

Health Sciences High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	
Superintendent	
Email Address	
Website	

School Contact Information (School Year 2019—20)	
School Name	Health Sciences High
Street	3910 University Ave., Ste. 100
City, State, Zip	San Diego, Ca, 92105-7302
Phone Number	619-528-9070
Principal	Sheri Johnson, Principal
Email Address	sjohnson@hshmc.org
Website	www.hshmc.org
County-District-School (CDS) Code	37683380114462

Last updated: 2/5/2020

School Description and Mission Statement (School Year 2019—20)

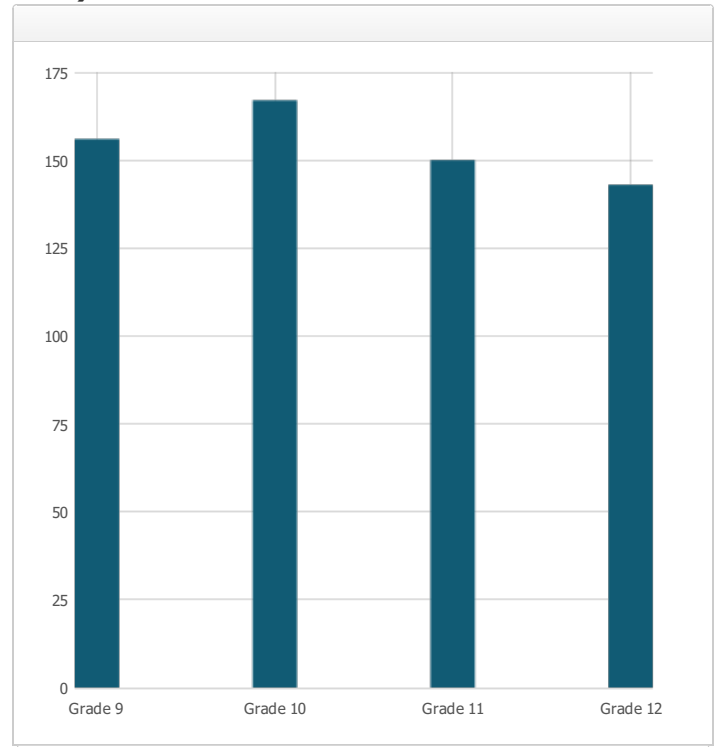
Health Sciences High and Middle College (HSHMC) is a directly funded charter school located in an urban area of San Diego. Opened in September 2007 with 180 students, HSHMC now serves over 550 students in grades 9 through 12. We are a school district of two schools (one high school and one middle school) authorized by the San Diego Unified School District. The design of our charter relies heavily on collaboration between Sharp HealthCare, the San Diego Community College District, a team of San Diego State University education experts, and a growing list of prospective families and interested others. HSHMC uses a small-school design and offers a curriculum that is rigorous, relevant, standards-based, and contextually grounded in real-world experiences and methodically designed to lead to high school graduation and college and career preparation.

The HSHMC staff ensures that each student has positive and meaningful experiences throughout high school while achieving academic and social success in a vocational program setting. HSHMC students will earn high school diplomas, complete college entrance requirements, and have opportunities to earn community college credits, degrees, or vocational certificates. In addition, students will work with health care professionals through job shadowing and internships to explore real-world applications of their school-based knowledge and skills as well as future career choices. Students will graduate with pride in their diplomas, which represent a well-rounded meaningful, and useful education, and with a plan for their futures.

Last updated: 2/5/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	156
Grade 10	167
Grade 11	150
Grade 12	143
Total Enrollment	616



Last updated: 2/5/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	19.80 %
American Indian or Alaska Native	%
Asian	2.40 %
Filipino	2.10 %
Hispanic or Latino	66.80 %
Native Hawaiian or Pacific Islander	0.20 %
White	4.90 %
Two or More Races	2.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.50 %
English Learners	13.00 %
Students with Disabilities	15.10 %
Foster Youth	0.20 %
Homeless	0.20 %

A. Conditions of Learning

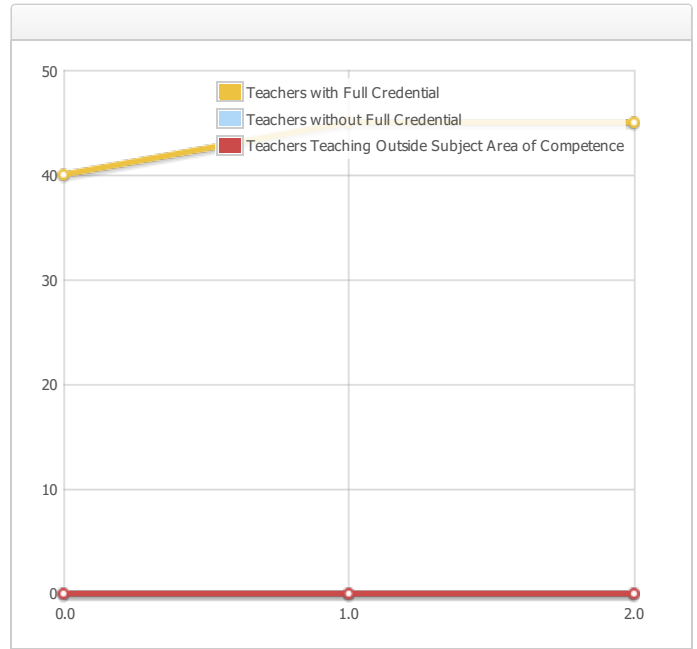
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	40	45	45	48
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/5/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/5/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
Mathematics	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
Science	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
History-Social Science	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
Foreign Language	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
Health	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.</p>	Yes	0.00 %
Visual and Performing Arts	<p>The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other</p>	Yes	0.0 %

instructional materials used at the school. All textbooks and instructional materials come from state or district lists. Descriptions of the district's courses, including current instructional materials, may be found in the Course of Study, TK-12, revised annually and available on-line at www.sandiegounified.org/course-study.

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 2/5/2020

School Facility Conditions and Planned Improvements

HSHMC's physical campus is well maintained, functional and clean. Recent campus improvements include landscaping, supplementary courtyard seating, additional trash and recycling receptacles, newly configured classroom spaces with new paint and flooring throughout the school, and renewed efforts to improve custodial and security staff services. We have also updated our wireless internet infrastructure and have increased connection speed.

Last updated: 2/5/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Exemplary
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Last updated: 2/5/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Career Technical Education (CTE) Programs (School Year 2018—19)

HSHMC offers a number of career pathways that allow students to specialize in their internships. Pathway opportunities are offered in patient care, education, and public safety.

Program Sequences:

Education, Child Development and Family Services Industry

Education Pathway

Introduction to Health & Human Service Careers
 Health Professions and Organizations
 First Aid, Emergency Response and CPR
 Education Career Explorations
 Anatomy and Physiology
 Education and Technology I
 Education Internship 10th, 11th, 12th
 Education and Technology II
 Cardiopulmonary Resuscitation, Re-certification
 Introduction to Psychology
 Public Speaking
 Teaching as a Profession
 Health Education for Teachers
 Child and Adolescent Development

Health Science and Medical Technology Industry

Patient Care Pathway

Introduction to Health & Human Service Careers
 Health Professions and Organizations
 First Aid, Emergency Response and CPR
 Careers Exploration (9th)
 Anatomy and Physiology
 Introduction to Public Health
 Health and Social Justice
 Medical Terminology
 Hospital/Clinical Internship Grades 10, 11, 12
 Realities of Nutrition
 Substance Abuse & Public Health
 Cardiopulmonary Resuscitation, Re-certification
 Advanced Internship
 Advanced Pre-Nursing Seminar

Mental and Behavioral Health Pathway

Introduction to Health & Human Service Careers
 Health Professions and Organizations
 First Aid, Emergency Response and CPR
 Careers Exploration (9th)
 Anatomy and Physiology
 Foundations of Mental & Behavioral Careers I
 Introduction to Public Health
 Health and Social Justice
 Hospital/Clinical Internship Grades 10, 11, 12
 Foundations of Mental & Behavioral Careers II
 Substance Abuse & Public Health
 Introduction to Social Work
 Cardiopulmonary Resuscitation, Re-certification
 Specialized Mental and Behavioral Health Seminar, Project and Exhibition
 Advanced Mental Health Internship

Public Services Industry**Emergency Response Pathway**

Introduction to Health & Human Service Careers
 Health Professions and Organizations
 First Aid, Emergency Response and CPR
 Careers Exploration (9th)
 Anatomy and Physiology
 Fire Science and Technology I
 Fire Technology Internship Grades 10, 11 and 12
 Cardiopulmonary Resuscitation, Re-certification
 Fire Science and Technology II
 Fire Science and Technology III

INDUSTRY PARTNERS: Sharp HealthCare, Cuyamaca College, Local Elementary Schools

Last updated: 2/5/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	491
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	31.40%

Last updated: 2/5/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.17%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	81.38%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.40%	29.30%	17.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/5/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

HSHMC provides opportunities for parental involvement in a variety of activities and events throughout the year, ranging from the annual Welcome Back Family Dinner to field study supervision to advising programs. The Chief of Operations and Engagement has a Parent Advisory Group that provides leadership and support to HSHMC. HSHMC's parental engagement policy was developed and agreed upon with the feedback and input of HSHMC's Parent Advisory Committee. The committee meets formally on a quarterly basis, as well as, hosting monthly parent academies. Monthly academies are held for parents to address State standards and assessments, monitoring student progress, online platforms, technology use, literacy night, math night, and other identified areas of need. Technology and language translation are provided at all trainings. Teachers, instructional support personnel, principals/administrators, and other staff participate in professional development that focuses on family engagement, equity, and communication with all stakeholders, including parents. In addition, parents are invited in for individual conferences to help monitor student progress, attendance, and any other State, Federal, and local programs. Individual meetings are conducted with the student and parent for any student who has been identified as an English Learner to discuss their current status and progress of their language proficiency. Individual IEP meetings are conducted with the family's involvement for students with disabilities. All mailings, phone calls, and policies are provided to families in the multiple languages. The school's website is accessible and translated into multiple languages. Climate surveys will be conducted with input from all school stakeholders, including families.

State Priority: Pupil Engagement

Last updated: 2/5/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

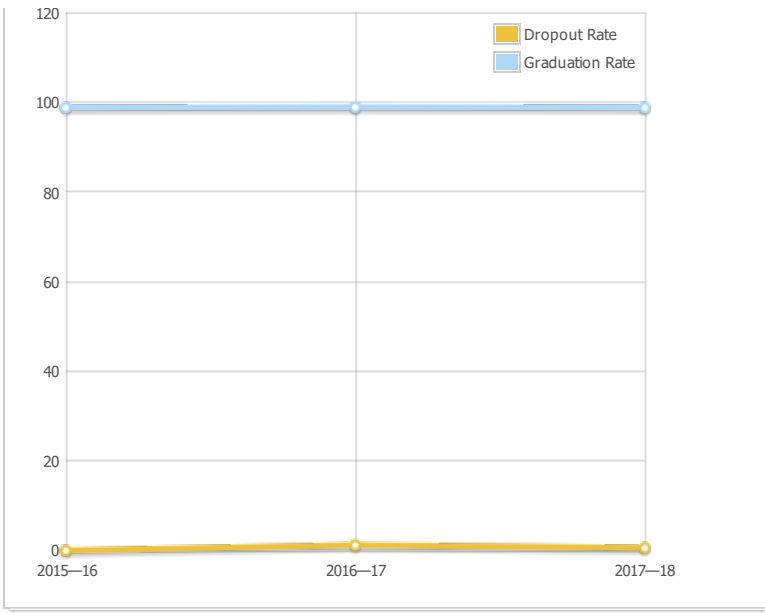
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.00%	3.30%	9.70%
Graduation Rate	98.70%	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	1.20%	0.60%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	98.80%	98.70%	82.00%	83.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/5/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.50%	1.00%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 2/5/2020

School Safety Plan (School Year 2019—20)

HSHMC's comprehensive school safety plan is on file at the school and is reviewed annually with staff, students and board members. Our current safety plan was board approved on November 21, 2019.

Last updated: 2/5/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	35.00			17

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	35.00			18

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				18

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	14	2	6
Mathematics	32.00	3	3	11
Science	35.00	2	5	9
Social Science	37.00		1	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	28.00	13	1	11
Mathematics	33.00	1	4	11
Science	36.00	1	3	9
Social Science	35.00		3	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	10	6	9
Mathematics	34.00		3	12
Science	39.00		2	7
Social Science	35.00		2	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/13/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 2/13/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.00

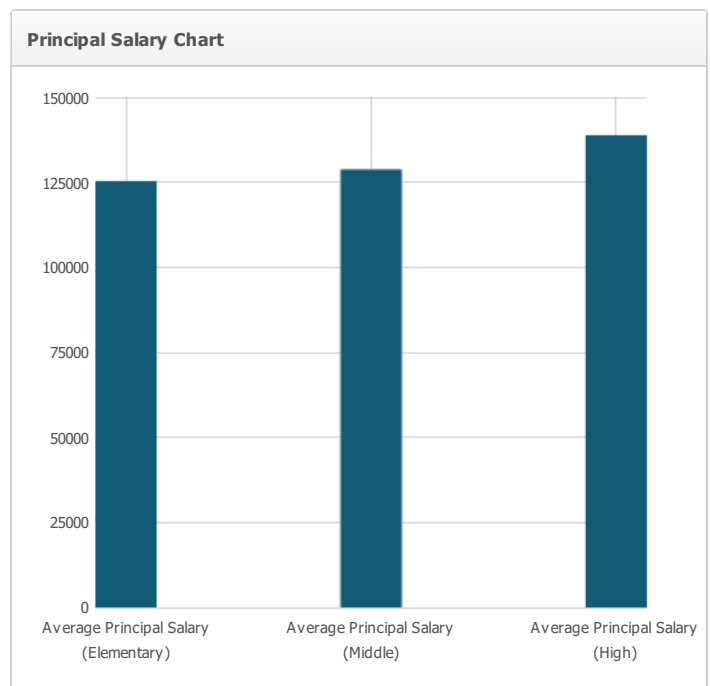
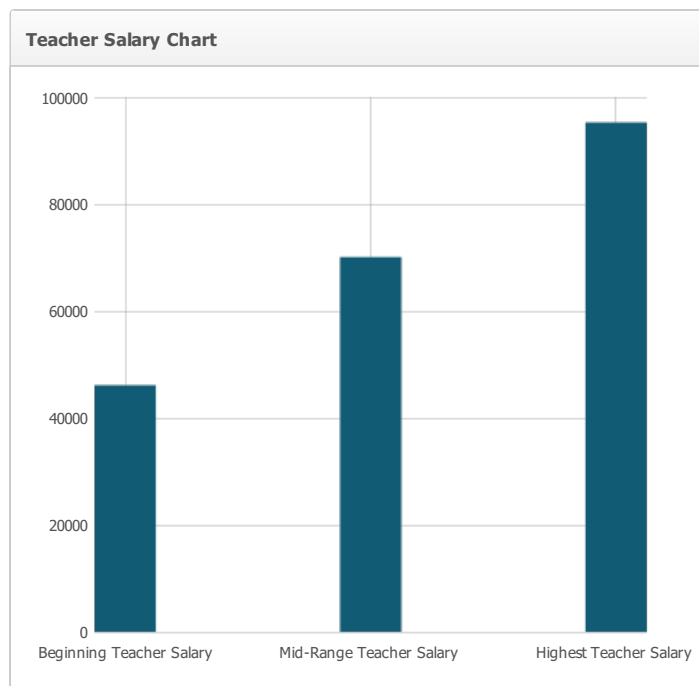
*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/13/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/13/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20