk students, and improving the achievement of those students in order to decrease the achievement gap.

A description of how services for foster youth, English learners, and low-income students are being increased or
improved by the percentage required.

In addition to the services listed above HSHMC has one action that is directed toward on specific student group. That is Goal 2, Action 6 which is focused on English Learner students and providing them with the specialized instruction and intervention that will improve their proficiency in English and support them to access California State Content standards in all areas.

All the Increased and Improved Services offered at HSHMC serve to increase the amount of time students have to interact with caring adults who engage the students in learning, or they provide additional and improved supplemental resources specifically designed to meet the differing educational and social/emotional needs of the unduplicated group of students.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Basic Services: teacher credentialing and standards aligned materials	All	$3,128,043.00	$0.00	$0.00	$0.00	$3,128,043.00
1	2	Beyond Credentialing	All	$97,250.00	$0.00	$0.00	$0.00	$97,250.00
1	3	Facilities	All	$15,000.00	$0.00	$0.00	$0.00	$15,000.00
1	4	Health and Safety	all	$4,835.00	$0.00	$0.00	$0.00	$4,835.00
2	1	Supplemental Services for students		$282,000.00	$0.00	$0.00	$0.00	$282,000.00
2	2	Professional Development		$93,000.00	$0.00	$0.00	$0.00	$93,000.00
2	3	Attendance support		$50,000.00	$0.00	$0.00	$0.00	$50,000.00

Goal #	Action #	Action Title	Scope	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	Educational Options		$160,000.00	$0.00	$0.00	$0.00	$160,000.00
2	5	College and Career		$95,000.00	$0.00	$0.00	$0.00	$95,000.00
2	6	English Learner support		$95,000.00	$0.00	$0.00	$0.00	$95,000.00
2	7	Positive School Environment		$110,000.00	$0.00	$0.00	$0.00	$110,000.00
3	1	Parent Leadership and Advisory Groups	All	$15,000.00	$0.00	$0.00	$0.00	$15,000.00
3	2	Communication		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
3	3	Workshops and Trainings	all	$5,000.00	$0.00	$0.00	$0.00	$5,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,165,128.00	$0.00	$0.00	$0.00	$4,165,128.00

Total Personnel	Total Non-Personnel
$3,654,000.00	$511,128.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	2	Beyond Credentialing	Schoolwide	Low Income, English Learner and Foster Youth	HSHMC	$97,250.00	$97,250.00
2	1	Supplemental Services for students	Schoolwide	English Learners, Low Income and Foster Youth	Charter	$282,000.00	$282,000.00
2	2	Professional Development	Schoolwide	EL, Low Income and Foster Youth	HSHMC	$93,000.00	$93,000.00
2	3	Attendance support	Schoolwide	English Learner, Low Income and Foster Youth	HSHMC	$50,000.00	$50,000.00
2	4	Educational Options	Schoolwide	English Learners, Low Income and Foster Youth	HSHMC	$160,000.00	$160,000.00
2	5	College and Career	Schoolwide	English Learner, Low Income and Foster Youth	HSHMC	$95,000.00	$95,000.00
2	6	English Learner support	Limited	EL	HSHMC	$95,000.00	$95,000.00
2	7	Positive School Environment	Schoolwide	English Learner, Low Income and Foster Youth	HSHMC	$110,000.00	$110,000.00
3	1	Parent Leadership and Advisory Groups	Schoolwide	English Learners, Low Income and Foster Youth	HSHMC	$15,000.00	$15,000.00

3	2	Communication	Schoolwide	Low Income, English Learner and Foster Youth	HSHMC	$15,000.00	$15,000.00
3	3	Workshops and Trainings	Schoolwide	English Learner, Low Income and Foster Youth	HSHMC	$5,000.00	$5,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$95,000.00	$95,000.00
Schoolwide Total:	$922,250.00	$922,250.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes - Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What

steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights - Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and

improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements

for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the

stakeholder engagement was considered before finalizing the LCAP."
Describe the stakeholder engagement process used by the LEA to
involve stakeholders in the development of the LCAP, including, at a
minimum, describing how the LEA met its obligation to consult with all
statutorily required stakeholder groups as applicable to the type of LEA.
A sufficient response to this prompt must include general information
about the timeline of the process and meetings or other engagement
strategies with stakeholders. A response may also include information
about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder
groups."

Describe and summarize the stakeholder feedback provided by specific
stakeholders. A sufficient response to this prompt will indicate ideas,
trends, or inputs that emerged from an analysis of the feedback received
from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were
influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the
public clear, specific information about how the stakeholder engagement
process influenced the development of the LCAP. The response must
describe aspects of the LCAP that were influenced by or developed in
response to the stakeholder feedback described in response to Prompt
2. This may include a description of how the LEA prioritized stakeholder
requests within the context of the budgetary resources available or
otherwise prioritized areas of focus within the LCAP. For the purposes of
this prompt, "aspects" of an LCAP that may have been influenced by

stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in

alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range

of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific

enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA

is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of

the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific

metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

• Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:
Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.
Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the

state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity.

Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type

"No" if the action is not included as contributing to meeting the increased or improved services.

• If "Yes" is entered into the Contributing column, then complete the following columns:

• **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

• **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

• **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

• **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

• **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

• **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

• **Total Non-personnel**: This amount will be automatically calculated.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.