



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Health Careers Academy

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Health Careers Academy	39686760123802	Not Applicable	Ver 1 – 05/22/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Health Careers Academy (HCA) is implementing a Schoolwide Program-with a focus in the health career industry.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Health Careers Academy (HCA) school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Health Careers Academy developed a school plan (2020-2021) which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on Friday, May 15, 2020 and will be submitted for board approval on or about June 23, 2020. Throughout the 2019-2020 school year, School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified. During the SSC meeting on October 29, 2019, SSC reviewed the WASC report which stated HCA's need for more community partner involvement. HCA's current and future community partners provide work-based learning opportunities for HCA students. Work based learning is directly connected to being college and career ready. It was discussed in this meeting to stay focused on student achievement, school climate, and community partners.

HCA and its School Site Council reviewed the progress of the SPSA with a culminating Year 3 Revision during the school year 2019-2020 on May 20, 2019 and submitted for board approval June 23, 2020. The evaluation included responses to surveys, and review of data results that focus on goals entered into the SPSA. As a result of the stakeholder's involvement and data reviews. HCA reviewed, evaluated and updated several components of our plan as well to complete the Decision-Making Model.

HCA will sustain having all 12th graders complete the FAFSA. To sustain this goal all stakeholders agreed providing parents with the proper knowledge and resources is essential.

HCA will continue with professional development opportunities for all teachers to increase student achievement. PLC training is still a need.

Increasing work-based learning opportunities for HCA students through Community Partners.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Resources inequities at HCA focused on facilities. SUSD leadership has acknowledge that the science labs need to be renovated. HCA is in need of upgraded Science labs. At this time, SUSD does not own HCA's building and funds are not available for upgrades.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of 11th grade students meeting or exceeding their expected ENGLISH LANGUAGE ARTS growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's tested class.

By July 2021, the percentage of all students (grades 9-12) meeting their expected READING growth in the IREADY monitoring tool and will increase overall proficiency by 5-10% from fall 2020 to spring 2021.

School Goal for Math: (Must be a SMART Goal)

By July of 2021, the percentage of 11th grade students meeting or exceeding their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) will be 20%.

By July 2021, the percentage of all students (grades 9-12) meeting their expected MATH growth on the IREADY monitoring tool will increase by 5% from the fall of 2020 to the spring of 2021.

School Goal for Science: (Must be a SMART Goal)

By July 2021, the percentage of EL students meeting/exceeding ELA standards will grow by no less than 10 percent over the prior year.

By July 2021, the percentage of EL students meeting/exceeding Math standards will grow by no less than 10 percent over the prior year.

By July 2021, the percentage of English learners making progress towards English Language proficiency or maintaining the highest level ELPAC will be no lower than 55%.

School Goal for College and Career Readiness: (Must be a SMART Goal)

By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 5 percent.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

Based on the 2018-2019 SBAC, 77% of HCA 11th graders met or exceeded the standard on the ELA portion of CAASPP. The number of 11th grade ELLs who met or exceeded the standard was 23% in 2019 on the ELA portion of the SBAC on the CAASPP. HCA teachers stayed focused on the continued development of being an effective PLC. Collaboration stayed focused on specific data such as formative and summative assessments, IREADY, PSAT, and practice SBAC assessments.

Percentage of students that met or exceeded the standard on ELA CAASPP:

2016 = 73%

2017 = 77.50%

2018 = 59%

Math:

Based on the 2018-2019 SBAC, 34% of HCA 11th graders met or exceeded the standard on the Math portion of CAASPP. There was zero data on the number of ELLs who met or exceeded the standard in the Math portion of the SBAC on the CAASPP. HCA teachers stayed focused on the continued development of being an effective PLC. Collaboration stayed focused on specific data such as formative and summative assessments, IREADY, PSAT, and practice SBAC assessments.

Percentage of students that met or exceeded the standard on Math CAASPP:

2016 = 13%

2017 = 25%

2018 = 14.5%

English Learners:

In 2018-2019 year HCA ELs had 100% reclassification rate. The ELPAC overall performance rating was 12.5 for level 2, 62.5% for level 3, and 25% for level 4.

EL Progress (Reclassification Rate)

2016-2017 = 36.2%

2017-2018 = 69.4%

2018-2019 = 100%

College and Career Readiness:

In 2019 despite our 100% graduation rate, only 62.5% of our 12th grade student population met the A-G requirements for UC or CSU colleges. HCA teachers and Counselors continue to work with students helping them to understand UC and CSU requirements, and analysis of high school transcripts. HCA teachers review high school transcripts with students in their scheduled academic support class. During Parent Coffee Hour, and Parent information Nights-HCA parents are provided support on how to understand UC and CSU requirements, and analysis of high school transcripts.

HCA students that are considered College Career Ready:

2016 = 44%

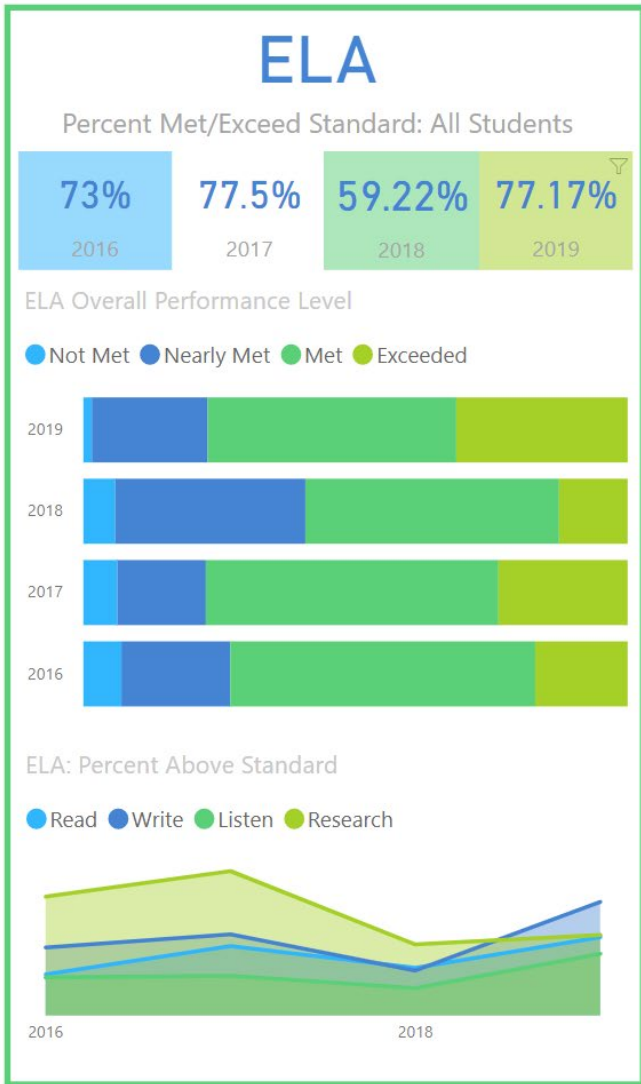
2017 = 50%
2018 = 36.4%

HCA students meeting A-G requirements:

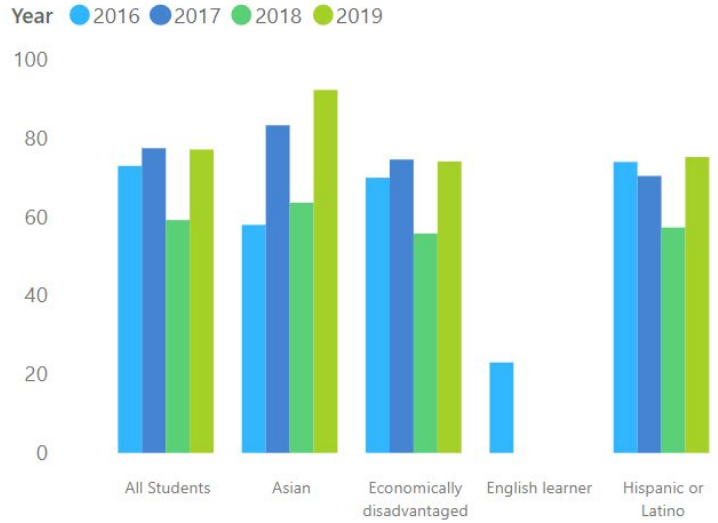
2016 = 69%
2017 = 58%
2018 = 80%
2019 = 67%

HCA graduation rate

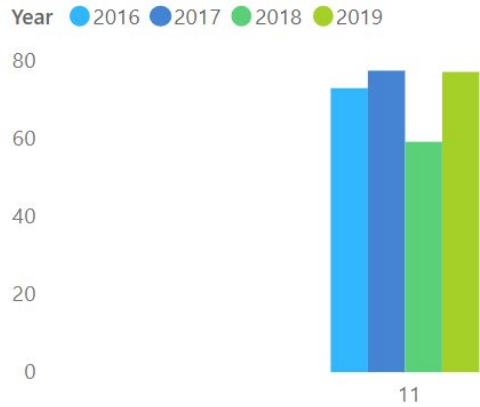
2016 = 98%
2017 = 99%
2018 = 98%
2019 = 100%



ELA CAASPP: Percent Met/Exceed Standard

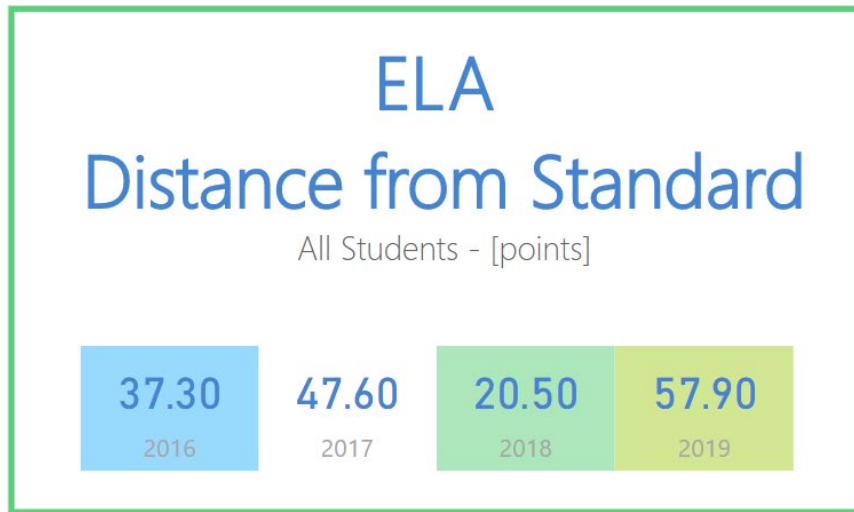


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



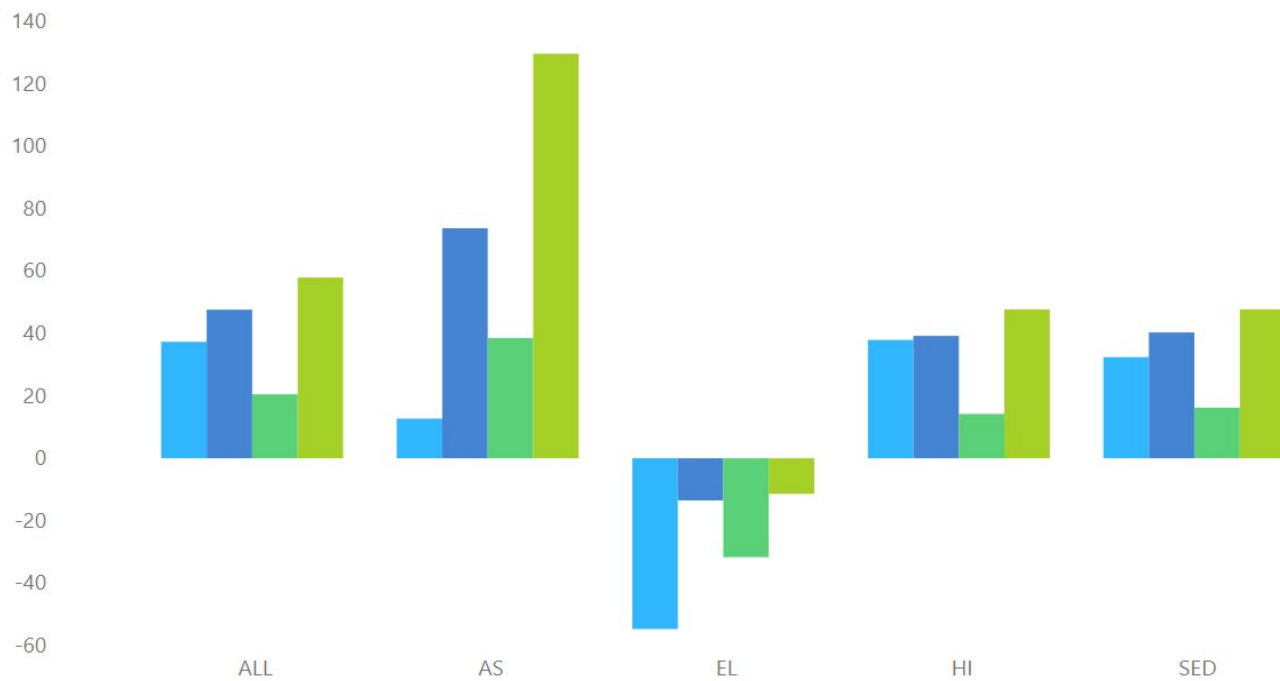
2019 Prelim ELA CAASPP: Area - Percent Above Standard



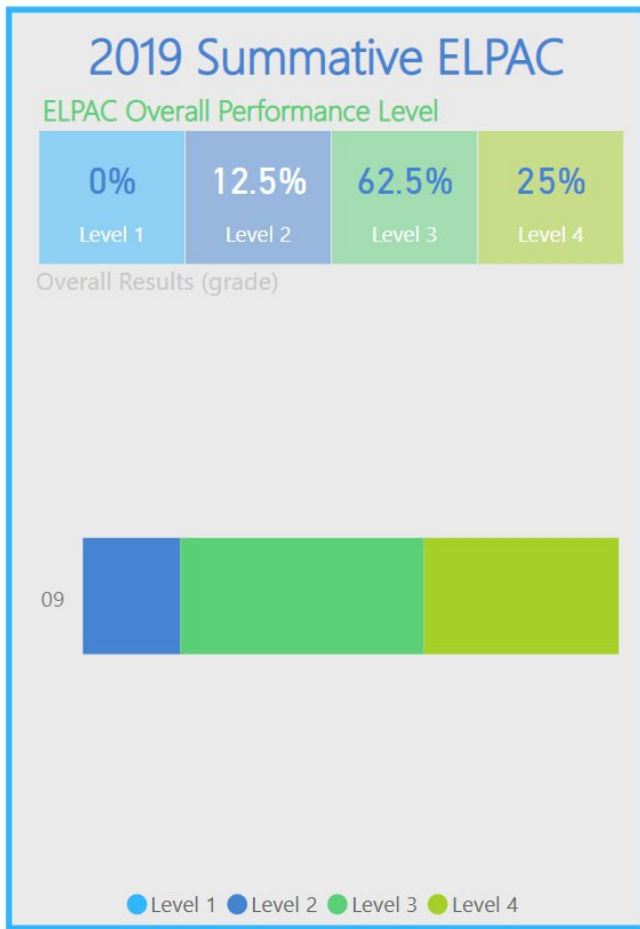


ELA Distance from Standard [points]

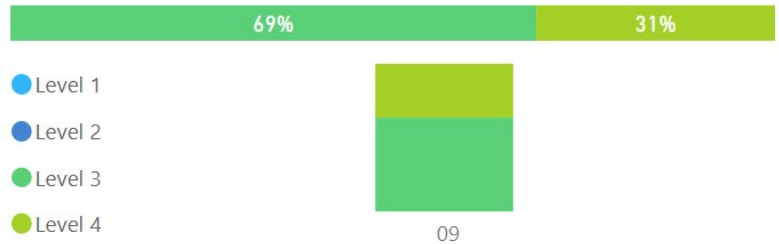
Year ● 2016 ● 2017 ● 2018 ● 2019



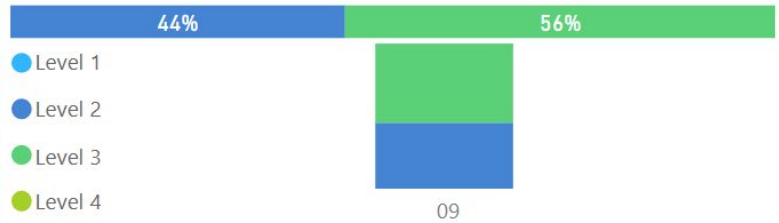
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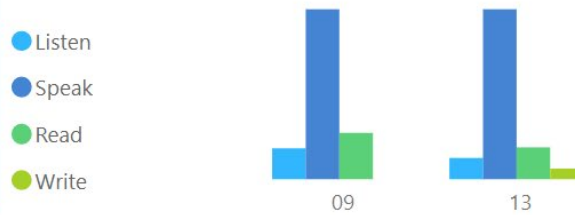
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed

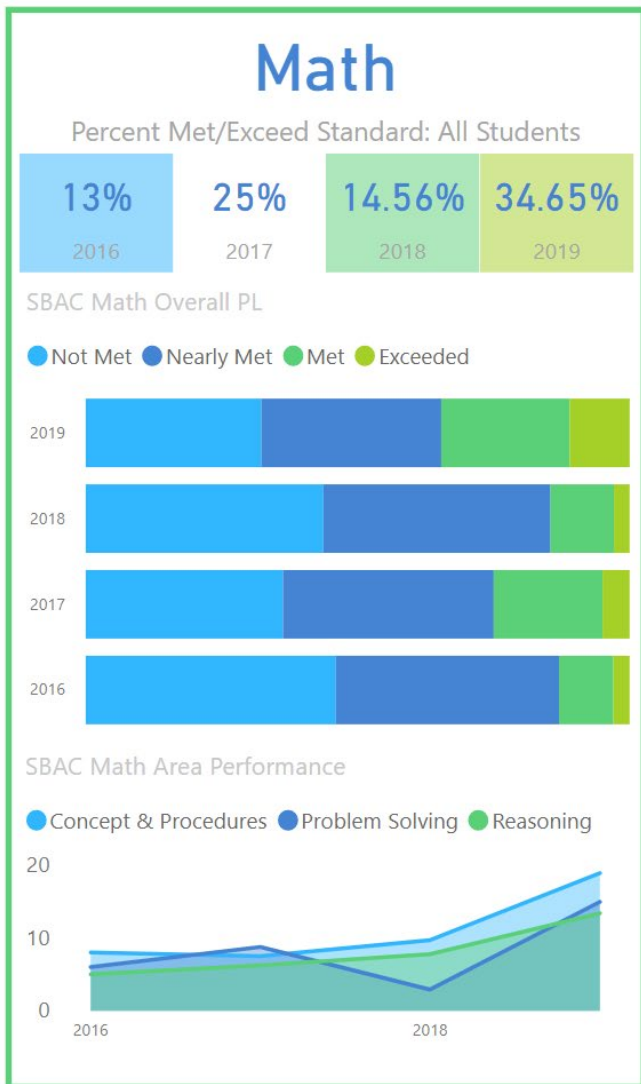


English Learner Progress Reclassification Rates

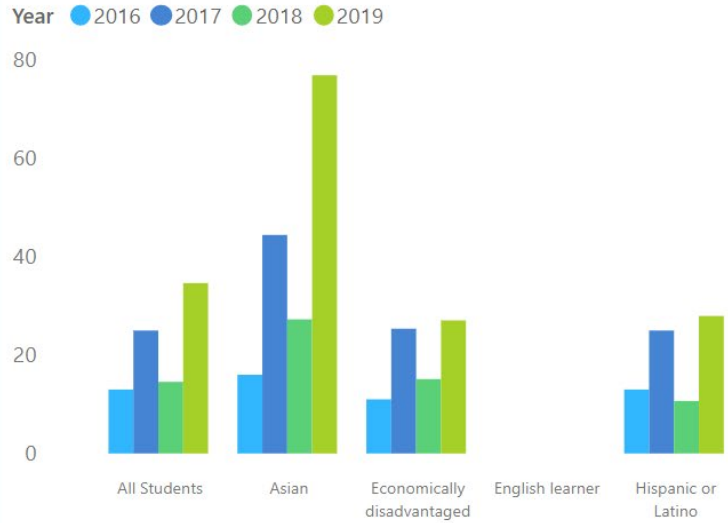


English Learner Progress Indicator (ELPI)

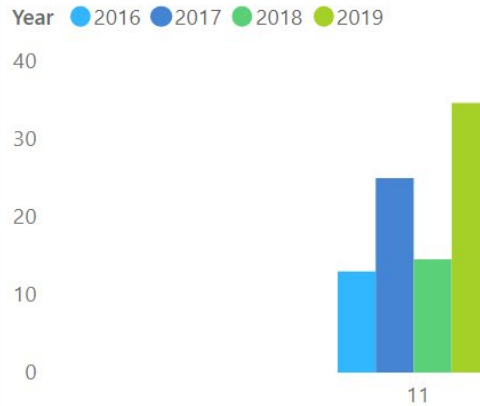
62.5%
ELPI 2019



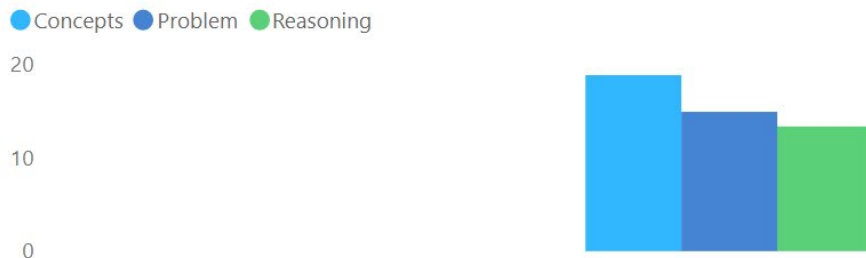
Math CAASPP: Percent Met/Exceed Standard

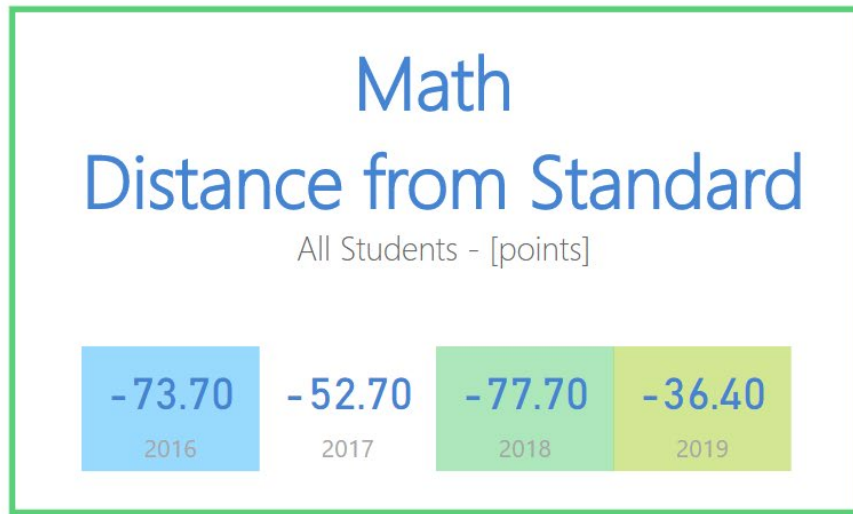


Math CAASPP: Percent Met/Exceed Standard by Grade Level



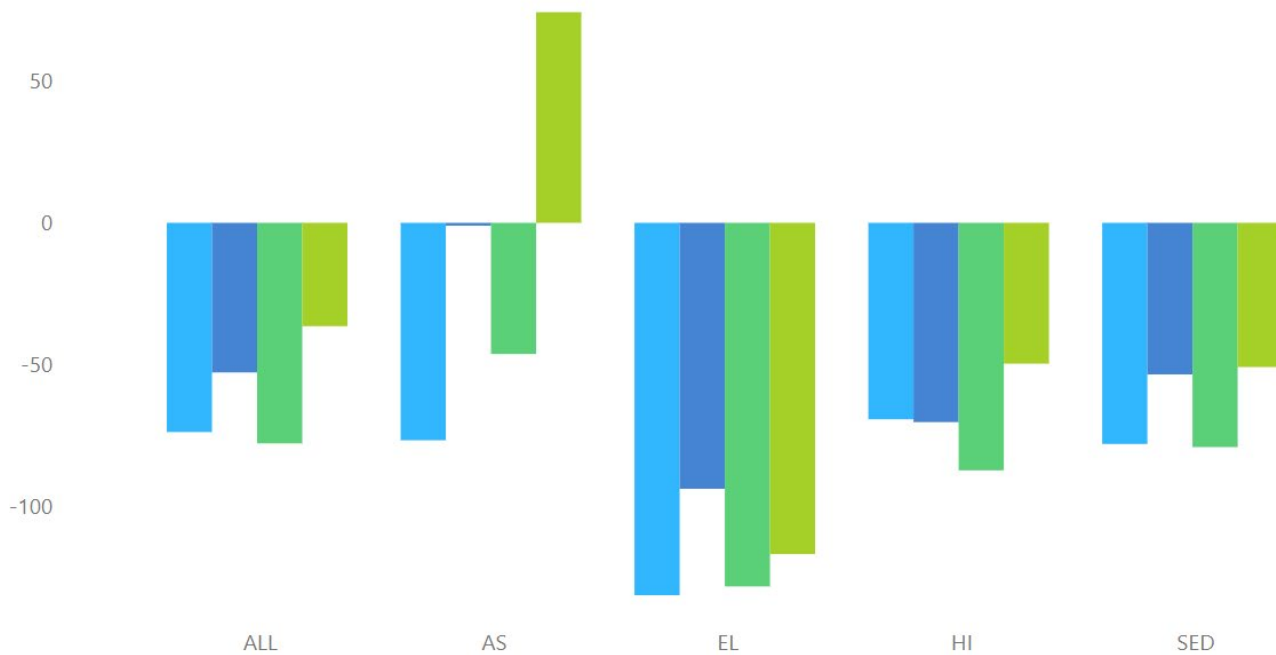
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

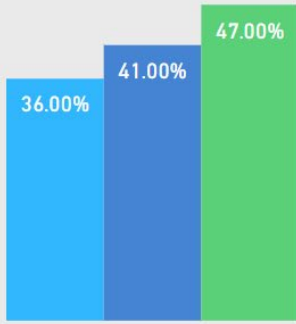
Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

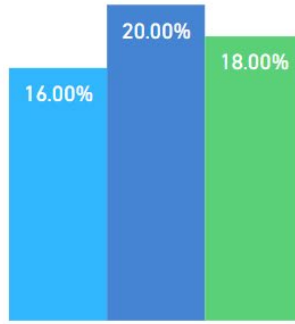
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

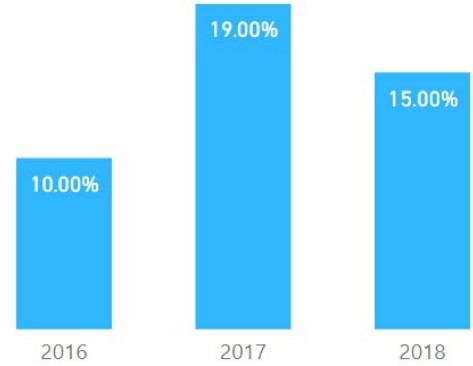


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

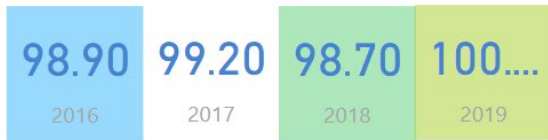
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

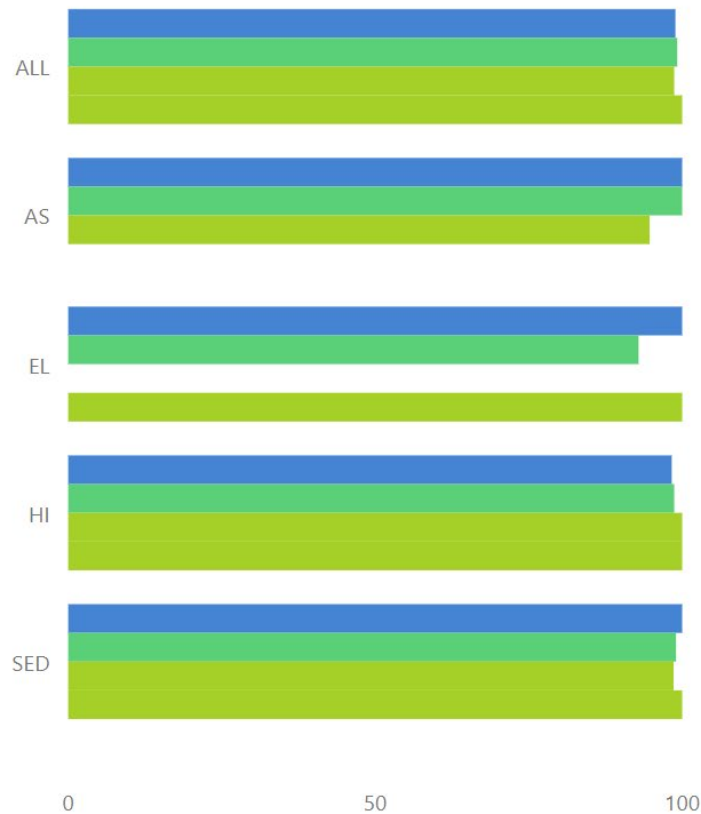
Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019

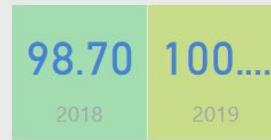


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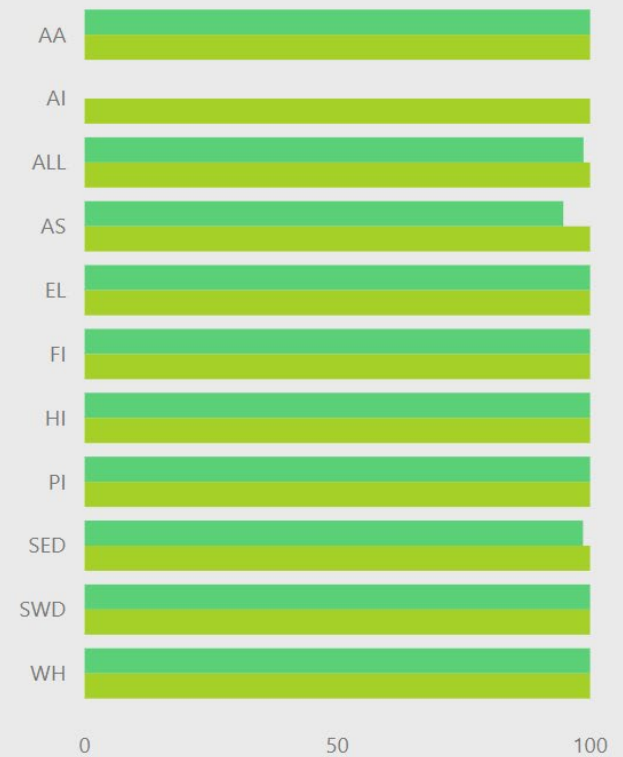
Graduation Rate

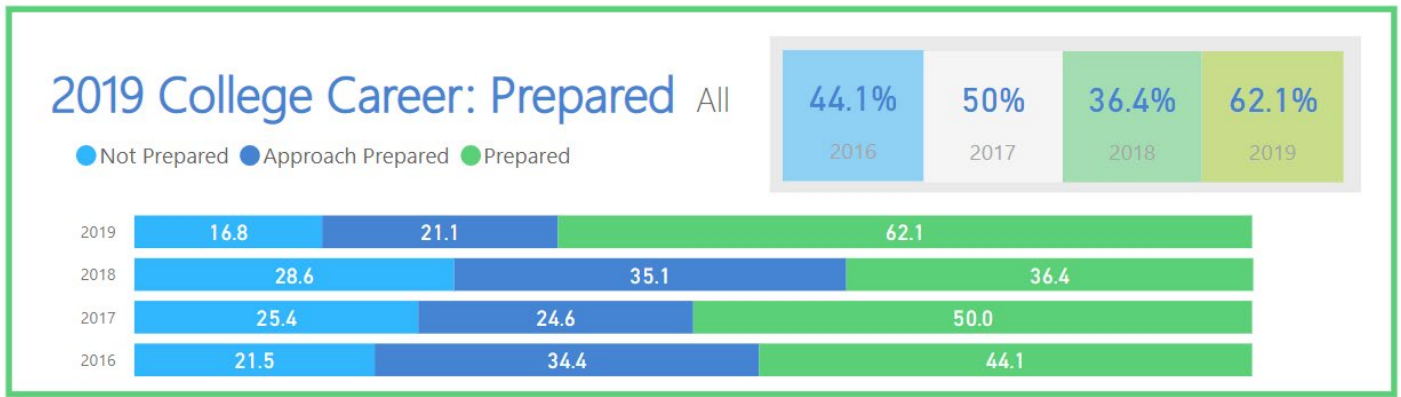
Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

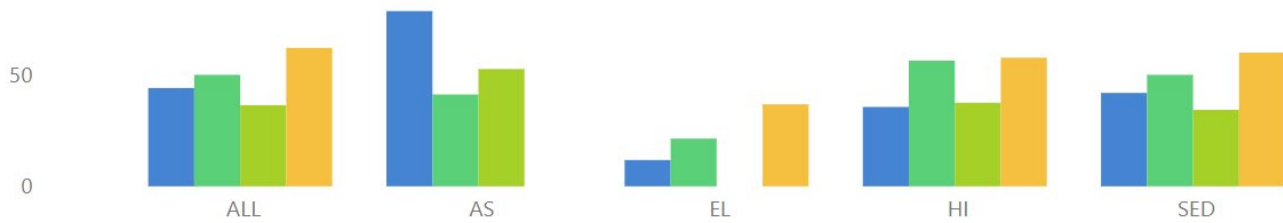
Year ● 2018 ● 2019





Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



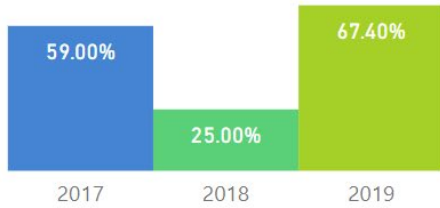
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
ALL	2019	78.00	0	25.40	0.00	0.00	22.00	57.60	10.20
EL	2019	71.40	0	14.30	0.00	0.00	28.60	57.10	0.00
HI	2019	70.70	0	26.80	0.00	0.00	17.10	75.60	7.30
SED	2019	75.90	0	25.90	0.00	0.00	20.40	59.30	7.40

UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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College-Going Rate

High School Completers

Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment



Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	57.9 points above standard	75 points above standard
Distance from Standard - ELA (English Learners)	-11.4 points below standard	To meet standard.

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-36.4 points below standard	-10 points below standard
Distance from Standard - Math (English Learners)	-116.7 points below standard	To meet standard.

English Learner Progress - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	62.5%	80%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, PLTW, AP, CTE, HOSA and ELD specific training.

Provide curricular and instructional support to new and experienced teachers in Math and ELA. The Instructional coach will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. The Instructional coach will provide further support through co-teaching, co-planning or demo lessons in the classroom.

Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math. Teachers will be provided one day during each term for 24 teachers.
 $24 \text{ teachers} \times 4 \text{ days} \times \$200 = \$19,200$

Use common assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a bi-weekly basis during scheduled collaboration time.
 $24 \text{ teachers} \times 9 \text{ hours} \times \$60 = \$12,960$

To increase student achievement, and provide intervention opportunities for students, HCA holds after school tutoring 4 days a week in the areas of: ELA/writing lab, math lab, science lab, Physical Education, and a general Tutoring/study hall for one hour a day. Six teachers are available four days a week to address students academic needs beyond regular school hours.

Substitute pay for {insert what the substitutes will be needed for}
 $50 \text{ days} \times \$200 \text{ rate of pay} = \$10,000$
 Substitutes will be used for specific collaboration days, Curriculum Professional Development days, and HOSA events.

Conferences/Trainings/Workshops:

*PLTW Training - August of 2020-June of 2021 - All Science teachers, Admin, Counselors, Teacher Coach

*HOSA Conferences, Trainings and workshops - August of 2020-June of 2021- HOSA coordinator, CTE teachers, Admin, Counselor, Teacher Coach

*AP Training, August of 2020-June of 2021 - AP teachers in Bio, ELA, Spanish

*Work Based Learning - August of 2020-June of 2021 - Work Based Learning Coordinator, CTE teachers, Admin, Counselors, Teacher Coach

*Project Based Learning - August of 2020-June of 2021 - All Teachers (24), All Counselors (3), Admin.

*Specific Curriculum training for Health Career Industry themed projects - August of 2020- June of 2021- All Teacher (24), Administration.

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$12,960	11500	Teacher Additional Comp
\$29,200	11700	Substitutes
\$10,000	52150	Conferences

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students at Health Careers Academy are provided “work-based learning” opportunities in the health career industry through our Community Partnership Advisory Community (CPAC). Work based learning allows students to apply what they are learning in the classroom and places them in professional environments within their communities. Work based learning consists of internships, job shadowing, Work Experience, Mentorships, and Community Service, and externships. For students to participate in work-based learning they must have a minimum GPA of 2.0.

HCA students have the opportunity to earn specific certificates that can lead to employment in the health career industry. Students take academic classes related to these certificated programs to prepare them for internships and externships, and assessments. Students are able to earn certificates for Medical Assistant, HIPPA, CPR, and a medical translator.

HCA students are proficient in Career Technical Education, through HCA’s work-based learning opportunities, CTE curriculum and certification opportunities.

HOSA promotes career opportunities in the health career industry and enhances the curriculum in CTE, PLTW and science classes. HOSA provides leadership development, motivation, and recognition for high school students pursuing a health science education, biomedical science programs or have interests in pursuing careers in health professions.

HCA also provides Dual Enrollment classes through Delta College.

Teachers use license agreements for specific online curriculum.

Teachers are also provided Professional Development opportunities to improve mastery and delivery of curriculum.

Specific instructional materials and supplies are provided to enhance health career industry themed classes. (\$18,354)

License Agreement - \$3,000:

- *Jupiter Grades (track and share information directly with students and parents)
- *Transeo (work-based learning tracker)
- *NHA (Medical Assistant Certification Curriculum)
- *Typing Agent (to improve typing skills of all students)

Curriculum:

- *CPM Integrated Math Curriculum (Math curriculum for all students)
- *PLTW lab supplies for Lab Projects (created engaging lesson-that create real world scenarios for

learning through science lab projects)

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	58450	License Agreement
\$18,354	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX program. Students will be placed in this program by the school counselor.

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e. PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board.

All grade levels have an Academic Support Class built into their schedule. This class along with the teacher will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore firsthand (UC, CSU, Technical and Private) school offerings and majors.

Field Trips:

1. UC Merced - March 2021 - 10th grade - College Campus visit -Focus on specific majors school offers.
2. CSU Fresno - April 2021 - 9th grade - College Campus visit -Focus on specific majors school offers.
3. CSU Stanislaus - March 2021 - 11th grade - College Campus visit -Focus on specific majors school offers.
4. UC Davis - March 2021 - 11th grade - College Campus visit -Focus on specific majors school offers.

License Agreement:

*APEX

*Cyber-High

of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and ACT, # of students participating in college tours/field trips# of students completing courses through APEX

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	58450	License Agreement
\$5,000	58720	Field Trip Non-District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2018-2019 (Year 2):

Implementation

HCA provides students with career and college strategies and hands on experiences/activities that aid in increasing the A-G course completion rate and that prepares them for awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce.

HCA provided students with structured supplemental instruction to augment core instruction through intervention, such as before and after school tutoring, Saturday school, intervention programs (e.g. Ten Marks, etc.) and alternative classroom opportunities (e.g. PRN-Academic Study Sessions, etc.) As a result of refining the focus on academic standards, teachers were provided with professional learning opportunities to supplement core instruction, co-teach, demo lessons in the classroom, conferences in PLTW, AP, CPM math curriculum, and data analysis.

HCA provides EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development

Effectiveness

A-G = 67%

Graduation = 100%

ELD reclassification rate = 100%

AP courses passed .97- AP exams passed .31(both are increases from previous year.

2019-2020 (Year 3):

Implementation

HCA provides students with career and college strategies and hands on experiences/activities that aid in increasing the A-G course completion rate and that prepares them for awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce.

HCA provided students with structured supplemental instruction to augment core instruction through intervention, such as before and after school tutoring, Saturday school, intervention programs (e.g. Ten Marks, etc.) and alternative classroom opportunities (e.g. PRN-Academic Study Sessions, etc.) As a result of refining the focus on academic standards, teachers were provided with professional learning opportunities to supplement core instruction, co-teach, demo lessons in the classroom, conferences in PLTW, AP, CPM math curriculum, and data analysis.

HCA provides EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development

Effectiveness:

No data for this yet (school year was suspended-COVID19)

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2018-2019 (Year 2):

Material Changes

HCA made a curriculum change in Math shifting to Integrated Math-College Preparatory Mathematics (CPM).

HCA added Medical Assistant Curriculum-National Health Career Academy (NHA)

These changes were made under the same budget.

2019-2020 (Year 3):

No Changes made for this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2018-2019 (Year 2):

Future Changes

2019-2020 (Year 3):

Future Changes

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension: 0.6 students were suspended at least once - HCA's goal is to have zero suspensions.

Expulsion: 0 students were expelled- HCA's goal is to have zero expulsions.

Chronic Absenteeism: 10.3 students are chronically absent-HCA's goal is to have chronic absenteeism to be below 8%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, HCA will reduce chronic truancy by 3%.

By the end of the 2020-2021 school year, HCA will increase school wide attendance by 3%.

Identified Need

Suspension –
Current Dashboard Data:
Suspensions:
Green: 0.6 students suspended at least once (decline of .4%)
2018-2019: Suspensions: .6
2017-2018: Suspensions: 1

Expulsion: 0

Attendance/Chronic Truancy –
Chronic Truant Students:
2018-2019: 10.3% of students
2017-2019: 10.6% of students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	1%	0%
Chronic Absenteeism (All Students)	10.3%	7.3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through HCA's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Tier I Academic Interventions: Core (100% of Students)

Instruction that happens in the regular classroom

Research-based instruction and curriculum emphasizing essential learnings

Differentiated instruction, flexible grouping, enrichment

Formative assessments, common assessments

Universal screenings

Screening data will suggest areas of strength and areas needing attention in the core curriculum

Mental health issues

Tier II: Targeted (100% of students)

Students will be referred to the counselor by a teacher or staff members using designated referral form.

Small group interventions

In addition to regular classroom instruction

Based on universal screening data

Mental health issues

Tier III: Intensive (1-5%)

Students will be referred to the school counselor by teacher or staff members using designated referral forms.

Students will be placed on "academic probation" and will attend weekly tutoring sessions to receive individual or small group interventions.

Mental health issues

Professional Development will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies. Substitutes will be provided to enable teachers to attend site-based Professional Development.

Through the PLC process, teachers will identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that targets the identified areas for additional instruction and mastery.

In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS.

Tier I students will be referred to the school counselor by a staff member or teacher. Counselors will review student data in reference to discipline, grades, attendance, SPED Services, 8-year plan. The school counselor will meet with students and provide guidance in areas of concern (this includes addressing any mental health concerns/issues. Documentation will be kept for these meetings.

Tier II and Tier III students are referred to the HCA CARE Team by the school counselor after Tier I interventions have been exhausted by all parties. A student may also be referred to the HCA CARE Team by a teacher or staff member. Once a referral has been generated for the HCA CARE Team, the school counselor will provide the HCA CARE Team with a profile of the student which will include grades, attendance, discipline record, and 8-year plan. The school counselor will present this information to the HCA CARE Team. Team will discuss and decide on appropriate interventions for students based on information that is shared. Tier II and Tier III interventions may include access to school site Mental Health Clinician or a referral to an outside agency. The Team will review the student profile once a month until either the school counselor, Mental Health Clinician or outside agency states that interventions are no longer needed. Students may also be referred to the school site Healing Center for group or individual support.

HCA Counselors also identify students that fall in each tier. HCA counselors hold small group intervention meetings with students to address and solve specific issues. These issues are identified through surveys, and collaboration with teachers, CSM, and administration.

Counselor Additional Comp
83 hours X \$60 rate of pay = \$4,950 (Allocating \$5,000)

of academic referrals # of students placed on academic probation # of students who referred to CARE Team # of students referred outside agencies for intervention # of students referred Healing Center

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	12500	Counselor Additional Comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

HCA Counselors, Leadership, teachers, and CSM support initiatives to increase attendance. HCA Counselors, ASB/Leadership classes, CSM promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are referred to Counselors to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience with counselors. Students are rewarded for good attendance with incentives through HERO.

Hero is cloud-based student behavior management software (license agreement) for HCA. School-wide behavior data captured in real-time fuels PBIS & RTI efforts. This data allows HCA counselors, teachers, and Administration to meet with students and parents to have direct and efficient conversations. These conversations allow us to address students' issues, and improve behavior (also reward positive behavior).

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

of students attending clubs and after school activities. # of students participating in spirit days
of students who qualify for off campus lunch pass, # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	58450	License Agreement

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2018-2019 (Year 2):

Implementation

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, and HERO (a student behavior management system).

Effectiveness

Chronic absenteeism was at 10% (not data for the previous year)

Suspension Rate:

2016 = 1.3

2017 = .40

2018 = 1.0

2019 = .60

2019-2020 (Year 3):

Implementation

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

Effectiveness

No data for this year

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2018-2019 (Year 2):

Material Changes

2019-2020 (Year 3):

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2018-2019 (Year 2):
Future Changes

2019-2020 (Year 3):
Future Changes

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.

Identified Need

Meaningful Partnerships:

There is a need at HCA to create partnerships with parents. The plan is to offer resources to parents that help with student achievement.

The need is to continue building relationships with our Community to increase Work Based Learning opportunities.

2019-2020			2020-2021 Goal			
Opportunity	Students Participating	Hours	Avg Hours Per Student	Students Participating	Hours	Avg Hours Per Student
Large Scale Community Service Events	121	1365	11.3	250	2500	10a
WBL Field Trips	56	164	2.9	150	450	3
Internships	16	924	57.8	80	9600	120
Job Shadows	51	505	9.9	200	2000	10
Mock Interviews (Cancelled due to COVID)	0			228		
Work Permits	35			40		
Community Service	386	13278	34.4	500	10000	20
Other WBL Opportunities	49	52	1.1	100	100	1

The Community Partner Advisory Committee allows HCA to invite community partners to learn about the culture of HCA and the success of its students. These meetings allow us to share with community partners the needs of our students, and their achievements.

	2019-2020 Partners Participating	2020-2021 Partners Involvement Goal
CPAC Meeting 1	12	15
CPAC Meeting 2	10	15
CPAC Meeting 3 - Cancelled Due to COVID	0	15
White Coat Ceremony	15	20
First Day of School Assembly	10	10
Guest Speakers - Classrooms	63	100
Purple Scrubs Assembly	1	1
Internships	3	15

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-in Sheets	12 Community Partners	15 Community Partners
Work-based Learning Hours	1365 hours	2500 hours

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include bi-monthly “Coffee Hour” with the principal, counselor and other staff members. HCA Counselors conduct Parent Information night once every term to inform parents of resources that are available to families. Teachers conduct parent meetings once a term to discuss students’ progress. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, ELAC meetings and serve on the School Site Council.

Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks, parent yoga, presentations regarding College and Career Readiness, human trafficking, suicide prevention, and mental health resources. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents’ ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: \$1,000.

Non-Instructional Materials: Materials for parent and student involvement activities, parent information nights which provide information regarding FAFSA, multicultural night, CTE pathways, and RN pathway program. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

of parents attending Back to School Night. # parents attending monthly coffee hours # of parents attending Winter Open House, # of parents attending Spring Open House, # of Parents serving on School Site Council, # of parents serving on ELAC

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,784	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including Jupiter Grades Messenger, school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters.

Parents routinely receive communications through Jupiter Messenger, Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body.

Jupiter grades and Parent Vue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions.

of surveys conducted, # of students responses and parent responses to surveys, # of contacts made with parents

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

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\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students at Health Careers Academy are provided “work-based learning” opportunities in the health career industry through our Community Partnership Advisory Community (CPAC). Work based learning allows students to apply what they are learning in the classroom and places them in professional environments within their communities. Work based learning consists of internships, job shadowing, Work Experience, Mentorships, and Community Service, and externships. For students to participate in work-based learning they must have a minimum GPA of 2.0.

HCA work-based learning thrives because of the Community Partner Advisory Committee (CPAC). The CPAC meets 4 times a year to discuss HCA’s academic progress, employment needs of the health of the career industry (and connect to HCA’s CTE pathways), how to involve HCA’s students can service the community, resources for students, and how the CPAC can help to improve the student experience at HCA.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2018-2019 (Year 2):

Implementation

Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, parent meetings, parent/teacher conferences, etc.

Effectiveness

Providing Parents with specific resources to help their child increases student achievement:

HCA had positive increases in the following areas:

SBAC Scores

EL reclassification rate

Suspension Rate

Graduation Rate

Number of students enrolling in College

100% of HCA 12th grade students completed FAFSA

2019-2020 (Year 3):

Implementation

Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, parent meetings, parent/teacher conferences, etc.

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2018-2019 (Year 2):

No major differences

2019-2020 (Year 3):

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2018-2019 (Year 2):
Future Changes

2019-2020 (Year 3):
Future Changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$91,298
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$91,298

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$91,298

Subtotal of additional federal funds included for this school: \$91,298

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$91,298

Budget Spreadsheet Overview – Title I

HEALTH CAREERS**Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 89,514
TOTAL BUDGET DISTRIBUTED BELOW	\$ 89,514
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 1,784
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 1,784
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 12,960					\$ 12,960
11700	Teacher Substitute		\$ 29,200					\$ 29,200
12151	Counselor				\$ 5,000			\$ 5,000
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 42,160	\$ -	\$ 5,000	\$ -	\$ -	\$ 47,160
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 18,354					\$ 18,354
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting						\$ 1,784	\$ 1,784
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 18,354	\$ -	\$ -	\$ -	\$ 1,784	\$ 20,138
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 10,000					\$ 10,000
58450	License Agreement		\$ 6,000		\$ 3,000			\$ 9,000
58720	Field Trip-Non-District Trans		\$ 5,000					\$ 5,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 21,000	\$ -	\$ 3,000	\$ -	\$ -	\$ 24,000
GRAND TOTAL			\$ 81,514	\$ -	\$ 8,000	\$ -	\$ 1,784	

Budget Spreadsheet Overview – LCFF

Not applicable.