



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 07/27/2021

Health Careers Academy

## Contents

School Plan for Student Achievement (SPSA) Template .....	3
Purpose and Description .....	3
Stakeholder Involvement.....	5
Resource Inequities.....	6
Goals, Strategies, Expenditures, & Annual Review.....	7
LCAP/SPSA Goal 1 – Student Achievement .....	7
Identified Need .....	9
Annual Measurable Outcomes .....	21
Strategy/Activity 1.....	22
Strategy/Activity 2.....	24
Strategy/Activity 3.....	26
Annual Review – Goal 1 .....	28
Analysis.....	28
Goal 2 – School Climate .....	30
Identified Need .....	31
Annual Measurable Outcomes .....	32
Strategy/Activity 1.....	33
Strategy/Activity 2.....	36
Annual Review – Goal 2 .....	38
Analysis.....	38
Goal 3 – Meaningful Partnerships.....	40
Identified Need .....	41
Annual Measurable Outcomes .....	43
Strategy/Activity 1.....	44
Strategy/Activity 2.....	46
Strategy/Activity 3.....	48
Annual Review – Goal 3 .....	49
Analysis.....	49
Budget Summary.....	51
Budget Summary .....	51
Other Federal, State, and Local Funds .....	51
Budget Spreadsheet Overview – Title I .....	52
Budget Spreadsheet Overview – LCFF .....	53
Amendments.....	54

Version 2 (Final 2020-2021 Version) .....	54
2020-2021 Title I Allocation Revision Statement.....	54
2021-2022 SPSA Continuation Statement .....	54
Goal 1: .....	55
Strategy/Activity 1.....	55
Strategy/Activity 2.....	59
Strategy/Activity 3.....	61
Strategy/Activity 4.....	63
Goal 2: .....	66
Strategy/Activity 1.....	66
Strategy/Activity 2.....	68
Goal 3: .....	71
Strategy/Activity 1.....	71
Strategy/Activity 2.....	73
Strategy/Activity 3.....	75
2020-2021 Budget Spreadsheet.....	78
2021-2022 Budget Spreadsheet.....	79
2021-2022 Staffing Overview.....	80
2020-2021 SPSA Evaluation .....	81
Comprehensive School Profile Data: .....	82
Recommendations and Assurances: .....	83

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	Ver 1 - Not Applicable Ver 2 – Not Applicable Ver 3 – 04/04/2021	Ver 1 – 05/22/2020 Ver 2 – Ver 3 – 05/11/2021	Ver 1 – 07/28/2020 Ver 2 – 07/13/2021 Ver 3 – 07/27/2021

## 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%

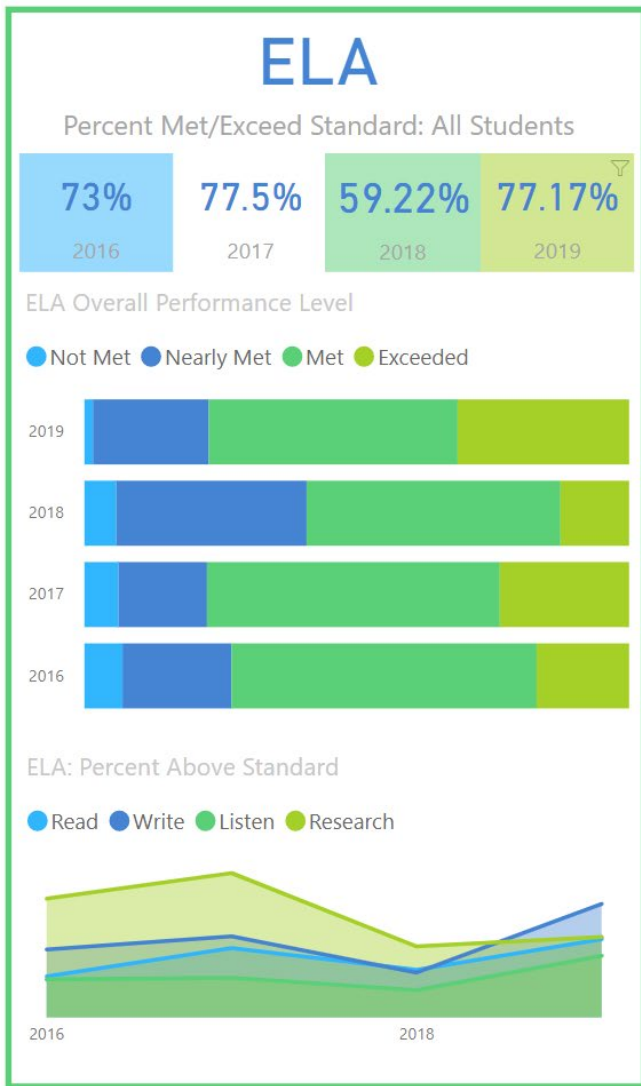
2017 = 50%  
2018 = 36.4%

HCA students meeting A-G requirements:

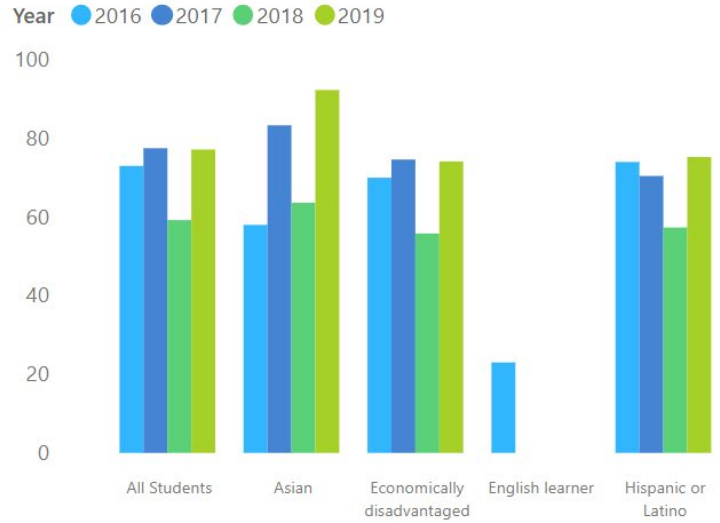
2016 = 69%  
2017 = 58%  
2018 = 80%  
2019 = 67%

HCA graduation rate

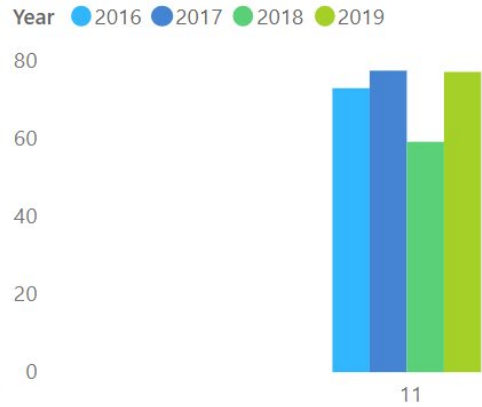
2016 = 98%  
2017 = 99%  
2018 = 98%  
2019 = 100%



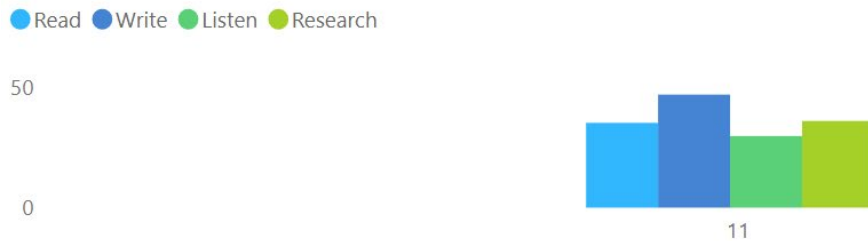
ELA CAASPP: Percent Met/Exceed Standard

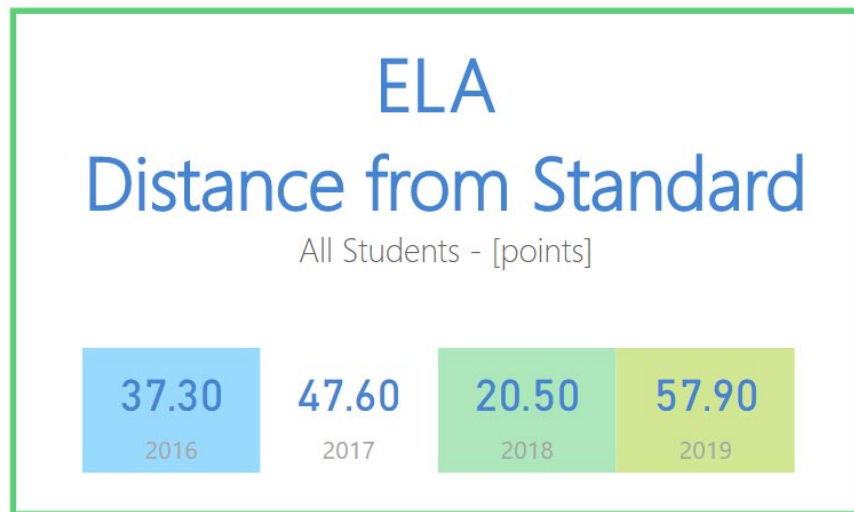


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



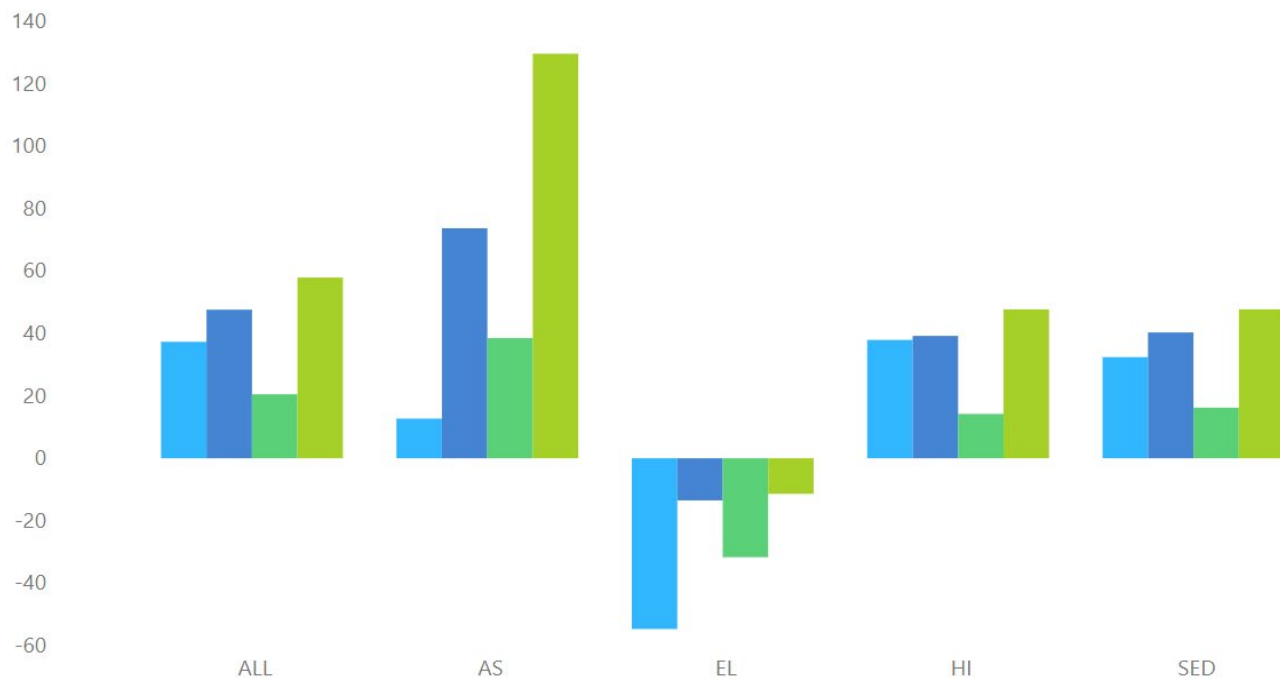
2019 Prelim ELA CAASPP: Area - Percent Above Standard



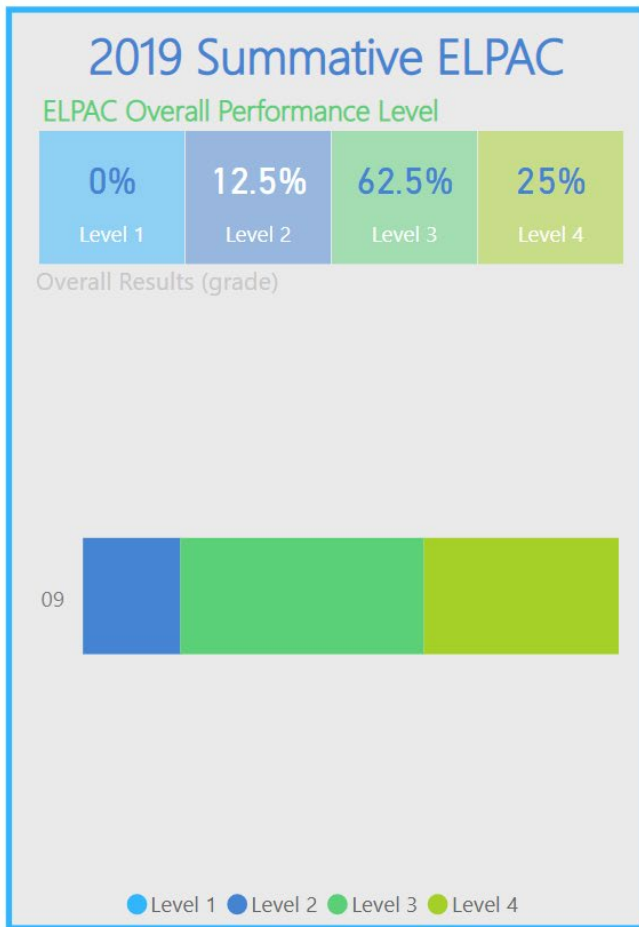


ELA Distance from Standard [points]

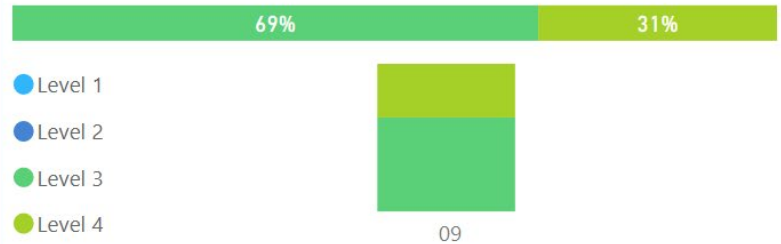
Year ● 2016 ● 2017 ● 2018 ● 2019



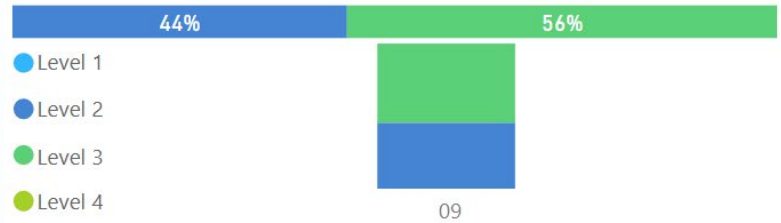
page 3 SUSD RA 12122019 v3r1



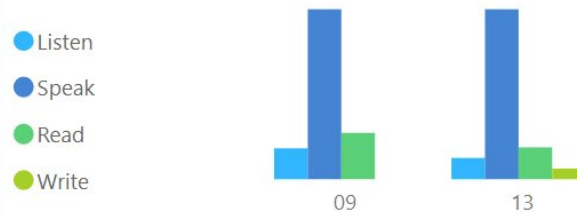
#### Oral Language Overall Performance Level



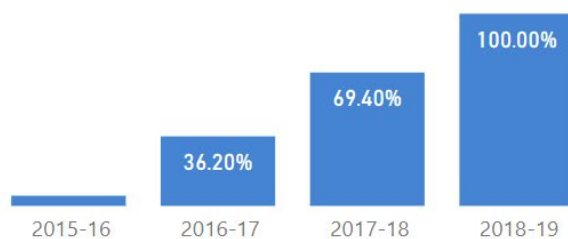
#### Written Language Overall Performance Level



#### Performance Area: Percent Well Developed

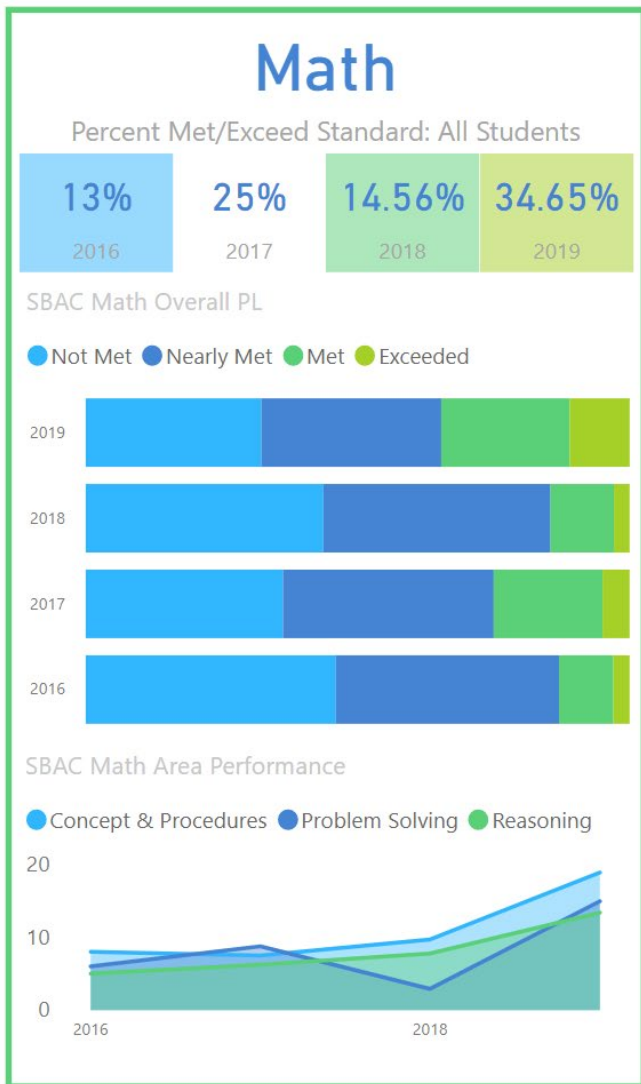


### English Learner Progress Reclassification Rates

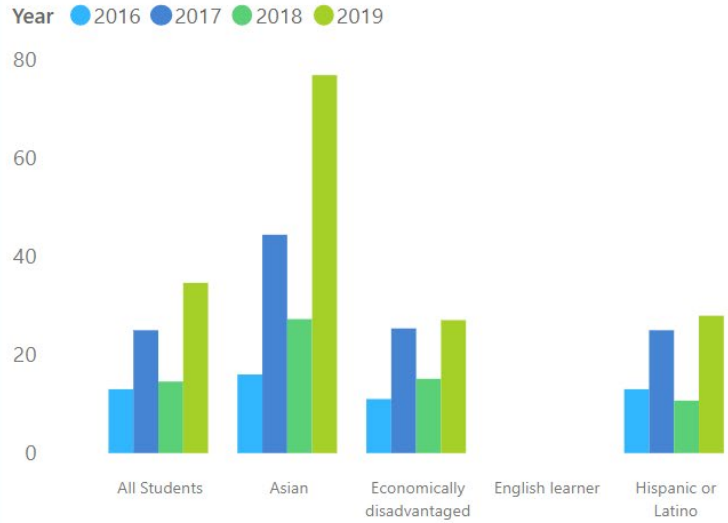


#### English Learner Progress Indicator (ELPI)

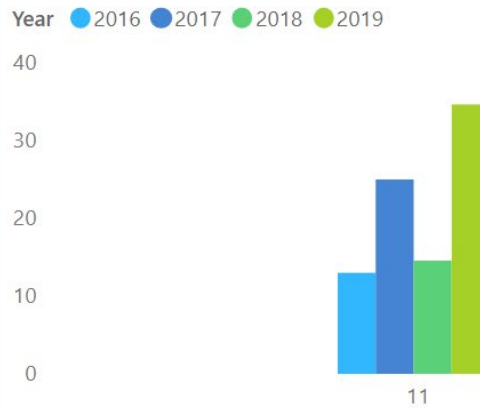
**62.5%**  
ELPI 2019



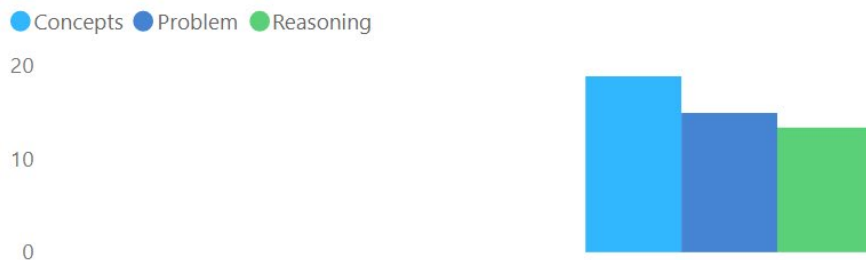
Math CAASPP: Percent Met/Exceed Standard

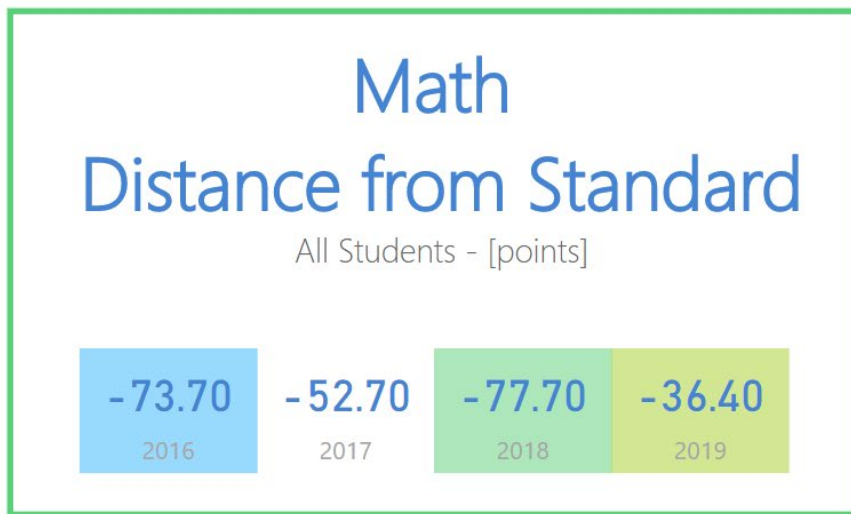


Math CAASPP: Percent Met/Exceed Standard by Grade Level



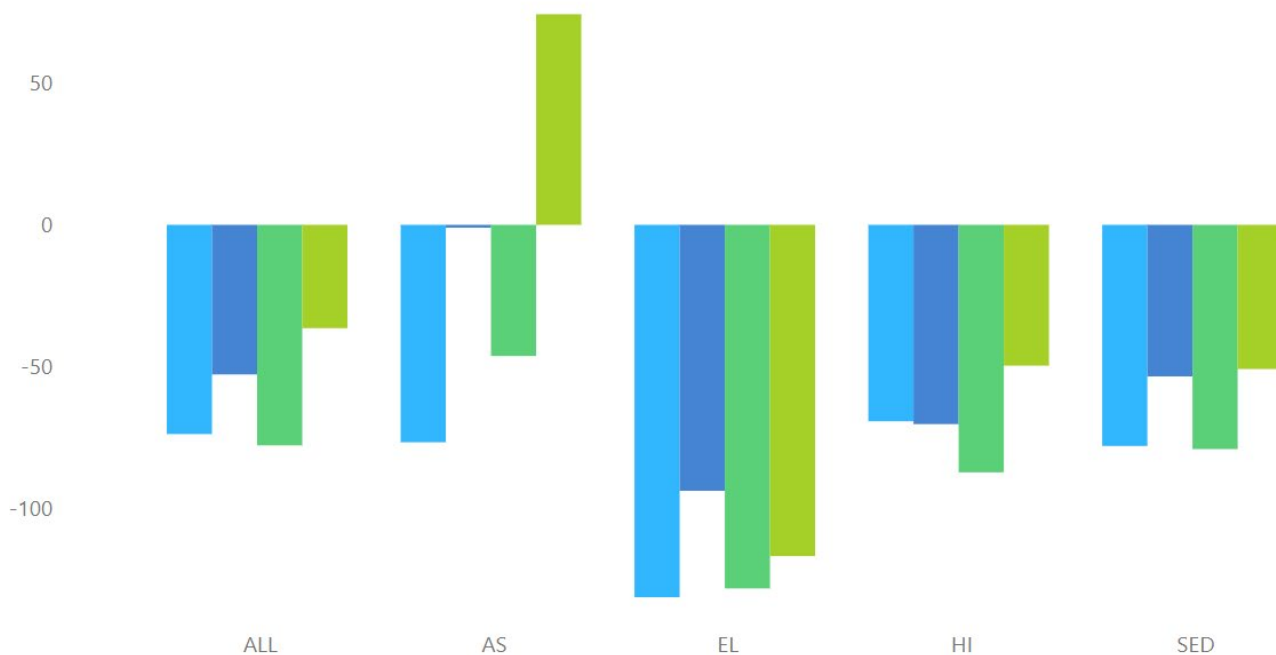
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



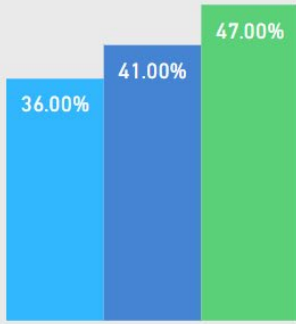
page 5 SUSD RA 12122019 v3r1



## PSAT NMSQT Grade 10

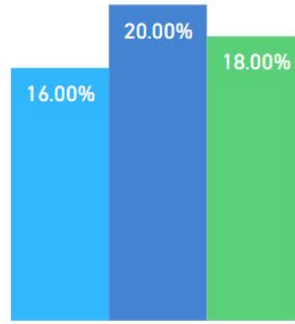
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

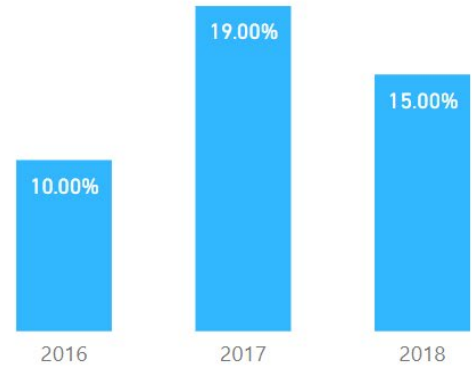


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



## PSAT 8/9 Grade 8

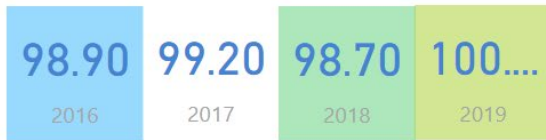
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

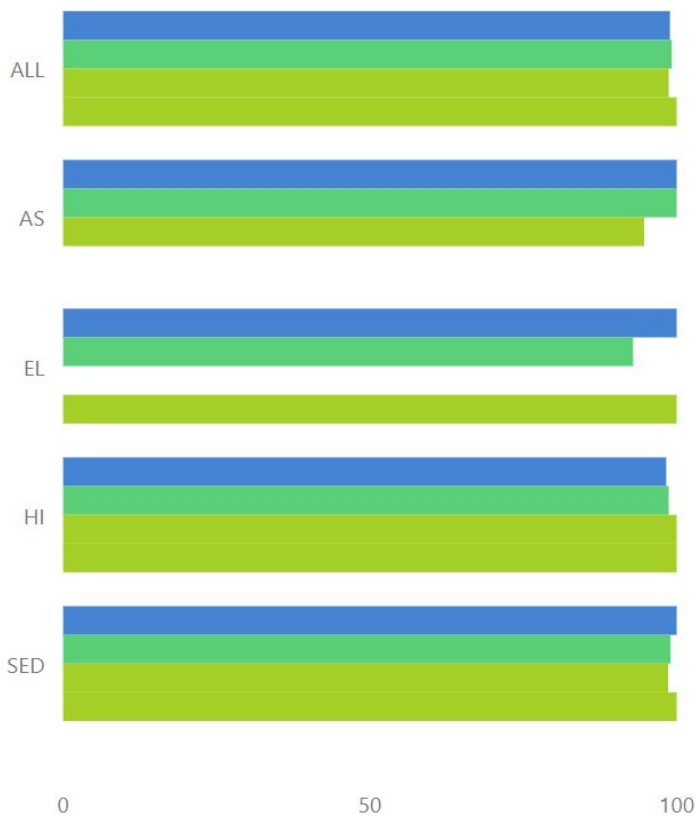
## Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019

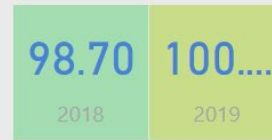


page 10

SUSD RA 12122019 v3r1

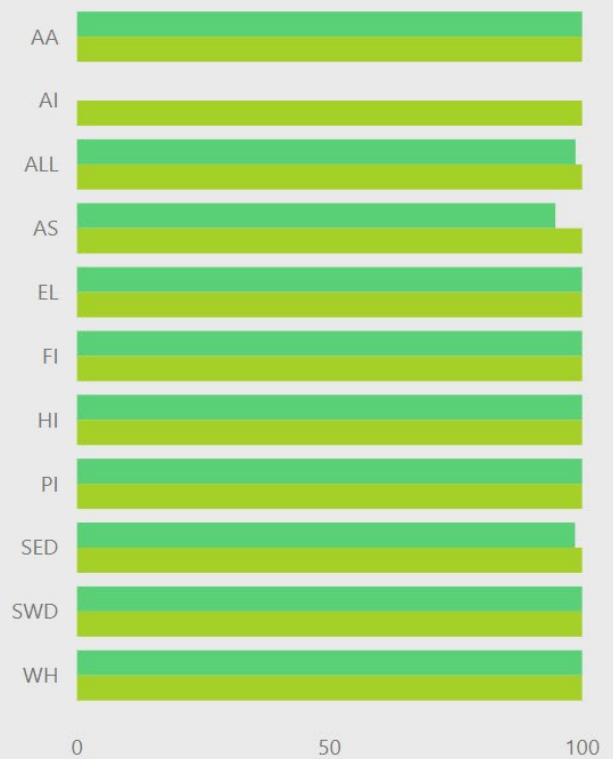
## Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

44.1%

2016

50%

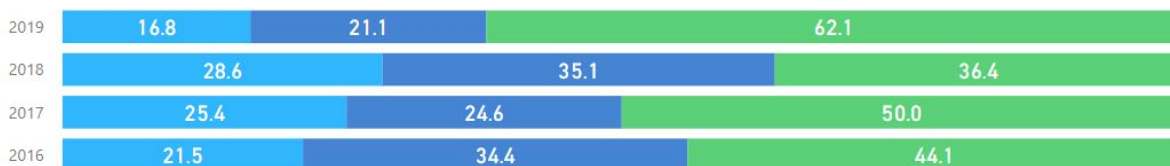
2017

36.4%

2018

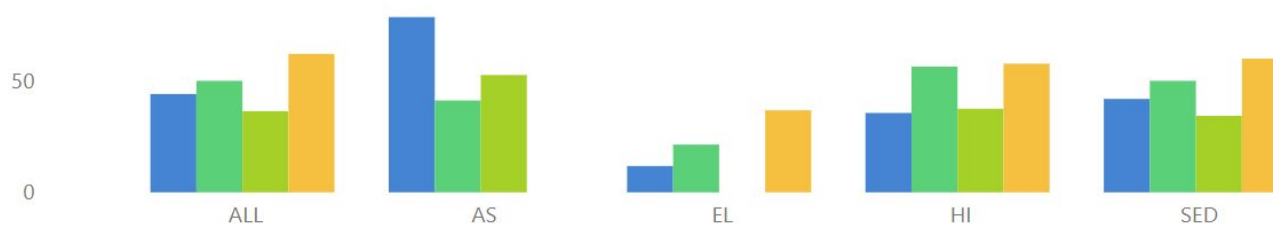
62.1%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



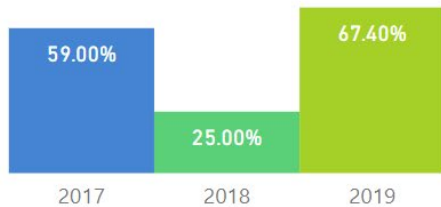
2019 CCI Percent Prepared by CCI criteria

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

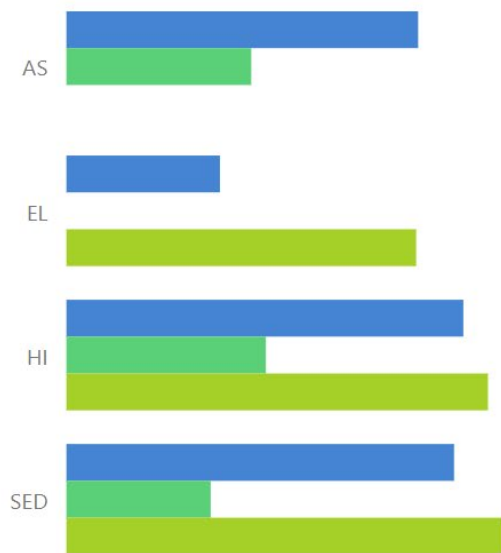
## UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



page 12

SUSD RA 12122019 v3r1

## College-Going Rate

High School Completers

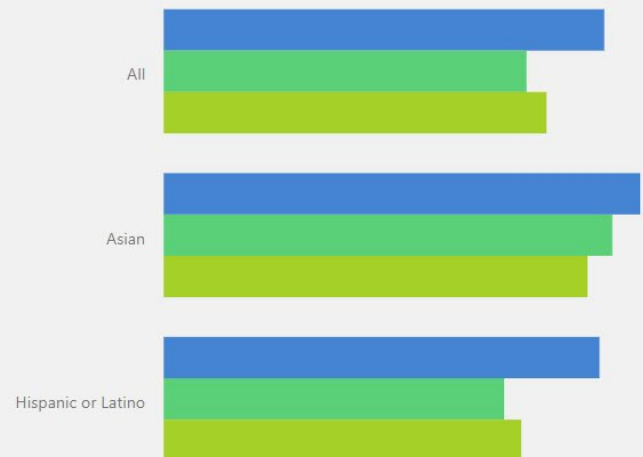
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

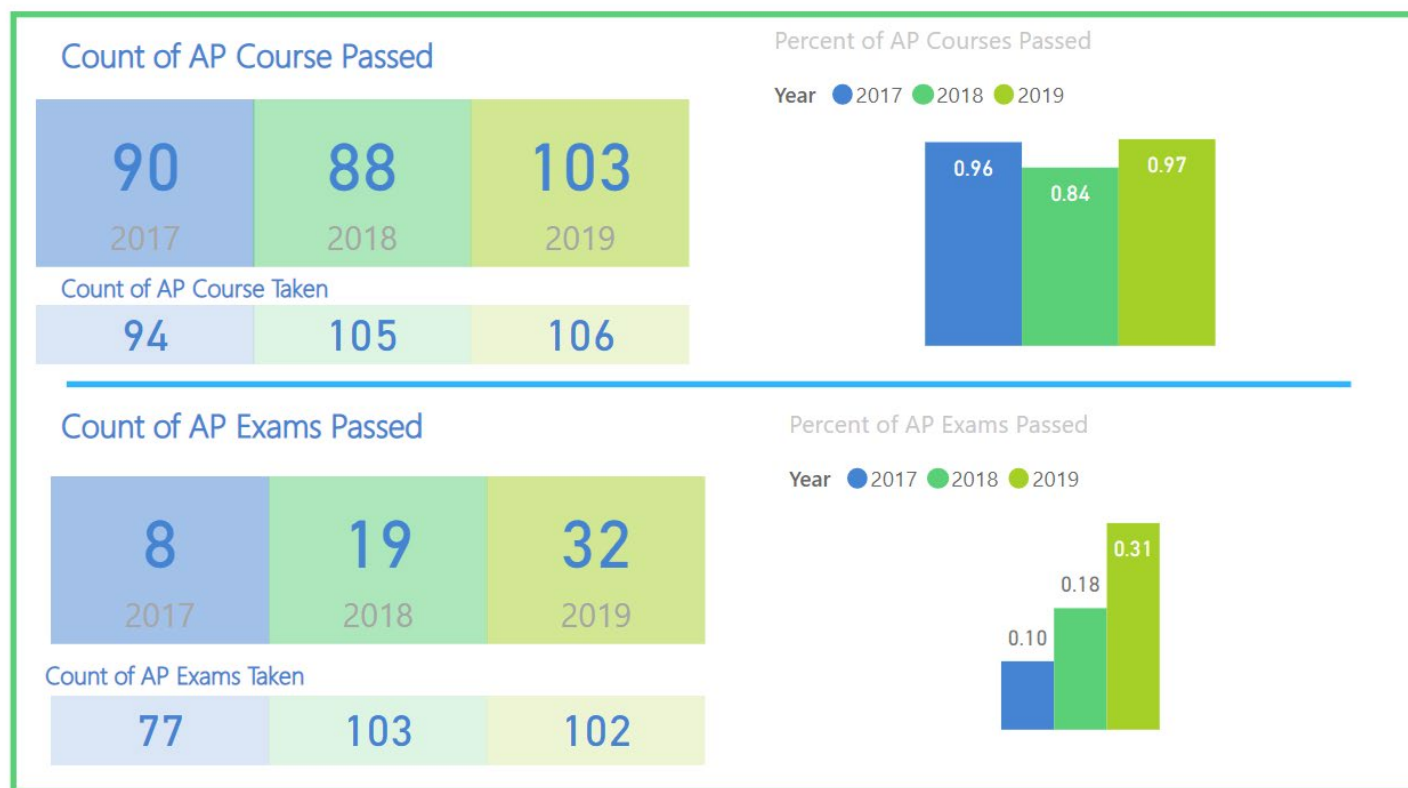


Percent of High School Completers and College Enrollment

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:

School Plan for Student Achievement| SY 2020-2021

Page 46 of 83

Version 1 – Board Approval 07/28/2020

\$ 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.

## **Amendments**

### **Version 2 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

#### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

#### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

LCAP/SPSA Goal 1 – Student Achievement School Goal for ELA/ELD:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 20 students.

School Goal for Math:

By July 2022, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2021 to the spring of 2022.

School Goal for English Learners:

By EOY 2022, per ELPAC, increase the number of students who reclassify by 100% of students.

School Goal for College and Career Readiness:

By June 2022, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements by 10%.

Increase the number of students completing both Career Technical Educational (CTE) pathways with a 'C' or better by 10%.

Graduation:

By June 2022, HCA will maintain a 100% graduation rate.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

UnboundED

PLC at Work



Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning supporting vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently. Focusing on:

Scope and Sequence Planning

In-Depth Root Cause Analysis and Need Assessment

Stakeholder Involvement Plan

In-Depth Data Analysis and Evaluation

Walk-Through Visit - Observation of Actual Activities

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning

26 staff (24 teachers, 1 instructional coach, 1 program specialist) X 16 hours X \$60 = 24,960  
(Allocating \$26,050)

## 2021-2022 Strategy Update

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 (2 @ .5 FTE Instructional Coaches – Centralized Service) 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.

Use common assessments in all content areas as the basis for continuous cycle of improvement.

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

Collaboration, data reviewing, and instructional practices will be shared on a bi-weekly basis during scheduled collaboration time.

Conferences/Trainings/Workshops - \$13,000:

\*PLTW Training - August of 2021-June of 2022 - All Science teachers, Admin, Counselors, Teacher Coach

HOSA Conferences, Trainings and workshops - August of 2021-June of 2022- HOSA coordinator, CTE teachers, Admin, Counselor, Teacher Coach

AP Training, August of 2021-June of 2022 - AP teachers in Bio, ELA, Spanish

Work Based Learning - August of 2021-June of 2022 - Work Based Learning Coordinator, CTE teachers, Admin, Counselors, Teacher Coach

Project Based Learning - August of 2021-June of 2022 - All Teachers (24), All Counselors (3), Admin.

Specific Curriculum training for Health Career Industry themed projects - August of 2021- June of 2022- All Teacher (24), Administration.

Substitutes will be used for specific collaboration days, Curriculum Professional Development days, and HOSA events. Substitute pay for teacher release to attend professional development:

90 days X \$200 = \$18,000

To increase student achievement, and provide intervention opportunities for students, HCA holds after school tutoring 3-4 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.

6 teachers X 6 hours X 14 weeks X \$60 = \$30,240 (Allocating \$30,000)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
48,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

13,000	5000 Series	Services
--------	-------------	----------

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

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.

License Agreements - \$9,000 – Title I: Teachers use license agreements for specific online curriculum. License Agreement: 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), Cyber High, Apex

Instructional Materials/Supplies - \$20,000 – Title I - Specific instructional materials and supplies are provided to enhance health career industry themed classes. Specific science notebook for all students. Med Tape, elastic bandage, face shields, heel & lace pads, Wards Invest AP Bio 4 Diff/OSM Refill Kit, Live Sowbugs, Digital Micropipet, DNA Detective Module EDU, Analysis of Precut, Photosynthesis AND, PGLO Transformation, Comparative Proteomics, Any KD Mini-Protean, Misc. Supplies: storage bins, HDMI cables, sponges, disinfecting wipes, power strip, Clorox, dish soap

Equipment - \$5,564 – Title I: Vital Signs, Hand hygiene, ECG, Sterile Field, IM Injection, SC Injection, Intradermal

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
20,000	4000 Series	Books & Supplies
14,564	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. License Agreement: APEX, Cyber-High

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 first hand (UC, CSU, Technical and Private) school offerings and majors.

Field Trips - \$5,000 – Transportation, \$5,000 – Pupil Fees:

1. UC Merced - March 2022 - 10th grade - College Campus visit-Focus on specific majors school offers.
2. CSU Fresno - April 2022 - 9th grade - College Campus visit- Focus on specific majors school offers.
3. CSU Stanislaus - March 2022 - 11th grade - College Campus visit-Focus on specific majors school offers.
4. UC Davis - March 2022 - 11th grade - College Campus visit-Focus on specific majors school offers.

# 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

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

#### Fund Source – LCFF:

School Plan for Student Achievement| SY 2020-2021

Page 62 of 83

Version 2 – Board Approval 07/27/2021

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

#### CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.



None.

## 2021-2022 Strategy Adjustment

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

School Plan for Student Achievement| SY 2020-2021

Version 2 – Board Approval 07/27/2021

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

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:

By the end of the 2021-2022 school year, HCA will reduce chronic truancy by 3%.

By the end of the 2021-2022 school year, HCA will increase school wide attendance by 3%.

## Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Professional Development will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices.

Counselors will receive increased Professional Development in the PLCA process and with ASCA (American Schools Counseling Association) to address students academic and mental health needs.

3 counselors X 27 hours X \$60 = \$4,860 (Allocating \$5,000)

Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers and counselors to collaborate 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.

Counselors will work closely with teachers to identify students that will need academic support, social-emotional/behavioral support, and resources that support families. 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.

# 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

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

HCA Counselors, Leadership, teachers, and CSM support initiatives to increase attendance, academic achievement, and work based learning experiences. HCA teachers, counselors, ASB/Leadership classes, and CSM promote a positive school culture and climate through the use of lunch time events, participation in community service activities, 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. Students are also rewarded for achievements in the classroom and community with incentives through Transeo.

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). Transeo is database (license agreement) for students, community partners and staff to collaborate to create positive work-based learning experience for students. Transeo collects data on students academic achievements such graduation requirements, A-G completion, completion of work-based learning certificates, and mastery of essential CTE and Science Lab skills. Transeo's database is live for students and parents to review progress and achievements.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, increase participation by 10% at Parent Coffee Hour and other events to create meaningful partnerships with stakeholders.

By June 2022, establish 2 new opportunities for stakeholders to be engaged with the school community.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is \$2,153.

2021-2022 Strategy Adjustment

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 and Counselors 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.

3 counselors X # hours X \$60 = \$5,000 – Title I - 50672

Parent Meeting – \$1,153 – Title I – 50647: 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 - \$1,000 – Title I – 50647: 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.

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

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
5,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,153	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 (license agreement), 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

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

# 2020-2021 Budget Spreadsheet

HEALTH CAREERS ACADEM		July 28, 2020		INITIAL BUDGET/DATE		REVISED BUDGET/DATE						
TITLE I		TOTAL ALLOCATION		\$ 115,564		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,153		Print Formatted for 11 x 17
TOTAL BUDGET DISTRIBUTED BELOW		\$ 115,564		TOTAL BUDGET DISTRIBUTED BELOW		\$ 2,153						
TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0						
Object	Description	ACHIEVEMENT				LEARNING ENVIRONMENT		PARTNERSHIPS		TOTAL FTE		
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENT S			FTE
Personnel Cost-Including Benefits												
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 39,010	0.000		0.000		0.000		0.000	\$ 39,010	
11700	Teacher Substitute (incl benefits)	0.000	\$ 29,200	0.000		0.000		0.000		0.000	\$ 29,200	
12151	Counselor	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000	\$ 5,000	0.000		0.000	\$ 5,000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
19101	Program Specialist	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
19101	Instructional Coach	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
21500	Bl Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
22601	Library Media Assistant	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
22901	Community Assistant	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000	\$ -	
29500	Par Lia-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ -	
Sub Total - Personnel/Benefits		\$	68,210	\$	-	\$	5,000	\$	-	\$	-	\$ 73,210
Books & Supplies												
42000	Books										\$ -	
43110	Instructional Materials	\$	18,354								\$ 18,354	
43200	Non-Instructional Materials										\$ -	
43400	Parent Meeting								\$	2,153	\$ 2,153	
44000	Equipment										\$ -	
Sub Total - Books & Supplies		\$	18,354	\$	-	\$	-	\$	-	\$	2,153	\$ 20,507
Services												
57150	Duplicating										\$ -	
57250	Field Trip-District Trans										\$ -	
56590	Maintenance Agreement										\$ -	
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										\$ -	
Sub Total - Services		\$	21,000	\$	-	\$	3,000	\$	-	\$	-	\$ 24,000
GRAND TOTAL		\$	107,564	\$	-	\$	8,000	\$	-	\$	2,153	

# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET HEALTH CAREER ACADEMY - 109 - 73 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$	115,564	LCFF		TOTAL ALLOCATION		\$	-	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	2,145				
TOTAL BUDGET DISTRIBUTED BELOW				\$	115,564	TOTAL BUDGET DISTRIBUTED BELOW				\$	-	TOTAL BUDGET DISTRIBUTED BELOW				\$	2,145				
TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0	TO BE BUDGETED (Should be \$0.)					0				
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 25,000	0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 30,000
11700	Teacher Substitute (incl benefits)	0.000	\$ 13,000	0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 18,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000	\$ 5,000
12500	Counselor-add Comp (incl benefits)	0.000	\$ 2,500	0.000		0.000		0.000		0.000	\$ 2,500	0.000		0.000		0.000		0.000		0.000	\$ 5,000
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 40,500		\$ -		\$ 10,000		\$ -		\$ 7,500		\$ -		\$ -		\$ -		\$ -		\$ 58,000
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 10,000				\$ 10,000														\$ 30,000
43400	Parent Meeting																	\$ 1,145			\$ 5,000
44000	Equipment (\$500 - \$4999.99 per item)		\$ 5,564																		\$ -
Sub Total - Books & Supplies			\$ 15,564		\$ -		\$ 10,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,145		\$ 35,000
Services																					
57150	Duplicating																				\$ 30,000
*** 57250	Field Trip-District/Non-District Trans		\$ 5,000															\$ 1,000			\$ 18,000
56590	Maintenance Agreement																				\$ 5,000
**** 52150	Conference		\$ 10,000				\$ 3,000														\$ 5,000
58450	License Agreement		\$ 5,000								\$ 3,000										\$ -
58920	Pupil Fees		\$ 5,000																		\$ -
***** 58100	Consultants-Instructional/Non-Instructional																				\$ -
Sub Total - Services			\$ 26,000		\$ -		\$ 3,000		\$ -		\$ 3,000		\$ -		\$ -		\$ -		\$ 1,000		\$ -
GRAND TOTAL			\$ 82,064		\$ -		\$ 23,000		\$ -		\$ 10,500		\$ -		\$ -		\$ -		\$ 2,145		

## Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.

\*\*\* State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\* State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.

\*\*\*\*\* State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.



## **2021-2022 Staffing Overview**

No staff positions are being funded using Title I funds for the 2021-2022 school year.

## **2020-2021 SPSA Evaluation**

Goal 1:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p><b>School Goal for ELA/ELD:</b> 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.</p> <p>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.</p>	<p><b>Strategy 1</b></p> <p>Provide teachers with professional learning opportunities and support to supplement core instruction.</p> <p>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</p>	<p><b>Strategy 1</b></p> <p>The PD opportunities work because it helps teachers grow and evolve in their institutional strategies. Based on the 2018-2019 SBAC, 77%(an increase of 18% from previous year) 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. nal strategies.</p> <p>Based on the 2018-2019 SBAC, 34%(an increase of</p>		<p><b>Strategy 1</b></p> <p>Identify student needs- and provide more specific PD opportunities for teachers to address those needs.</p> <p>Continued increase of work-based learning opportunities for students.</p>

<p><b>School Goal for Math:</b> 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%.</p> <p>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.</p>	<p>lessons in the classroom.</p> <p>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 teachers X 4 days X \$200= \$19,200)</p> <p>Use common assessments in all content areas as the basis for continuous cycle of improvement.</p> <p>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</p>	<p>20% from previous year) 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.</p>		
--	---	--	--	--

<p><b>School Goal for English Learners:</b> By July 2021, the percentage of EL students meeting/exceeding ELA standards will grow by no less than 10 percent over the prior year.</p> <p>By July 2021, the percentage of EL students meeting/exceeding Math standards will grow by no less than 10 percent over the prior year.</p> <p>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%.</p>	<p>hall for one hour a day. Six teachers are available four days a week to address students academic needs beyond regular school hours.</p> <p>In 2019 despite our 100% graduation rate, only 62.5%(an increase of 26%) of our 12th grade student population met the A-G requirements for UC or CSU colleges.</p>			
--	---	--	--	--

<p><b>School Goal for College and Career Readiness:</b> 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.</p>				
---	--	--	--	--

<p><b>GOAL 2:</b></p> <p>By the end of the 2020-2021 school year, HCA will reduce chronic truancy by 3%.</p> <p>By the end of the 2020-2021 school year, HCA will increase school wide attendance by 3%.</p>	<p>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).</p>	<p>Attendance/Chronic Truancy –</p> <p>Chronic Truant Students:</p> <p>2018-2019: 10.3% of students</p> <p>2017-2019: 10.6% of students</p> <p>Attendance rates:</p> <p>2017-2018 (84.4%)</p> <p>2018-2019 (96.96%)</p> <p>2019-2020 (95.23%)COVID</p>	<p><b>Strategy 2:</b></p> <p>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</p>	
--	--	--	---	--

			<p>experience with counselors. Students are rewarded for good attendance with incentives through HERO.</p>	
--	--	--	--	--



**GOAL 3:**

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.

--	--	--	--	--

## **Comprehensive School Profile Data:**

# Progress

school search

Health Careers Academy

2020-2021

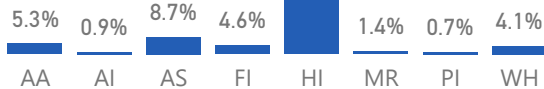
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



435

Count



January

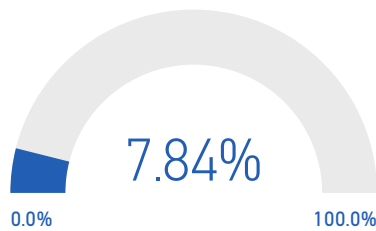


CWA

2

Parent Outreach

## Engagement



Chronic Absenteeism

Winter

## Academics



Participation

95%

ELA: K-11

On-Track K-8

(Blank)

Percent



Participation

0%

Math: K-8

On-Track K-8

(Blank)

Percent



Participation

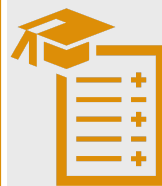
95%

MDTP-Fall

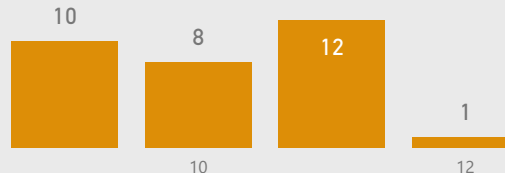
Nearly + Ready

18%

Percent-Fall



High School: No Credits Earned



## English Learners February

ELPAC IA

(Blank)

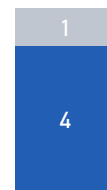
Percent GL Tested

ELPAC IA

(Blan...

Total Tested

Reclassification



RFEP ● Complete ● Eligible

## Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

Saavas

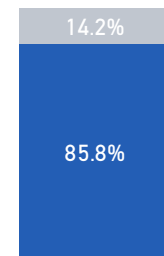
(Blank)

Total Test Count

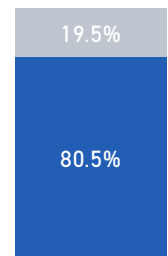


PLUS Winter 2021

## School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.



# Enrollment

school search

Health Careers Academy

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

463

Enrollment

06-Jan

452

Enrollment

02-Sep

459

Enrollment

07-Feb

435

Enrollment

03-Oct

457

Enrollment

04-Nov

456

Enrollment

05-Dec

454

Enrollment

SUSD RA v2

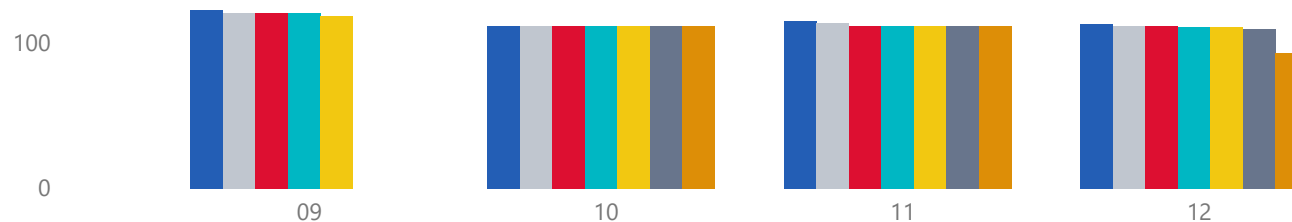
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

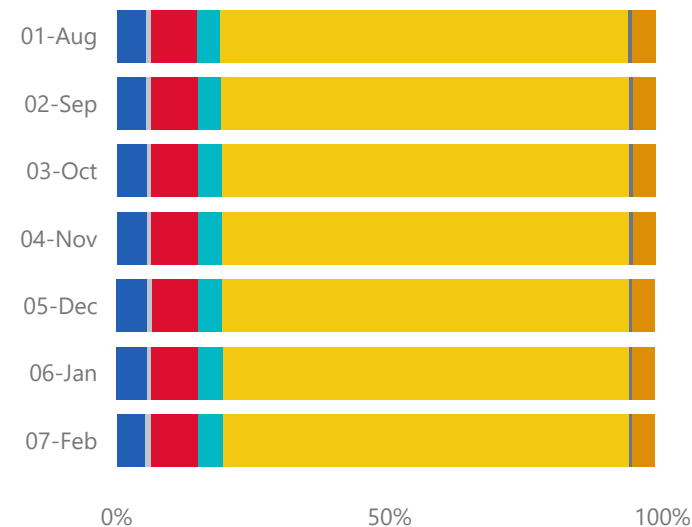
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



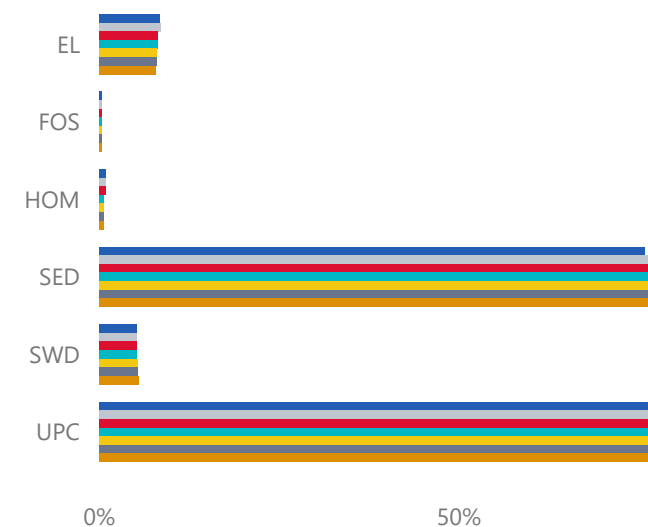
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



# Engagement

school search

Health Careers Academy

Month

All

2020-2021

## Connections

01-Aug

14.16%

Rate

01-Aug

65

Count

02-Sep

12.20%

Rate

02-Sep

56

Count

03-Oct

11.33%

Rate

03-Oct

52

Count

04-Nov

9.37%

Rate

04-Nov

43

Count

05-Dec

9.15%

Rate

05-Dec

42

Count

06-Jan

7.84%

Rate

06-Jan

36

Count

SUSD RA v2

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

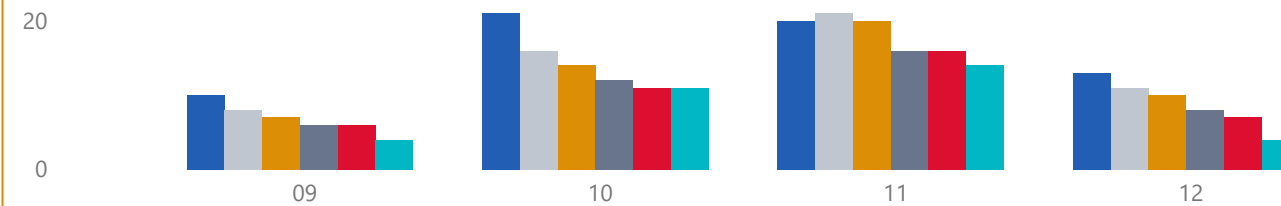
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

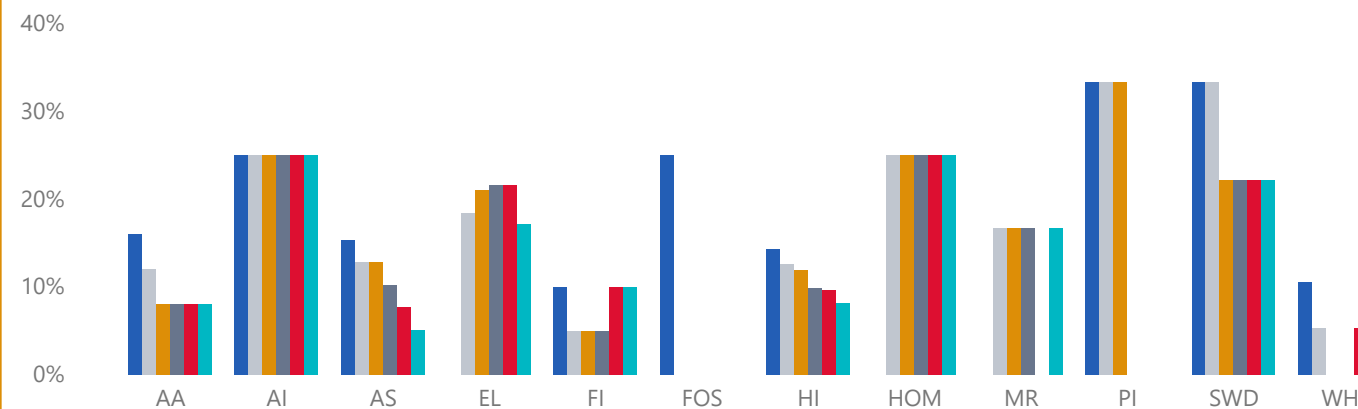
### Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



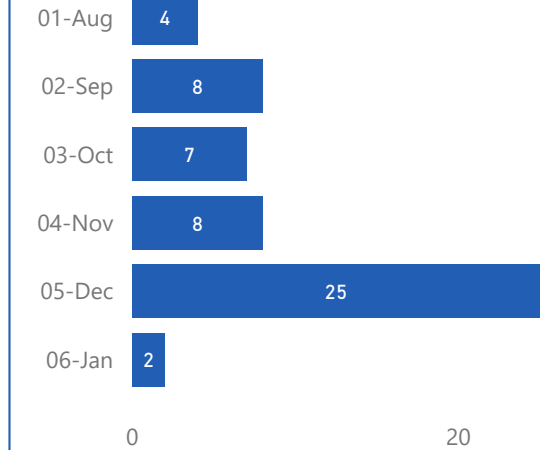
### Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



### CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation			On Track			iReady Percent On-Track			F-W Growth		F-S Growth	
84%	95%		(Bla...			(Blank)						
Fall	Winter	Spring	Fall			All						
			(Bla...									
			Winter									
			Spring									

Participation			On Track			iReady Percent On-Track						F-W Growth		F-S Growth	
0%			(Bla...									(Blank)			
Fall			Fall									All			
Winter			Winter												
Spring			Spring			iReady Percent Two or More Years Below Grade Level									
Spring			Spring												
			2+ Below			iReady Percent No Growth (since Winter 2019)									
			(Bla...												
			Fall												
			(Bla...												
			Winter												
			Spring												
			No Gro...												
			(Bla...												
			All												
			(Bla...												
			Winter												
			Spring												

**Overview:** Interim Assessments reports include participation and academic progress results from SUS D's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

**Source:** Research; Program Exports

**Frequency:** Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

**iReady F-W Typical Growth**

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- \* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- \* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- \* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

- \* 30 minutes: percent of students averaging 30 minutes per subject per week
- \* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A  
**Source:** Research; Curriculum Exports, Illuminate  
**Frequency:** Reports are updated periodically; **Updated:** February 2021

Feb 2021	Ready Class	Saavas	Benchmark
Curriculum Assessments	(Blank)	(Blank)	(Blank)
Total Test Count	Total Test Count	Total Test Count	Total Test Count
Curriculum: Test Count			
Curriculum: Average Test Count			

Sequence	Reporting Week

Online Instruction: 30+ minutes
Online Instruction: Passed Lessons 70%+



**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

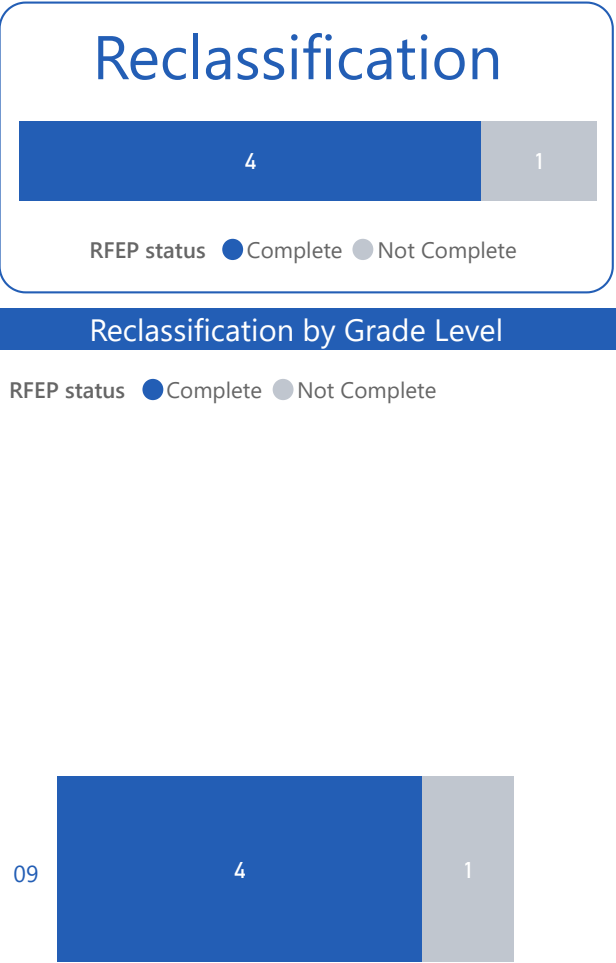
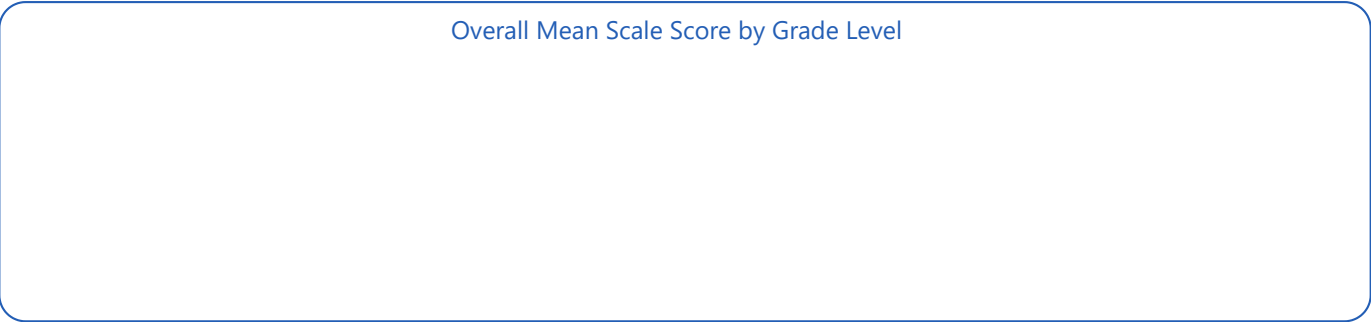
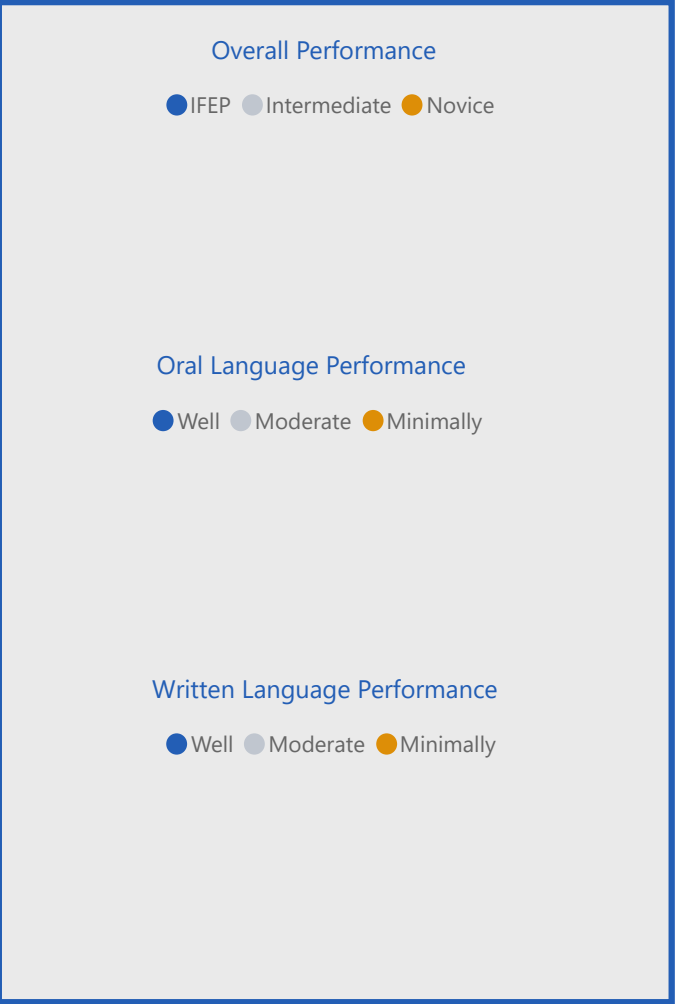
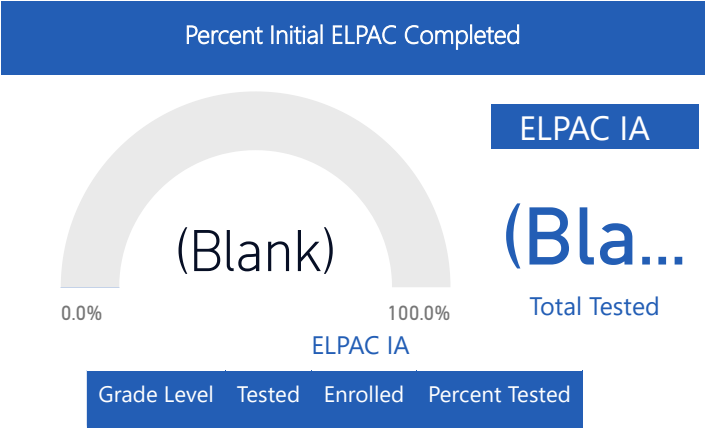
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner**, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** February 2021



# School Climate

school search

Health Careers Academy

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

**Navigation:** Use Filters to select Term, Grade Span, Question

**Source:** Student Support Services - PLUS program

**Frequency:** Reports are updated after administration (3x a year);

**Updated:** Win2021

Count  
(Blank)

Grade 4-5

Count  
(Blank)

Grades 6-8

Count  
382

Grades 9-12

Count

382  
All

All Responses

90.3%

At my school, there is a teacher or other adult who believes...

83.8%

At my school, there is a teacher or other adult who really ca...

79.6%

I feel like I am part of this school.

76.2%

I feel like my voice matters to adults at my school.

89.8%

I feel safe in my school.

I have been cyberbullied in the last 30 days.

There is a lot of tension at my school between di...

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

20.4%

79.6%

9-12

● Yes ● No

At my school, there is a teacher or other adult who believes that I will be a success.

9.7%

90.3%

9-12

● Yes ● No

16.2%

83.8%

9-12

● Yes ● No

At my school, there is a teacher or other adult who really cares about me.

98.7%

9-12

● Yes ● No

I feel safe in my school.

10.2%

89.8%

9-12

● Yes ● No

23.8%

76.2%

9-12

● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.

91.4%

9-12

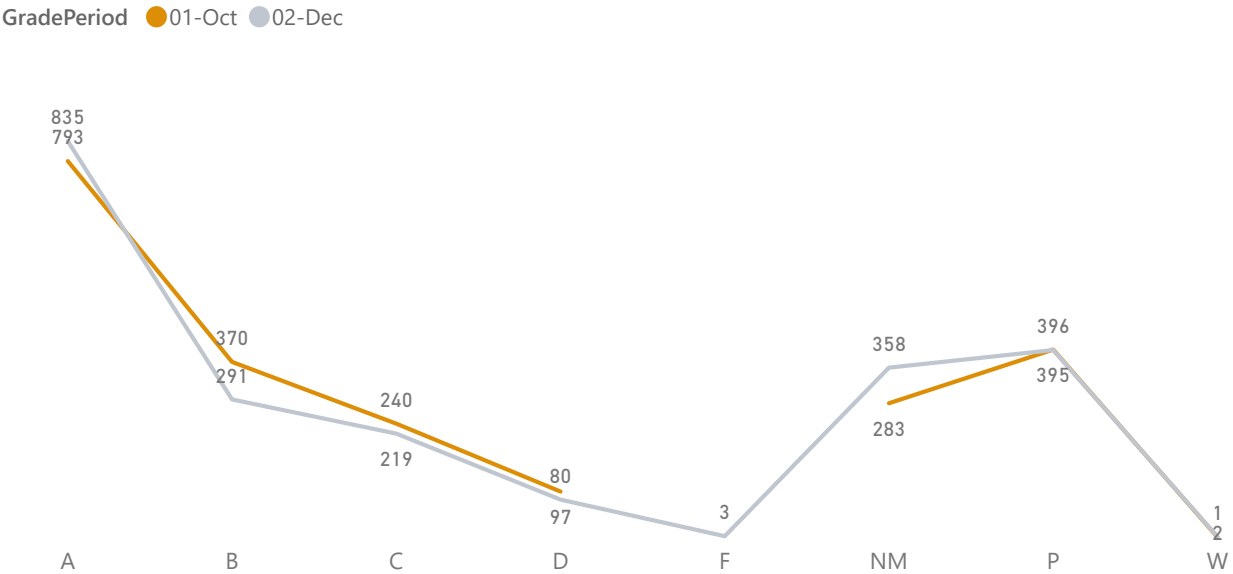
● Yes ● No

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

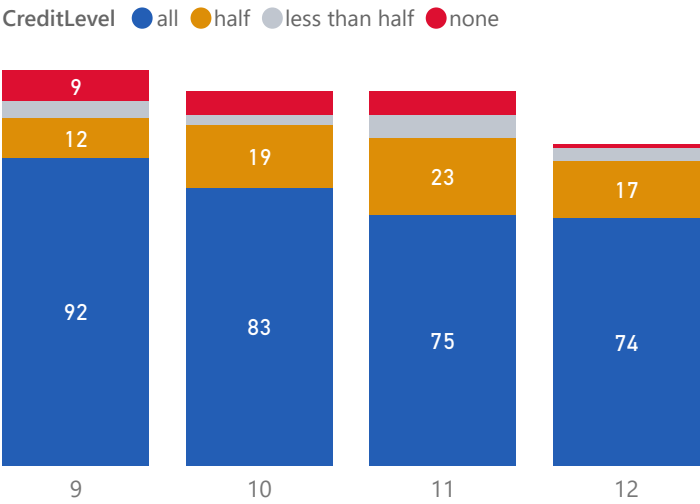
- Transcript Grades:
- \* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
  - \* Credits Earned: Credits earned as indicated on transcript
  - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
  - \* All: all credits attempted were earned
  - \* Half: more than half of credits attempted were earned
  - \* Less than half: less than half of credits attempted were earned
  - \* None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after end of term, test; Updated: January 2021

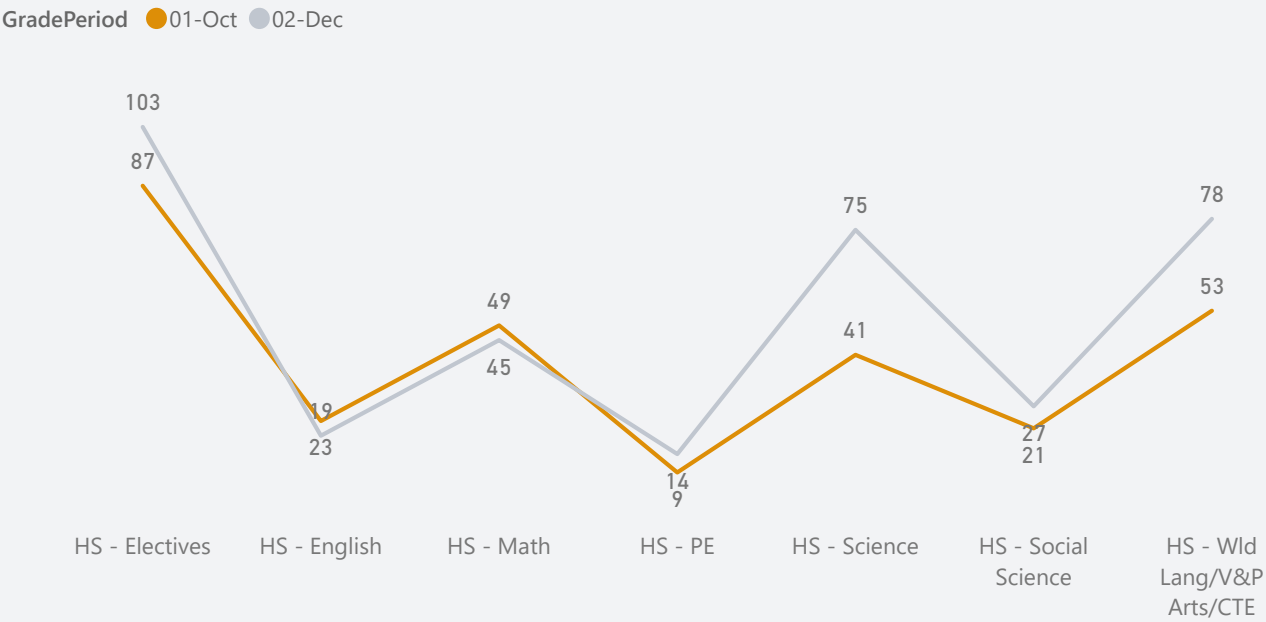
Grade Distribution and Term



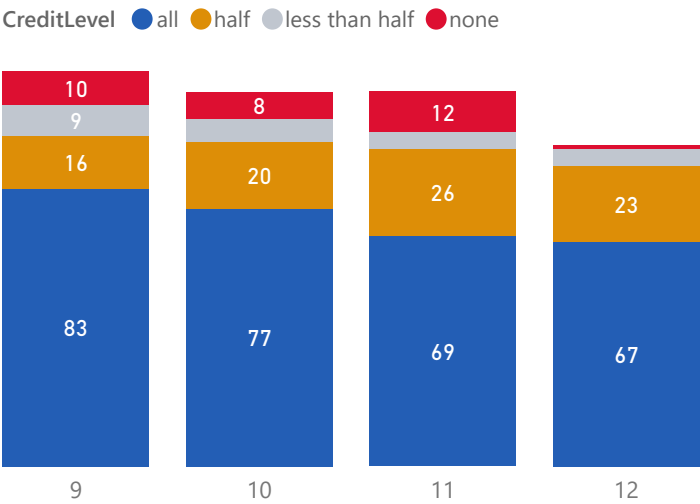
Credits Earned (October)



Subject and Non-Passing Grades

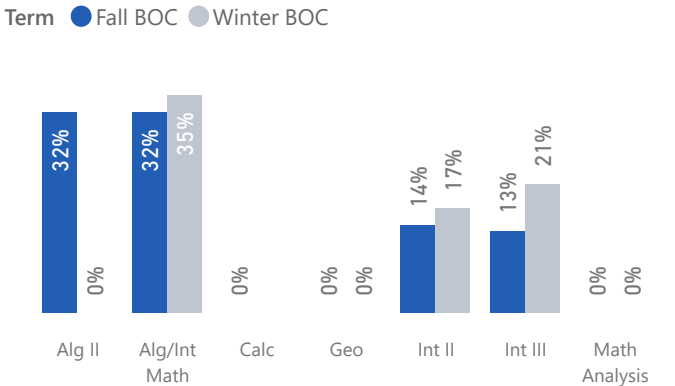
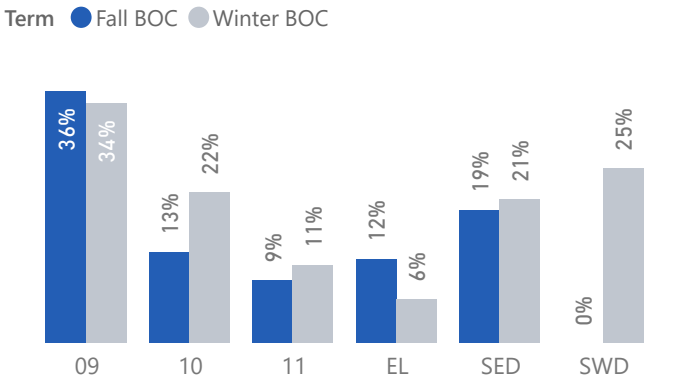
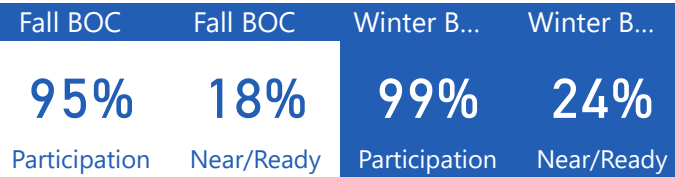


Credits Earned (December)

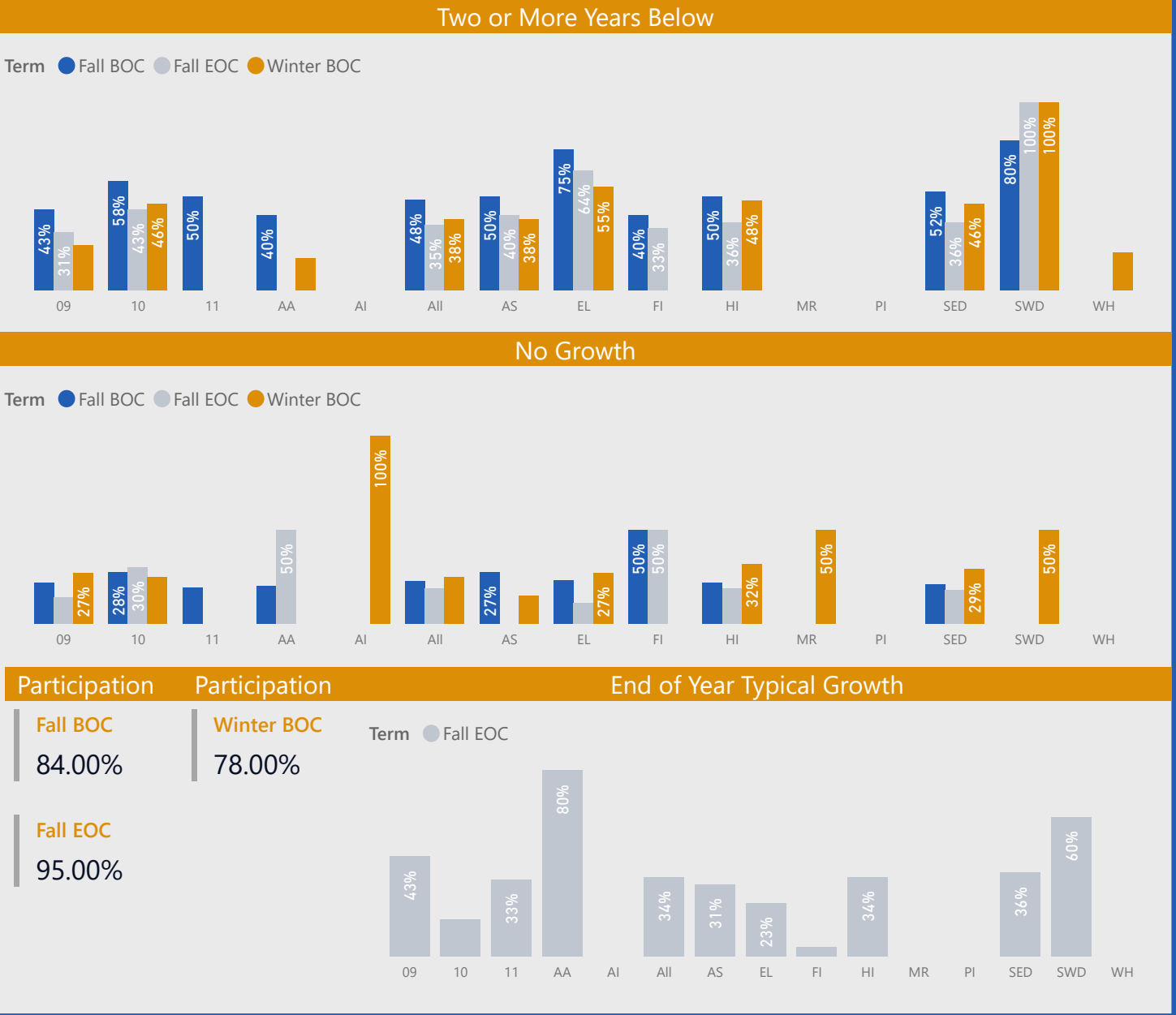


MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021



iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021



Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published
- \* v2 020521 update: Enrollment; Engagement, English Learners
- \* v2.2 021821 update: Curriculum Assessment; PLUS winter;
- \* v2.3 022521 redesigned HS grades/test

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)
- \* HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

## Acronyms

### Student Groups

ALL – all students  
 AA – Black/African American  
 AI-American Indian/Native Alaskan  
 AS-Asian  
 FI-Filipino  
 HI-Hispanic  
 MR-Two or More  
 PI-Pacific Islander/Native Hawaiian  
 WH-White  
 EL-English Learner  
 FOS-Foster Youth  
 HOM-Homeless Youth  
 SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

**Feedback Suggestions Comments**  
**Questions Ideas**

Share your thoughts with our team!

Participation

0%

Fall

0%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSd's interrim/diagnostic assessments:  
\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:  
1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.  
2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.  
3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  
  

Navigation:

 Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow  

Source:

 Research; Program Exports  

Frequency:

 Reports are updated after assessment administration; 

Updated:

 January 2021 - winter.  

High School Data Currently Not Reported

SUSD RA v1.1

On Track

(Bla...

Fall

24%

Winter

Spring

2+ Below

(Bla...

Fall

37%

Winter

Spring

No Gro...

(Bla...

All

30%

Winter

Spring

iReady Percent On-Track

Group	Percent On-Track
00	61%
01	39%
02	17%
03	31%
04	9%
05	13%
06	15%
07	14%
08	21%
AA	21%
AI	24%
ALL	38%
AS	18%
EL	24%
FI	34%
HI	17%
MR	24%
PI	17%
SBAC	24%
SED	17%
SWD	24%
WH	24%

iReady Percent Two or More Years Below Grade Level

Group	Percent Two or More Years Below
01	11%
02	39%
03	39%
04	48%
05	47%
06	47%
07	54%
08	56%
AA	47%
AI	100%
ALL	37%
AS	33%
EL	57%
FI	22%
HI	37%
MR	28%
PI	40%
SBAC	48%
SED	37%
SWD	61%
WH	34%

iReady Percent No Growth (since Winter 2019)

Group	Percent No Growth
01	3%
02	33%
03	23%
04	27%
05	32%
06	58%
07	31%
08	39%
AA	27%
AI	80%
ALL	30%
AS	26%
EL	42%
FI	29%
HI	31%
MR	28%
PI	50%
SBAC	35%
SED	31%
SWD	36%
WH	27%

F-W Growth

(Blank)

All

F-S Growth

iReady F-W Typical Growth

## Recommendations and Assurances:

Site Name: Health Career Academy

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

April 4, 2021

Date of Meeting

Other committees established by the school or district (list):

April 22, 2021

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2021

Date of Meeting

Attested:

Aaron Mata

Typed Name of School Principal

A.N. Mata

Signature of School Principal

6/16/2021

Date