2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

   English Learner Advisory Committee

   _____
   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 _____.
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

_____   _____
Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Health Careers Academy High	39686760123802	05/18/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Description

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.

Engaging Educational Partners

The process to engage stakeholders is to share HCA's student engagement and learning goals, HCA's process to reach those goals, and HCA's data (CA Dashboard, Iready, MDTP, AP exams, and Career Technical Education completion) to analyze. Stakeholders include teachers, counselors and staff, HCA's Community Partners Advisory Committee (CPAC), and parents and students through School Site Council, ELAC, and Parent Coffee Hour. HCA receives feedback from all stakeholders. Teachers, Counselors and Staff provide feedback on intervention support systems to increase student achievement and to support and improve the mental health of students. HCA CPAC provides feedback on valuable career opportunities for students. These opportunities are provided by community partners in the form of mock interviews, job shadowing, internships, externships and community service opportunities for students. The CPAC also listens to CTE progress and provides feedback on how they can support student learning, and help increase student achievement. Parents and students provide feedback on resources they will need to improve academic achievement and mental health.Stakeholder input allows HCA to provide the correct support systems for students and families. Some of these support systems include after school tutoring in all subjects. HCA provides professional development for teachers, counselors and administration in the Professional Learning Community process to support students achievement through collaborative learning culture. Professional Development is also provided in mental health training to support students emotional needs. HCA works with its Community Partners Advisory Council (CPAC) to understand the needs of the work force in the health career industry. HCA explores how to support students in CTE opportunities and Community Service opportunities. HCA provides students opportunities to earn certifications needed to begin a career in the health career industry. Parent input influences the type of information and resources that are provided to students and parents during Parent Coffee Hour, Parent information night, FAFSA/College workshops.

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 acknowledged that the science labs need renovation. 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.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

HCA uses various surveys throughout the year to recieve feedback from stakeholders.

Helath Kids Survey

LCAP Survey

Parent Survey

PLUS Survey

Informal Survey-Parent Coffee Hour

Community Partners Advisory Council Survey

Classroom Observations

Administration and Instructional Coach visit classrooms to support teachers and students. These visit are continuous throughout the year. Teachers also plan and execute classroom visits to review teaching and learning stategies. HCA meets with its School Site Council(once a month): During Parent Coffee Hour parents get opportunities to hear from teachers and visit classrooms. SUSD also provides a formal Tecaher Evaluation list yearly. Community Partners visit regularly to have a better understanding how to support our students and provide teachers feedback on industry trends, resources and possible supplemental curriculum.

Analysis of Current Instructional Program

HCA has a 4x4 Block Schedule

100% Graduation Rate and 70-80% A-G rate

English Department Consist of: 9th and 10th grade English(use of ERWC and My Perspectives). 11th Grade English(Dynamics of Literature-Patient Care). 12th grade English(ERWC support). AP Literature and Language. English Learner Development Classes Levels 1-4. Mental Health Matters(Provides English recovery credit for 9th grade).

Math Department Consist of: Medical Math 1 and 2(these classes provide specific support to all Science class and Pharmacy Technician Certification class). Intergrated Math 1-2-3. Pre-Calculus and Calculus.

Science Deprartment Consist of: Biology, Chemistry and Physics. PLTW(Principals of Biomedical Science, Human Body Systems, Medical Interventions and Biomedical Innovation). AP Biology.

Foreign Language Consist of: Spanish 1, Spanish 2(also for Native Speakers), Spanish 3 Patient Care, Spanish 4(Patient Care and Translation Certification) and AP Spanish.

Social Science Consist of: Ethnic Studies, World History, US History, Economics and Government

Physical Education 1 and 2

Career Technical Education Consist of 3 Pathways: Patient Care, Health Care Administration and Digital Media

Certificaiton Programs Consist of: Medical Assistant, Pharmcy Technician, Medical Translation(Spanish), Hippa and CPR.

Work Based Learning Consist of: Community Service, Mock Interviews, Internships, Externships and regular classroom presentation by community partners in the Health Career Industry.

Intervention, Extra Support and Credit Recovery Consist of: Built in Academic Support Class, After School Tutoring and Academic Labs, Cyber High and APEX.

Standards, Assessment, and Accountability

HCA meets with its School Site Council(once a month): In October, Administration shared school goals as they relate to SPSA - math, English, College and Career Readiness and CTE goal , absenteeism and truancy, community partner and parent involvement. Administration shared how Title 1 Funds have to be related to these goals. In January, Administration shared the Preliminary Title I and LCFF staffing projections for 23-24 school year., and reviewed SPSA goals. In February, SSC discussed the current SPSA goals. Administration shared that counseling team continues to work with students on A-G completion and that last year completion rate was at 78%. Also shared in February was the status of the comprehensive needs assessment. Data used was CA Dashboard, student attendance, Parent engagement at Coffee Hour and ELAC meetings, and numbers EL re-classifications.

Leadership Team(July 28th and once each TERM) met at the beginning of school to discuss and set department goals regarding the PLC process. Community Partners Advisory Committee(4 times throughout the school year) to discuss work-based learning opportunities for students. All committees review school SPSA/ LCAP goals, and data to see progress and areas of needed improvement. Data analyzed focuses on Student Achievement, School Climate and Culture, Work Based Learning needs-opportunities-participation and Community/Parent involvement. Specific data used comes from Community Partner feedback, CA Dashboard, MDTP, iReady, A-G completion, FAFSA, Attendance and student wellness provided by HCA's counseling team.

Staffing and Professional Development

Staffing and Professional Development Summary

ll HCA teachers are fully credentialed. HCA Professional Development Summary:

- HCA staff meets weekly in departments and in teacher collaborations to analyze data, review strategies and curriculum.
- HCA's Instructional Coach collaborates with Administration to support teacher development with effective teaching strategies, the PLC process and student interventions.
- SUSD provides Professional Development for HCA staff four times throughout the school year.
- Math Department- attends on going CPM(Integrated Math) professional development throughout the year.
- Science Department-attends PD for grading, PLTW, AP and NGSS
- Social Science Department attends PD regarding Ethnic Studies.
- English Department attends PD for AP training, ERWC workshops and English Learner support strategies.
- Physical Education Department attends PD for curriculum(California Association for Health, Physical Education, Recreation and Dance)
- Career Technical Education department attends Professional Development that is industry specific(Healthcare).
- The Counseling Department attends conferences and PD for UC Counselors Conference, CASC and American School Counselors Association, and PBIS.
- Leadership Teachers attend CADA conference
- HCA is planning to attend a PLC conference in the summer of 2023.
- ELD Coordinator attends district PD
- HCA teachers collaborate with ELD cooridinator to review teaching and learing strategies to support student achievement.

Staffing and Professional Development Strengths

At the start of each school year HCA teachers collaborated to identify areas of needed support in the classroom. Teachers identified possible professional development opportunities that would help to increase student achievement. HCA staff does a great job of evolving and growing as teachers through the use of Professional Development. Teachers implement new ideas as needed to support student growth. HCA Teachers will attend PLC conference and report back to entire teaching staff.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Site team needs further development in competency as a PLC to provide on-going support for curriculum implementation, conduct effective collaboration, and design consistent instructional/assessment/grading practices.   **Root Cause/Why:** SUSD has made a commitment to the PLC process. These practices will help HCA to improve student achievement.

Needs Statement 2 (Prioritized): HCA will need to send one English Teacher and one Social Science Teacher to AP training in the Summer of 2023 and Summer of 2024   **Root Cause/Why:** HCA is planning on bringing back AP Literature, AP Language and AP Government and Economics

Teaching and Learning

Teaching and Learning Summary

Health Careers Academy(HCA) implements a School wide Program-with a focus in the health career industry. It provides students a rigorous, learning environment which is aligned to the district's goals and incorporated strategies specific to its school. HCA uses district adopted curriculum that prepares students for a post-secondary education and entry level career opportunities in the Healthcare industry. Teachers collaborate once a week to analyze student data that allows them to: Plan effective lessons, identify engaging strategies, plan for student interventions and work how connect lessons to CTE and work based learning.

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 (CYBER High, APEX) 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

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, Pharmacy Technician, 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.

Teaching and Learning Strengths

HCA teachers strengths exist in: Collaboration, nurturing and support of student success, connecting curriculum to CTE and work based learning. HCA teachers provide curriculum that students value. Students understand that they will have an opportunity to apply what they are learning in the classroom in their CTE classes and work based learning opportunities. HCA teachers support students in making sure they are college and career ready. Students at HCA over four years prepare to take dual enrollment classes through Delta College, complete certification programs to become Medical Assistants, Pharmacy Technicians and Healthcare translators.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): HCA has not reached growth goals and continues to develop strategies to increase student engagement, improve and sustain student achievement in Math, Science and English. Also continued growth in A-G completion. **Root Cause/Why:** Needed improvement in the PLC collaboration process. Needed improvement in creating strategic academic interventions for struggling students.

Needs Statement 2 (Prioritized): Less than 5% of AP students scored 3 or better on at least two AP exams. HCA is offering AP Literature and Language Arts for 23-24 school Year. **Root Cause/Why:** HCA English teachers need AP training Summer 2023 and 2024, AP courses offered at HCA need expanding to include AP Literature

Needs Statement 3 (Prioritized): HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification. **Root Cause/Why:** Materials, resources, and equipment for work-based programs have to be replenished, license agreements need renewal, opportunities for medical certifications must stay up to date with current innovations, maintain involvement in HOSA.

Parental Engagement

Parental Engagement Summary

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

Student Leadership has planned to have a Fall Fest Event and Spring Fest Event that will bring parents, families, students and staff together to gain knowledge about HCA clubs and resources for families.

Parental Engagement Strengths

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.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Low parent involvement at Parent Coffee Hour and ELAC meetings.   **Root Cause/Why:** Parents have busy schedules. Although parent participation has slowly increased, is not back to pre-COVID numbers.

School Culture and Climate

School Culture and Climate Summary

Previous to the 22-23 school year HCA had zero suspensions and explusions. In the 22-23 school year HCA had 2 incidents that totaled four students being suspended.

Counselors, Administration and office staff work diligently to address chronic absenteeism. HCA's chronic absenteeism rate pre-COVID was below 10%, during COVID and after the chronic absenteeism rate increased to above 20%.

Counselors and Administration work closely with teachers, school psychologist, mental health clinician and parents to address students' mental health.

HCA lives by the PASSION acronym: Professional, Academic, Service Orientated, Strong, Integrity, Optimistic, Nurturing. HCA's students are held accountable for approaching school as "professional students" and conducting themselves professionally. This helps our students with the transition (also called "code switching") to the professional world and to working in the community with integrity, confidence and the ability to communicate effectively.

Health Careers Academy is able to offer the nurturing, small school experience and many of the things that a comprehensive high school is able to provide as well through our Associated Student Body (ASB) program. Our ASB program oversees approximately 20 student-led clubs, Spirit Weeks/Days, Rallies, Dances, Tireless Teacher Appreciation and Club Days, amongst other things. According to our School Climate Survey mid-year of 2022 school year 82% of our students felt that they were part of our school, 89% of the students felt safe and 87% believe that a teacher or adult cares about them.

School Culture and Climate Strengths

HCA lives by the PASSION acronym: Professional, Academic, Service Orientated, Strong, Integrity, Optimistic, Nurturing. HCA's students are held accountable for approaching school as "professional students" and conducting themselves professionally. This helps our students with the transition (also called "code switching") to the professional world and to working in the community with integrity, confidence and the ability to communicate effectively.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Decrease in Chronic Absenteeism and get it below 10%   **Root Cause/Why:** SUSD goal is to have schools site have under 10% Chronic Absenteeism. HCA is still feeling the effects of COVID. Students are still falling ill and staying home. We are also seeing a higher number of student that are being taken out of school by parents for various reasons(vacation, mental health, illness, family issues).

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

LCAP/SPSA Goal 1 - Student Achievement School Goal for ELA/ELD: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 30% students. School Goal for Math: By July 2024, 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 2023 to the spring of 2024. School Goal for English Learners: By EOY 2024, per ELPAC, increase the number of students who reclassify by 100% of students. School Goal for College and Career Readiness: By June 2024, increase the percentage of students who have completed courses that satisfy UC or CSU entrance is above 90%. Increase the number of students completing both Career Technical Educational (CTE) pathways with a 'C' or better by 10%. Graduation: By June 2024, HCA will maintain a 100% graduation rate.

Identified Need

Site team needs further development in competency as a PLC to provide on-going support for curriculum implementation, conduct effective collaboration, and design consistent instructional/assessment/grading practices.

HCA has not reached growth goals and continues to develop strategies to increase student engagement, improve and sustain student achievement in Math, Science and English. Also continued growth in A-G completion.

HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate: 98%	Graduation Rate- 100%
English Learner Reclassification Rate	ELPAC - Currently 12 EL students out 44=27%	ELPAC - 100% of ELs
Percent of CTE students completing pathways	CTE Completion Rate for Class of 2023: 90%	CTE Completion- 100%
Percent of students completing A-G requirements	A-G Completion Rate:76%	A-G Rate- 90% or higher
Percent of students demonstrating Algebra Readiness	MDTP- Far 42.3%, Not 32.3%, Nearly 18.7%, Ready 7.7%	MDTP- Far 38.3%, Not 29.3%, Nearly 15.7%, Ready 17.7%
Students performing 2 or more levels below	iReady ELA 54%	iReady ELA 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
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. 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 - $20,000: *PLTW Training - August of 2023-July of 2024 - All Science teachers, Admin, Counselors, Teacher Coach HOSA Conferences, Trainings and workshops - August of 2022-June of 2023- HOSA coordinator, CTE teachers, Admin, Counselor, Teacher Coach AP Training, August of 2023-July of 2024 - AP teachers in Bio, ELA, Spanish Work Based Learning - August of 2023-July 2024 - Work Based Learning Coordinator, CTE teachers, Admin, Counselors, Teacher Coach Specific Curriculum training for Health Career Industry themed projects - August of 2023- July 2024- All Teacher (24), Administration. Professional Learning Community- August of 2023-July 2024 - All Teachers (24), All

Counselors (3), Admin. English Learners - All Teachers (24), All Counselors (3), Admin. 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 = $10,000 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)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$20,000	50643 - Title I
$10,000	50643 - Title I
$30,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
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, Pharmacy Technician, 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 - $10,000 - Title I: Teachers use license agreements for specific online curriculum. License Agreement: Jupiter Grades (track and share information directly with students and parents), NHA (Medical Assistant Certification Curriculum and Pharmacy Technician Certification), Typing Agent (to improve typing skills of all students), Cyber High, Apex, Hero for PBIS. Instructional Materials/ Supplies - $15,000 - Title I - Specific instructional materials and supplies are provided to enhance health career industry themed classes. Specific science notebook for all students. Three Real life training mannequins, 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 - $22,000 - Title I: Vital Signs, Hand hygiene, ECG, Sterile Field, IM Injection, SC Injection, Intradermal for teachers to improve delivering academic instruction with real life application. HCA will purchase any instructional equipment needed to implement supplemental programs and provide effective instruction including student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$14,535	50643 - Title I
$22,000	50643 - Title I
$10,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners

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, increase in AP scores. 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 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 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-Transportation = 12,000 1) 9th Fall: Sacramento State/ UC Davis (Both Schools One day), Spring: UC Merced (Testing Day 1) & CSU Stanislaus (Testing Day 2). College Campus visit-Focus on specific majors school offers. 2) 10th Fall: St. Mary's College of Moraga, Spring: CSU Eastbay. College Campus visit-Focus on specific majors school offers. 3) 11th Fall: Stanford University, Spring: UC Santa Cruz. College Campus visit-Focus on specific majors school offers. 4) 12th: San Francisco state. 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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$10,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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 and alternative classroom opportunities (e.g. PRN-Academic Study Sessions, Cyber High, APEX.) 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: Increase in A-G rate 5% Increase in EL reclassification rate 2% Teachers were able to identify in their core classes specific skills that translate to real world application.

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

HCA was impacted in the following ways: 1) Teacher and Substitute shortage hindered department pull-outs for all day PDs.

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.

Teacher collaboration has evolved to identifying struggling students and their specific needs. Teachers develop more targeted interventions.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

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: During COVID and the first year returning above 15% of students are chronically absent-HCA's goal is to have chronic absenteeism to be below 10%. School Goal for Attendance/Chronic Truancy: By the end of the 2023-2024 school year, HCA will reduce chronic truancy by 10%. By the end of the 2023-2024 school year, HCA will increase school wide attendance by 5%.

Identified Need

HCA has not reached growth goals and continues to develop strategies to increase student engagement, improve and sustain student achievement in Math, Science and English. Also continued growth in A-G completion.

HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification.

Decrease in Chronic Absenteeism and get it below 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism rate Data Attendance Data	As of Fall of 2023: HCA has 9 days of Suspensions and Zero Expulsions. Chronic Absenteeism is above 20% Attendance data- 90%	Suspensions and Expulsions = ZERO Chronic Absenteeism rate- Below 10% Attendance data- above 95%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development will provide Counselors and 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) Counselors work outside of their contractual hours for the following: Three Parent Information nights, Award Ceremonies for Seniors, two times a year Parent Conferences(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 and 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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$10,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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. HCA had zero suspensions and Expulsions Due to COVID there was a significant increase(at least a 10% increase) in Chronic Absenteeism.

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

No major differences, other than an increased awareness by all HCA staff of students mental health struggles. HCA staff made sure to refer/use all support services available to students. HCA Counseling team did more outreach to absent students.

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.

Material Changes

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: By June 2024, increase participation by 100% at Parent Coffee Hour and other events(Parent Orientation, ELAC, Parent College Information Nights, Back to School Night) to create meaningful partnerships with stakeholders from Fall to Spring of the 23-24 school year. By June 2024, establish partnerships with 3 new new locations for internships and externships for student work based learning.

Identified Need

Site team needs further development in competency as a PLC to provide on-going support for curriculum implementation, conduct effective collaboration, and design consistent instructional/assessment/grading practices.

HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification.

Low parent involvement at Parent Coffee Hour and ELAC meetings.

Decrease in Chronic Absenteeism and get it below 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent sign in sheets during Parent Events Work-Based Learning Data	In 2022-2023: All Parent Events were virtual and In-Person had on average 8 parents. Currently 10 organizations	Parent Events will have at minimum 25 parents attending. 13 locations for internships and externships.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
All Students
English Learners

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 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 - $2,289 - 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. Non-Instructional Materials: Materials for parent and student involvement activities, parent information nights which provide information regarding FAFSA, multicultural night, CTE pathways, Medical Translation Certification, Medical Assistant Certification and Pharmacy Technician Certification. 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
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.

Amount(s)	Source(s)
$5,000	50643 - Title I
$2,289	50647 - Title I - Parent
$0	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
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 (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

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Foster Youth
All Students
English Learners
Low Income

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. HCA students will go on educational visits to Health Care facilities to gain knowledge of various career opportunities. HCA students will go on educational visits to colleges that provide degrees in the health care industry and to explore Medical Schools.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
$5,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Increasing parent and student engagement through college and career readiness activities, such as college field trips, college awareness workshops, parent meetings, parent/teacher conferences. Due to COVID work-based learning had to be adjusted to fit safety protocols. Work-based learning opportunities continue to be valuable to student engagement. Students were able to participate in virtual opportunities.

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

Due to COVID The following strategies were effected: 1) College field trips, college awareness workshops, parent Coffee Hour were canceled. Parent/Teacher

meetings and academic conferences were done virtually. 2) Work-based learning had to be adjusted to fit safety protocols. Some were able to be done virtually.

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.

Material 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	$138,824.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$138,824.00

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 ($)
50643 - Title I	$136,535.00
50647 - Title I - Parent	$2,289.00

Subtotal of additional federal funds included for this school: $138,824.00

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 ($)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school: [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $138,824.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	[Child Nutrition Information Payment System](#)
COE	County Office of Education
CPS	Child Protection Services
CSB	[California School for the Blind](#)
CSBA	[California School Boards Association](#) (Outside CDE Source)
CSEA	[California State Employees Association](#) (Outside CDE Source)
CSI	[Comprehensive Support and Improvement](#)
21CSLA	[21st Century California School Leadership Academy](#)
CSU	[California State University](#) (Outside CDE Source)
CTA	[California Teachers Association](#) (Outside CDE Source)
CTC	[Commission on Teacher Credentialing](#) (Outside CDE Source)
CTE	[Career Technical Education](#)
CYA	[California Youth Authority](#) (Outside CDE Source)

D

Acronym	Description
Dashboard	[California School Dashboard](#)
DASS	[Dashboard Alternative School Status](#)
DHCS	[Department of Health Care Services](#)
DOF	[Department of Finance](#) (Outside CDE Source)
DOL	[U.S. Department of Labor](#) (Outside CDE Source)
DSS	[Department of Social Services](#) (Outside CDE Source)

E

Acronym	Description
EANS	[Emergency Assistance to Non-public schools](#)
EC	[Education Code](#) (Outside CDE Source)
ED	[U.S. Department of Education](#) (Outside CDE Source)
EDGAR	[Education Department General Administrative Regulations](#) (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	[Educator Excellence and Equity Division](#) – CDE
EL	[English learner](#)

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov