



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Health Careers Academy
Address:	931 E. Magnolia, Stockton, CA 95202
CDS Code:	0123802
District:	Stockton Unified School District
Principal:	Aaron Mata
Revision Date:	February 22, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Aaron Mata
Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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):**

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

Signature

Heidi Zeller

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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.
6. This SPSA was adopted by the SSC at a public meeting on February 22, 2018.

Attested:

Aaron Mata

Typed Name of School Principal

Aaron Mata

Signature of School Principal

February 22, 2018

Date

IMaxine Areida

Typed Name of SSC Chairperson

Maxine Areida

Signature of SSC Chairperson

February 22, 2018

Date

Mission

Insert the school site's mission.

Health Careers Academy (HCA) mission is to provide a nurturing student-centered college prep environment in which students will develop academic skills, health career themed technical skills and community awareness qualities that will allow all students to make a successful transition to a health-related profession.

Vision

Insert the school site's vision.

HCA's vision is that our students approach their academics and community service with passion. **PASSION** is our school motto:

P=Professional

A=Academic

S=Service Oriented

S=Strong

I= Integrity

O=Optimistic

N=Nurturing

These attributes are instilled daily at HCA. Students, teachers and parents are encouraged daily when crossing the purple lines at the school door to turn off all noises, distractions and give one hundred percent of their attention to learning. Students at HCA are required to take a full four years of Math, Science and English in addition to taking the necessary courses to meet the A - G UC/CSU expectations. Additional, HCA offers four articulated health career themed courses through San Joaquin Delta College. HCA also offers four courses in the Project the Lead the Way (PLTW) Biomedical Sciences curriculum. HCA has become a certified National Academy Foundation (NAF) school and is working with community partners to provide job shadowing, mock interviews, guest speakers and internship opportunities for our students to have real world application to the medical profession.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Stockton Health Careers Academy High School (HCA) is a dependent charter of Stockton Unified School District (SUSD). Established in 2011, as a response to the projected need and current shortage of qualified skilled health career employees. the campus is located inside University Park in Stockton, California. The physical location was once a part of the state hospital which closed during the early 1980s. Over the past four years, the building has been remodeled and updated to fit the needs of our new and growing school. The school consists of 22 Classrooms, Gymnasium, Auditorium, Cafeteria, Study Center, Career enter/Counseling Area and Office Spaces.

Before the school doors even opened, a group of community members, known as the HCA CPAC (Community Partners Advisory Council), formed to help guide the school. The remodeling of the school, the first purchase of the scrubs, our White Coat Ceremony, Business Council Top Ten event, scholarships, and many more things would not have been possible without these committed individuals and health organizations. By the same token, these people have helped by providing guest speakers for our classrooms,

job shadowing opportunities, internship locations and other work-based learning opportunities. Community partners are a vital part of HCA and play a significant role in assisting with the developing the program and providing support for both students and staff regarding job skills and career interests. The doors of HCA opened with just 109 freshmen, and each year a new class, and the necessary staff, were added until reaching full capacity of all four grade levels in the 2014-2015 school year. In 2015, HCA was recognized by the U.S. News and World Report as one of the top high schools in the country and received the bronze award. In 2016, HCA was again recognized by the U.S. News and World Report with a bronze award. In addition, Newsweek Magazine named HCA was one of the top 500 schools in the nation as helping students beat the odds in their pursuit of attending college after graduation.

HCA was also named Best Charter School by San Joaquin Magazine and one of the Best Public High Schools by the Stockton Record.

In the spring of 2016, HCA received a six-year WASC accreditation and was granted a five-year charter renewal by Stockton Unified School District Board of Education.

The focus of HCA is to prepare students for college and career after high school by offering all students PLTW Biomedical Science Courses, A-G, Advanced Placement, Dual Enrollment and articulated courses with San Joaquin Delta College. Teachers and Staff work together weekly through collaboration time to provide a collaborative culture that promotes student success both in and outside the HCA classrooms.

HCA student demographic strongly represents that of SUSD. We have 66% Hispanic, 12% Asian, 6% African American, 6% Caucasian, 4% Filipino and 3% other ethnicity student populations. Currently 81.3% of our students qualify for free or reduced federal lunch program.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

HCA Goal #1

- By July of 2017, 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 2017, the percentage of all students (grades 9-10) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal as compared to the previous year's tested class.

HCA Goal #2

- By July of 2017, the percentage of 11th grade students meeting or exceeding their expected MATH growth on the Smarter Balanced Assessment Consortium (SBAC) will be 18%.
- By July 2017, the percentage of all students (grades 9-10) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 3% from the 15-16 data.

HCA Goal #3

- By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.
- By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.
- By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

Expenditures for these Goals:

- Academic Conferences, Title I Professional Development \$6,574.00
- After school tutoring program, Title I Instructional \$26,279.50

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Strategies Implemented in 2016-2017:

- Increase number of Students participating in Work Based Learning
- APEX (1 Section)
- Saturday School
- Medical Assistant Certification

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.

For students to participate in work-based learning they must have a minimum GPA of 2.0. To increase student achievement in this area HCA held Saturday school to lower the number of Ds and Fs students were receiving. Teachers volunteered to work Saturdays to tutor students in various subjects to help increase student achievement.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies that were implemented in the 2017-2018 school year to improve student achievement include:

- Implementing HOSA Curriculum
- Integrated Math
- Dual Enrollment through San Joaquin Delta College
- Medical Assistant Certification
- Professional development for teachers in connecting the PLC and data process to help improve instruction and lower D and F grades.
- A targeted effort to increase application of learning through work-based learning

Integrated Math, Medical Assistant Certification and the PLC process as HCA is now implementing it are all new or modified programs, and no data is available to establish effectiveness or ineffectiveness at this time.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

The School Site Council reviewed and revised the SPSA along with the former Administrator, Mrs. Traci Miller, on March 3, 2017. Principal Miller made recommendations where additional Title I funds were needed and how those expenditures were aligned to the Single Plan for Student Achievement (SPSA).

The SSC reviewed its responsibilities under state law and district governing board policies, sought and considered recommendations from the site administrator, reviewed the content requirements for school plans included in the SPSA, and approved the SSC at a public meeting on April 11, 2017. The SSC then met periodically throughout the year to monitor the school plan.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

By July of 2017 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 2017, the percentage of all students (grades 9-10) meeting their expected READING growth on the Measures of Academic Progress (MAP) 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 2017, the percentage of all students (grades 9-10) meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 3% from the 15-16 data.

By July 2017, the percentage of EL students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year.

By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year.

By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

HCA staff continues to work on increasing growth on the Smarter Balanced Assessment Consortium (SBAC). HCA will be transitioning to Integrated Math Curriculum and continue to use an online Math support system called “Ten Marks”.

Summary of Review of Overall Performance

Greatest Progress

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

English Learner Progress:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Graduation Rates, English Learners increased significantly, by 22.1%. Furthermore, English Learners during the 2016 2017 school year had a 72% reclassification rate as well as the 2015 2016 school year, 100% of the EL students successfully graduated from HCA. EL students were part of the 70% of HCA graduates meeting the A-G college requirements to after graduation. During the 2016 2-17 school year, HCA successfully transitioned EL students from EL classes into A-G courses. As a result of this success, HCA will go from three EL courses to one course for the 2017- 2018 school year. During the school year, the EL Coordinator and Parent Coordinator worked closely with both teachers and parents to bring awareness to effective EL instructional strategies as well as a focused awareness on students attending college after graduation. EL students and parents attended colleges and universities as well as having guest speakers present opportunities for students to gain admittance into four year universities. EL students and parents were also exposed to the Advanced Placement, Dual Enrollment and job shadowing opportunities available at HCA. Fluent Spanish speaking students were also encouraged to take the capstone course Medical Spanish for Patient Care during their senior year. As a result of these efforts HCA saw 27 redesignated EL students received the California Seal of Biliteracy. This number represented 23 % of the total graduating class of 2017. HCA will be introducing a third level Medical Spanish for Patient Care class as an attempt to prepare students for a medical translator certification course to be offered starting the 2018 - 2019 school year. In preparation for this course, HCA Spanish teachers attended a medical translator course and became certified medical translators as a result of their efforts. The teachers will spend the 2017 -2018 school year developing the curriculum and further professional development to success launch the translation course in the 2018 -2019 school year.

Math Assessment Growth:

Based on the data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, all students showed an increase of 7.6 points in making progress toward meeting standards. All subgroups showed success by having a 100% graduation rate. Both areas discussed above are included in the district's Administrative Expectations set by the Superintendent. The district's Administrative Expectations will continue into school year 2017-2018, with the purpose that leads to crucial conversations of the effectiveness of first instruction and re-teaching (Tier 1), strategic interventions (Tier 2) and intensive interventions (Tier 3). District administration will continue to refine its support to school sites through clarification of expectations, identifying the providing resources and intervention strategies for students, refinement of professional learning communities, and the facilitation of professional learning of best practices and hand on experiential implementation of the standards aligned curriculum. More recently, the district's Curriculum Department has contracted with a consultant to evaluate the district's Units of Study resulting in the revision and confirmation of strong or exemplary Units of Study framework. The revisions will continue until all Units of Study are evaluated and rated as exemplary. Curriculum staff will also provide observation and coaching of teachers to aid in the improvement of first instruction.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

HCA does not have any areas for improvement based on the Dashboard. However, HCA staff want to ensure students are college and career ready by improving our overall ELA and Math achievement based on the SBAC test results. 2015 -2016 results indicated 56.9% of students met ELA standards and 17.2% exceeded ELA standards 19.8% of students nearly met the ELA standard with 6% of students not meeting the ELA standard. Math results indicated 10.3% met standard and 3.4% students exceeded the math standards. 42.% of students nearly met the Math standard with 44% of students did not meet the standard. Based on these results, HCA has a need for improvement. HCA has been actively monitoring and adjusting student schedules during the school year to strategically place students during academic support classes to focus on math instruction and SAT test prep.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Graduation Rate Indicator:

The indicator for HCA shows an 100% graduation rate. All seniors graduated from HCA. HCA continues to offer before and after school tutoring as well as Saturday school twice a month to support students needing extra assistance. HCA also continues to seek job shadowing and volunteer opportunities for students to gain experience in the medical field. HCA continues to develop relationships with local community colleges and universities. HCA offered five dual enrollment courses and 4 articulated courses with San Joaquin Delta College during the 2016-2017 school year.

Academic ELA Indicator:

In this indicator, there was a 5.7 change in ELA assessment results. HCA has incorporated the California State writing curriculum Expository, Reading & Writing across all grade levels in the English Language Arts courses. In previous years, students achieving below grade level in ELA were placed in an applied writing course. Last year, HCA adopted the UCCI (University of California Curriculum Integration) A-G course Mental Health Matters. This course provides students opportunities to enhance their writing skills by learning about current mental health issues in our community and how they impact overall community health. HCA has offers two Advanced Placement English courses for students. HCA provides teachers with PD throughout the school year and summer time to aid in improving instructional practices.

Academic Math Indicator:

In this indicator, there was a 7.6 change in Math assessment results. HCA continues to work on improving math achievement school wide. During the 2016- 2017 school year, students across all grade levels spent an additional hour and a half on working on math skills. Students used an online curriculum which tailored lessons individually for students based on their strengths and weakness in grade level mathematics. In addition, HCA math teachers created a course for implementation for the 2017 -2018 school year called Medical Math to provide additional support for students.

English Learners Progress Indicator:

In this indicator, All students are designated as “Green with there being a 22.1% increased significantly in academic progress.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

HCA continued to have a Parent Coordinator one period a day to work with our parents. Parent Coordinator held parent meetings twice a month. EL parents were involved in our ELPIC meetings one a month. 21 Parents of first generation college going students took college and universities visits with HCA staff. In addition, there were four parent informational evenings and four college and financial aid workshops for parents. HCA still strives to involve more parents by encouraging classroom visits during the parent workshops. Incoming 9th grade parents attended an evening workshop where school policies and procedures were discussed. Student orientations were held a week before school starts. Parent communication occurred via Jupiter grades and the HCA School Website and social media. Senior Award evening was held for students and parents to recognize student's involvement in community activities.

HCA had an average of 10 more parent involvement in our morning parent coffee meetings than last year's meetings. With six more parents than last year, taking college visits with HCA staff and 175 parents attend the Incoming Parent Evening held in the spring. Community involvement in school wide activities included the Top Ten event with the San Joaquin Business Council sponsoring the event where 75 parents attended the evening St. Joseph's Dignity Health sponsored the White Coat Ceremony where over 100 parents attended the event. HCA Facebook page has 401 people who regularly follow the school's activities. HCA Twitter had 756 followers regarding school wide activities.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

HCA will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 College & Career Prep Opportunities</p>	<p>To provide 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 awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of Guidance Technician Training #CTE pathway teachers # of Teachers and Counselors attending AP Training</p>	<p>Semester</p>	<p>\$2,000 \$53,401 (Salaries/Benefits) \$51,687 (Teacher Additional Comp) \$6,765 (Field Trip - Non District Trans)</p>	<p>Title I LCFF</p>	<p>12151 11500 58720</p>
<p>1.2 Student Intervention</p>	<p>Provide 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.)</p>	<p># of Students with D grades # of students with F grades (Decrease D and F rate) # of teachers participating in tutoring</p>	<p>Quarterly</p>	<p>\$10,000 (License Agreements)</p>	<p>Title I</p>	<p>58450</p>
<p>1.3 Academic Student Achievement</p>	<p>As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction, such</p>	<p># of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post</p>	<p>Quarterly</p>	<p>\$7,000 (Teacher Substitute) \$41,450 (Conferences)</p>	<p>Title I</p>	<p>11500 52150</p>

	as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended				
1.4 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended # of teachers mastering Integrated /Designated ELD instruction strategies Pre/post assessments # of teachers observations # of teacher observation with ELD feedback	Quarterly	\$51,732 (Salaries/Benefits)	LCFF	1000, 3000

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 College & Career Prep Opportunities</p>	<p>To provide 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 awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of Guidance Technician Training #CTE pathway teachers # of Teachers and Counselors attending AP Training</p>	<p>Semester</p>	<p>\$2,000 \$53,401 (Salaries/Benefits) \$51,687 (Teacher Additional Comp) \$6,765 (Field Trip - Non District Trans)</p>	<p>Title I LCFF</p>	<p>12151 11500 58720</p>
<p>2.2 Student Intervention</p>	<p>Provide 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.)</p>	<p># of Students with D grades # of students with F grades (Decrease D and F rate) # of teachers participating in tutoring</p>	<p>Quarterly</p>	<p>\$10,000 (License Agreements)</p>	<p>Title I</p>	<p>58450</p>
<p>2.3 Academic Student Achievement</p>	<p>As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction, such</p>	<p># of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post</p>	<p>Quarterly</p>	<p>\$7,000 (Teacher Substitute) \$41,450 (Conferences)</p>	<p>Title I</p>	<p>11500 52150</p>

	as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended				
2.4 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended # of teachers mastering Integrated /Designated ELD instruction strategies Pre/post assessments # of teachers observations # of teacher observation with ELD feedback	Quarterly	\$51,732 (Salaries/Benefits)	LCFF	1000, 3000

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 College & Career Prep Opportunities</p>	<p>To provide 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 awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce</p>	<p># of students meeting A-G requirements # of students not meeting A-G requirements # of Guidance Technician Training #CTE pathway teachers # of Teachers and Counselors attending AP Training</p>	<p>Semester</p>	<p>\$2,000 \$53,401 (Salaries/Benefits) \$51,687 (Teacher Additional Comp) \$6,765 (Field Trip - Non District Trans)</p>	<p>Title I LCFF</p>	<p>12151 11500 58720</p>
<p>3.2 Student Intervention</p>	<p>Provide 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.)</p>	<p># of Students with D grades # of students with F grades (Decrease D and F rate) # of teachers participating in tutoring</p>	<p>Quarterly</p>	<p>\$10,000 (License Agreements)</p>	<p>Title I</p>	<p>58450</p>
<p>3.3 Academic Student Achievement</p>	<p>As a result of refining the focus on academic standards, teachers will be provided with professional learning opportunities to supplement core instruction, such</p>	<p># of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post</p>	<p>Quarterly</p>	<p>\$7,000 (Teacher Substitute) \$41,450 (Conferences)</p>	<p>Title I</p>	<p>11500 52150</p>

	as co-teach, demo lessons in the classroom, conferences (e.g. PLC, PLTW, AVID, STEM), data analysis, etc.	assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended				
3.4 Academic Student Achievement	Provide EL students with Integrated and Designated ELD instruction across curriculum through increased teacher professional development	# of EL students # of RFEP students # of EL students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades # of trainings attended # of teachers mastering Integrated /Designated ELD instruction strategies Pre/post assessments # of teachers observations # of teacher observation with ELD feedback	Quarterly	\$51,732 (Salaries/Benefits)	LCFF	1000, 3000

LCAP GOAL 2: Safe and Healthy Learning Environments

HCA will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 School Climate</p>	<p>Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p>	<p># of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended</p>	<p>Quarterly</p>	<p>\$0</p>		

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended	Quarterly	\$0		

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program,	# of student being referred for social/emotional issues # of student involved in the PLUS program # of students	Quarterly	\$0		

	<p>counseling, structured student engagement activities, etc.</p>	<p>academically engaged # of students successful in the classroom # of PLUS meeting # of student attending school # of student attending on time # of discipline referrals # of students suspended</p>				
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LCAP Goal 3: Meaningful Partnerships

Together, HCA, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	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.	#of meetings per month #of college field trips # of parent attending events	Quarterly	\$500 \$22 (Parent Meeting) \$1,888 (Field Trips)	Title I	43400 57250

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	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.	#of meetings per month #of college field trips # of parent attending events	Quarterly	\$500 \$22 (Parent Meeting) \$1,888 (Field Trips)	Title I	43400 57250

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	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.	#of meetings per month #of college field trips # of parent attending events	Quarterly	\$500 \$22 (Parent Meeting) \$1,888 (Field Trips)	Title I	43400 57250

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aaron Mata	9/17		X				
Maxine Areida	9/17	9/19		X			
Garbriel Padayhag	9/17	9/19		X			
Doreidy sandoval-Rios	9/17	9/19		X			
Marco Rojas	9/17	9/19		X			
Juanita Newell	9/17	9/19			X		
Adelina Avila Aguilar	9/17	9/19				X	
Cha Xiong	9/17	9/19				X	
Pamela Moton	9/17	9/19				X	
Iqra Shaheen	9/17	9/19					X
Caroline Clavel	9/17	9/19					X
Valentina Sabalboro	9/16	9/18					X
Numbers of members of each category:			1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: HEALTH CAREERS ACADEMY Revised Preliminary Allocations 2017-18 with 2016-17 Carryover 2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp				51,687	\$ 51,687.00	Goal 1 - 1
11700	Teacher Substitute			7,000		\$ 7,000.00	Goal 1 - 3
12151	Counselor			2,000		\$ 2,000.00	Goal 1 - 1
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 9,000.00	\$ 51,687.00	\$ 60,687.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials					\$ -	
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		522			\$ 522.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 522.00	\$ -	\$ -	\$ 522.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans		1,888			\$ 1,888.00	Goal 3 - 1
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference			41,450		\$ 41,450.00	Goal 1 - 3
59140	Telephone					\$ -	
58450	License Agreement			10,000		\$ 10,000.00	Goal 1 - 2
58720	Field Trip-Non-District Trans			6,765		\$ 6,765.00	Goal 1 - 1
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 1,888.00	\$ 58,215.00	\$ -	\$ 60,103.00	
	Total		\$ 2,410.00	\$ 67,215.00	\$ 51,687.00	\$ 121,312.00	
	Differential		-	-	-	-	
	2016-17 Carryover		22	32,319		32,341	
	Revised 2017-18 Allocation		2,388	86,583		88,971	
			2,410	118,902		121,312	

SCHOOL NAME: HEALTH CAREERS ACADEMY
Preliminary Budget Allocation - LCFF
2017-2018

Refer to LCAP

Object	Description	FTE	LCFF/SCE 23030 Instructional-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET
Personnel Cost-Including Benefits					
11500	Teacher - Add Comp				\$ -
11700	Teacher Substitute				\$ -
12151	Counselor				\$ -
13201	Assistant Principal				\$ -
19101	Program Specialist				\$ -
19101	Instructional Coach				\$ -
19500	Instr. Coach-Add Comp				\$ -
21101	Instructional Assistant				\$ -
21101	CAI Assistant				\$ -
21101	Bilingual Assistant				\$ -
24101	Library Media Clerk				\$ -
29101	Community Assistant				\$ -
	Additional Comp/Hourly				\$ -
					\$ -
	TOTAL PERSONNEL COST		\$ -	\$ -	\$ -
Books & Supplies					
42000	Books				\$ -
43110	Instructional Materials				\$ -
43200	Non-Instructional Materials				\$ -
43400	Parent Meeting				\$ -
44000	Equipment				\$ -
43150	Software				\$ -
	Sub-Total-Supplies		\$ -	\$ -	\$ -
Services					
57150	Duplicating				\$ -
57250	Field Trip-District Trans				\$ -
57160	Nurses				\$ -
57400	CorpYard				\$ -
56590	Maintenance Agreement				\$ -
56530	Equipment Repair				\$ -
52150	Conference				\$ -
59140	Telephone				\$ -
58450	License Agreement				\$ -
58720	Field Trip-Non-District Trans				\$ -
58920	Pupil Fees				\$ -
58100	Consultants-instructional				\$ -
58320	Consultants-Noninstructional				\$ -
	Sub-total-Services		\$ -	\$ -	\$ -
	Total		\$ -	\$ -	\$ -
	Differential		-		-
	Allocations				-

SPSA Alignment
(Goal - Line)