



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

HEALTH CAREERS ACADEMY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Health Careers Academy	39686760123802	Original – 02/22/2018 Revision – 05/20/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

Health Careers Academy is implementing a Schoolwide Program.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Health Careers Academy developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on February 22, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Health Careers Academy and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the March 2018 School Site Council meeting.

In school year 2018-2019, also Year 2, Health Careers Academy initiated meetings with their Community Partnership Advisory Committee (CPAC), and the School Site Council. These meetings were held in September of 2018, October 2018.

In summary, the CPAC provided data that there was a need in the health career industry for Medical Assistants. With that information HCA met with the departments in math, science and CTE to identify curriculum that would prepare students to become Medical Assistants. Student data was shared with the School Site Council to show the need to increase student achievement. School Site Council agreed to help increase student achievement HCA would continue to provide effective professional development to all teachers and counselors, and also continue to provide students with after school tutoring in all core areas.

As a result of the stakeholder involvement and data reviews, Health Careers Academy has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. Each Department was pulled out for a day to review data (MAP, Grades, CAASSP, AP and practice CAASSP scores), set measurable learning goals, and refine the collaboration process.

Resource Inequities

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

This section is not applicable for Health Careers Academy.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

For the 2019-2020 school year HCA set a goal to improve ELA CAASSP scores by 10%.

Math SMART Goal:

For the 2019-2020 school year HCA set a goal to improve Math CAASSP scores by 5%

Science SMART Goal:

For the 2019-2020 school year HCA set a goal to improve AP Biology scores. We want to increase the number of students receiving a passing score of 3 or better by 50%

Graduation SMART Goal:

HCA will continue to graduate 100% of its students by the end 2019-2020 school year.

College/Career SMART Goal:

90% of seniors will complete a CTE pathway by the end of the 2019-2020 school year.

Identified Need

ELA/ELD:

HCA ELA CAASPP scores in 2017-2018 declined 27 points-and was 20.5 points above the standard. HCA's population is 75% reclassified EL students. The need to is to increase ELA CASSP scores to meet the standard by 10%. HCA will continue to provide teachers with PD for strategies in ELD ERWC, AP, and PLC training to improve teachers ability to create meaningful lessons with effective strategies.

Math:

HCA Math CAASPP scores in 2017-2018 declined 24.9 points-and was 77.7 points below the standard. The need to is to increase Math CASSP scores to meet the standard by 5%. HCA will continue to provide teachers with PD for strategies in Integrated Math, and PLC training to improve teachers ability to create meaningful lessons with effective strategies.

Science:

2 Social Science Teachers will teach 6 sections per term (12 sections total).

HCA will need a 3rd Social Science Teacher. HCA will have the following: 132 sophomores, 126 Juniors, 129 Seniors. These total to 15.5 sections needed in Social Sciences (World History, US History, Econ/Gov).

HCA will need a Biology teacher or a Physics Teacher

HCA is required to run Physics courses for High School Graduation and A-G readiness

Graduation: HCA will continue to graduate 100% of its students.

College/Career:

HCA dashboard showed that 0% of HCA students did not complete a CTE pathway.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	20.5 points below	23.5 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	77.7 points below	74.7 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with career and college strategies and hands on experiences/activities such as internships, externships, job shadowing opportunities, and the possibility of earning a Medical Assistant Certificate. These strategies will aid in increasing the A-G course completion rate, and will prepare them with awareness in the continuation of their educational path into college with accurate and relevant resources when entering into the workforce.

The Counselor will meet with students to discuss their goals and what needs to be completed for the following year. Students will understand the importance of grades and their collegiate expectations. Counselor will also work with students using the district’s college/career application to research and navigate possible career opportunities that meet the student’s interest.

Student will participate in college field trip to explore colleges (CSU, UC, and UOP) and their offerings in the medical field. Students will meet with professors and observe the training facilities.

Field Trips:

- 1. College Campus - throughout school year

Substitute Pay Calculation: 40 days X \$200 = \$8,000

Counselor and teacher will use various equipment such as the laminator, copier, Duplo, poster maker for students to have college/career materials as necessary. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

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 - 12151

Title I - 50671

Amount(s)

Source(s)

\$8,000 - 11700

Title I - 50643

\$5,976 - 58920

Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student, Subgroup: English Learners

Strategy/Activity

Students identified needing extra support such as tutoring, one-on-one/small group instruction addressing reading, writing, and mathematics: web based reading & math software, during teacher prep period and extended day (such as before and after school tutoring, Saturday school), and alternative classroom opportunities (e.g. PRN-Academic Study Sessions).

Khan Academy to support students in providing additional clarification of math skills.

Teachers will enhance integrated/designated ELA/ELD curriculum through: ERWC, and AP writing strategies.

Additional Hourly Pay Calculation: 22 teachers X 25 hours X \$60 = \$33,000 total cost

Applicable supplemental instructional materials include: novels/books, White boards, clipboards, dry Erase Markers, copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

Chromebooks will be used to provide students the ability to work collaboratively using the student and teacher feedback technique to enhance their level of learning. Students will be able to research terms and concepts to aid in their understanding.

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)

\$33,000 - 11500	Title I - 50643
\$5,000 - 43110	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be provided with professional learning opportunities focusing on health care industry practices to enhance the core instruction/curriculum.

Conferences/Workshops:

- * AP - July 2019 - 4 teacher
- * PLC Conference - June 2020 - administrator, instructional coach, 3 counselors, 22 teacher
- * ERWC - September 2019 - instructional coach, 6 teacher

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)

\$30,000 - 52150	Title I - 50643
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Career Technical Education (CTE) projects to include PLTW/CTE project materials.

Conferences:

- * PLTW - June 2020 - 3 counselors, 4 teachers
- * AP - Biology - July 2019 - 5 teacher

Applicable supplemental instructional materials include health care manipulatives (arms, mannequins), STEM specific materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Z Space licensing to support emergency services classes to allow students to view the human body with a 3D perspective.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

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 - 52150	Title I - 50643
\$6,000 - 58450	Title I - 50643

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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.

Implementation

1.1 Counseling department does the following:

1. Review student transcripts, and Identify all students A-G progress. Counseling reviews student transcripts as early 3 weeks before the start of school, and continue throughout the year, 2 weeks past the last day of school.
2. Meet with students, and review their transcripts and create a plan to stay on track or get back on track. Current students meet with counselors before the end of school to review their 4year plan, and pre-registration for the upcoming year's classes.
3. Counselors pushed in to PRN (Academic Support Class) and give A-G presentation and college presentations.
4. Counselors give A-G, and college information presentations to parents during information night and parent coffee hour. Counselors and administration send our Jupiter emails, a voice messages inviting parents to Information Nights.
5. Place all students in to CTE courses that are A-G certified. The CTE classes peak student interest in the health career industry. All HCA students are enrolled in a CTE course each year.

1.2 Counselors and Teachers review students' grades and identify students that need additional interventions. HCA provides students with the following interventions:

1. Before and after school tutoring for all students. HCA holds before and after school tutoring at 7am-8am and 3pm-4pm. Parents and students are made aware of this support for students during orientation. Teachers and Counselors also identify students that need the extra support and invite them to these tutoring sessions. HCA also holds a Math Lab Tuesday-Thursday from 3pm-4pm. The math department rotates teachers to stay after school to support students in the Math Lab. The Science department also holds after school tutoring Tuesday-Friday to support students. The English department holds various writing labs Monday-Thursday and on scheduled weekends.
2. Students that need to retake classes use online curriculum through APEX or Cyber High School. Counselors review transcripts with students to determine if APEX or Cyber High is needed. HCA schedules one class to accommodate these students.
3. Teachers use supplemental curriculum to support students with achievement. This curriculum are such things as Khan Academy and Ten Marks. Teachers identify students that need extra support through analysis of data, and provide students opportunities in class, after school or during their academic support class to use supplemental curriculum to increase student achievement.

1.3 Principal, Counselor and Department Leads meet once a month and discuss specific professional development needs for teachers and counselors. HCA's Leadership consists of Department leads, Guidance Chair, and Administration. During these meetings the leads review student data (grades, surveys, and attendance), and determine what support we can provide to teachers to improve teaching strategies and increase student achievement. We discuss professional development opportunities that can help improve teachers' awareness of students' needs, and improve teaching strategies in the classroom.

Effectiveness

The overall effectiveness of these strategies helped in the following:

1. Increased HCA's A-G rate from 64% in 16-17 to 76% in 17-18.
2. HCA received the 2018 Race to Submit award. This award recognized HCA's FAFSA submission rate of 100% and an overall completion rate of 98.73%.
3. HCA's graduation rate remained at 100%
4. HCA struggled with SBAC scores-ALTHOUGH the testing population is a different class year. SBAC Math met standard 25% in year 16-17 to 15% in 17-18. SBAC English met standard 68% in 16-17 to 59% in 17-18.
5. MAP Growth – In Math 61% of HCA's students met Fall-Spring growth target. In English 61% of HCA's students met Fall-Spring growth target.

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

Material Changes

None.

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.

Future Changes

None.

Goal 2 – School Climate

Suspension – HCA’s goal is to have zero suspension in the 2019-2020 school year.

Expulsion – HCA’s goal is to have zero suspension in the 2019-2020 school year

Attendance/Chronic Truancy – HCA’s goal is to maintain a 96% attendance rate, but continue to try and improve the rate by 2% for the 2019-2020 school year.

School Climate – HCA plans to improve the school climate by adjusting 2% in the 2019-2020 school year-this is based on the CA dashboard.

Identified Need

Suspension – HCA had one suspension in the 2018-2019 school year

Expulsion – NONE

Attendance/Chronic Truancy – HCA Chronic truancy rate was as low as 2.8% and as high as 8%

School Climate – HCA school climate was lowered because of 1 suspension.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	1%	.7%
Chronic Absenteeism (All Students)	To be determined.	To be determined.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities. Counselors identify students with chronic absenteeism-then set up meeting with students and parents. In these meetings counselors review grades, attendance, and college readiness-and show parents the correlation between the two and how they affect achievement. Informal follow up meeting or phone call will occur monthly with parents and students.

(Counselor salary and benefits are identified in GOAL 1/Strategy 1).

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)

See Goal 1, Strategy 1

See Goal 1, Strategy 1

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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.

Implementation

HCA provided students with social and emotional support that positively impacts student learning through the following areas:

- Counseling-HCA's counseling team identifies students' social and emotional needs through school surveys, teacher input, observation.
- Guest Speakers-are set up by the HCA's counseling team and work based coordinator. The guest speakers are based on students' interest (through surveys), student needs (through surveys), and curriculum in classrooms.
- On Site resources-HCA has a counselor from Valley Mountain Regional Center on campus once a week to meet with students as needed. Both parents and students are informed of this resource by the counseling team.
- Use of HERO- HERO is used by HCA as a positive behavior intervention.
- Student Leadership-provides students with various activities throughout the year. The student leadership team collaborates to create positive experiences for HCA's students.

Beginning of PLUS program-HCA's counseling team and a selected teacher, with support from SUSU began the PLUS program to support students' needs and support a positive culture on campus.

Effectiveness

Based on our School Climate Survey 460 out of 490 students were surveyed. The results showed:

1. 88% of our students feel a teacher or adult at HCA believes they will be a success.
2. 65% of our students feel their voice matter to teachers and administration on campus.
3. 78% of HCA's students believe there is a teacher or other adult that cares about on campus.
4. 79% of HCA's students know an adult at school that they can talk with, if they need help.

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

Material Changes

None.

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.

Future Changes

None.

Goal 3 – Meaningful Partnerships

HCA’s goal is to increase the attendance of Parent Coffee Hour from 23 parents every other Friday to 32 parents for the 2019-2020 school year.

Identified Need

On average 23 parents attend every other Friday.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Sign in Sheets	23	32

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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)

\$1,841 - 43400

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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.

Implementation

HCA increases parent and student awareness through college and career readiness activities-these Activities consist of:

- College Field Trips-parents are invited during parent coffee hour to attend college field trips.
- College awareness workshops-HCA's counseling team sets up 4 college awareness for parents throughout the year. Parents are able to attend these meeting to learn about the A-G, College application process, and FAFSA
- Parent Information meetings-the meeting provides information to potential incoming 9th graders. Parents are provided an overview of HCA's curriculum, student expectations, and work based learning opportunities
- Parent and Teacher conferences-are set up by the HCA counseling team. The counseling team address with parents grades, social/emotional issues, community service opportunities, and college awareness.

Effectiveness

The overall effectiveness of these strategies helped to increase HCA's A-G rate from 64% in 16-17 to 76% in 17-18. HCA received the 2018 Race to Submit award. This award recognized HCA's FAFSA submission rate of 100% and an overall completion rate of 98.73%. In addition, parent information night helped to increase HCA's application, and increase the number of incoming 9th graders.

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

Material Changes

None.

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.

Future Changes

None.

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	\$94,817
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$94,817

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$94,817

Subtotal of additional federal funds included for this school: \$94,817

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

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

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

Total of federal, state, and/or local funds for this school: \$94,817