



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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	05/16/2024	06/25/2024

Plan Description

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

All School goals, strategies and activities are in alignment with Stockton Unified School District’s LCAP Goals and priorities. Through LCFF the school will design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

Educational Partner Involvement

How, when, and with whom did your 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

Site collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method for conducting a Root Cause Analysis to identify priorities listed in the CNA was the Five Whys.

HCA administration throughout the school year shares the progress of the current SPSA with School Site Council, HCA Leadership, HCA Staff and the Community Partners Advisory Council (CPAC). Collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement.

Educational partner groups convened on the following dates to address actions noted:

Community Partner Advisory Committee met 11/29/23, 1/12/24, 1/25/24, 3/28/24(annual review of SPSA was done on January 25, 2023)

School Site Council met Once a month from October 2023 - May 2024(annual review of SPSA was completed on March 26, 2024)

Guiding Coalition/Leadership Team met mutiple times from August 2023 - May 2024(Review of SPSA is done regularly)

Parent Coffee Hour met twice a month from Sept 2023 - May 2024(annual Review of SPSA and LCAP completed April 19, 2024)

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

HCA uses various surveys throughout the year to receive feedback from stakeholders:

Healthy Kids Survey

LCAP(Panorama) Survey

Parent Survey

Plus Survey

Informal Survey-Parent Coffee Hour

Community Partners Advisory Council Survey

Classroom Observations and PLC Collaboration:

HCA Administration visit classrooms and PLC collaborations to support teachers and students. These visits are ongoing throughout the year. Teachers also completed some classroom visits to review teaching and learning strategies. SUSd provides a formal Teacher 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. During Parent Coffee Hour parent get the opportunity to hear from teacher and students, visit classroom and give feedback to staff.

Analysis of Current Instructional Program:

HCA is on a 4x4 Block Schedule

English Department consist of: 9th and 10th grade English(use of ERWC and My Perspectives). Although beginning in the 2024-2025 School year HCA will move to Pre AP English for 9th and 10th Grade. 11th Grade English(uses Dynamics of Literature-Patient Care and AP Literature and Composition). 12 Grade English(ERWC support). English Learner Development Class Levels 1-4. Mental Health Matters(Provides English Credits for 9th Grade students).

Math Department consists of: Medical Math 1 and 2(these classes provide specific support to all Science classes and the Pharmacy Technician Certification class). Integrated Math 1-2-3(HCA will transition to Pre AP Algebra 1 and Geometry beginning in the 2024-2025 school year), Statistics, Pre-Calculus and Personal Finance.

Science Department consist of: Biology Chemistry and Physics. PLTW(Principles of Biomedical Science, Human Body Systems, Medical Interventions and Biomedical Innovation). Also- Honors Chemistry, Organic Chemistry and 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(CTE) consist of 3 pathways: Health Care Administration, Patient Care and Digital Media

Certification Programs consist of: Medical Assistant, Pharmacy Technician, Medical Translation, HIPPA and CPR.

Work Based Learning consist of: Community Service, Mock Interviews, Job Shadows, Internships, Externships and classroom presentations by community partners in the Health Career Industry.

Interventions, Extra Support and Credit Recovery consist of: Built in Academic Support Class, Before and After school Tutoring and Academic Labs, Cyber High and APEX.

Standards, Assessment, and Accountability

HCA meets with its School Site Council(SSC) once a month: In October, Administration shares school goals as they relate to SPSA-Student Achievement, School Climate and Parent Engagement. Administration shares how Title 1 funds have to be related to these goals. In January and February, Administration shares the Preliminary Title 1 and LCFF staffing projections for the next school year and review SPSA goals/strategies and progress. The counseling team continues to work with students on A-G completion(which has gone above 80%), FAFSA, Scholarships and post-secondary plans. Data used for HCA's comprehensive needs assessment is the CA Dashboard, students attendance, parent engagement at Coffee Hour and Parent Information Nights, and the number of EL re-classifications.

The Leadership team meets in July and twice during each term to discuss and set school and department goals. The leadership team is also HCA's guiding coalition for developing effective PLCs. The Community Partners Advisory Committee meets 4 times throughout the school year to discuss work-based learning opportunities for students and the needs of the Healthcare industry. All committees review the school SPSA and LCAP. The committees review data that relates to HCA's goals and the strategies to implement those goals and for needed improvement. Data analyzed focuses on Student Achievement, School Climate and Culture, Work Based Learning and Community/Parent involvement. Specific data used comes from Community Partner feedback, CA Dashboard, District assessments, A-G completion, FAFSA, attendance and student wellness provided by HCA's counseling team.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

HCA staff meets weekly in departments and in teacher collaborations to analyze data, review strategies and curriculum. HCA meets for Staff meetings once a month.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

HCA has met this requirement. All teacher are credentialed or in a credential program.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

SUSD provides Professional Development for CHA staff four times throughout the year. HCA Administration and Departments Leads collaborate with staff to provide PD to support teachers with curriculum and evolve their teaching strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

HCA Administration and Counseling team collaborate with Department leads and the District curriculum office to support teachers and continue their development of effective teaching/learning strategies, the PLC process and student interventions

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Math Department attends on going District curriculum PD and AP training.

Science Department attends PD for PLTW, AP and NGSS

Social Science Department attends District curriculum PD and for 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 PD that is industry specific(Healthcare)

The Counseling Department attends PD/conferences for UC Counselors, CASC and American School Counselors Association, and PBIS.

Leadership Teacher attends CADA conference

ELD teacher and coordinator attend district PD. HCA teachers collaborate with ELD coordinator to review teaching strategies to support student achievement.

HCA Administration attend monthly District PDs and PLC leadership training

Equity

HCA staff is provided equity training by SUSD.

Staffing and Professional Development Strengths

At the beginning of each school year HCA teachers collaborate to identify areas of needed support in the classroom. Teachers identified possible professional development opportunities that would help to increase student achievement. HCA's staff does a great job of evolving and growing as teachers through the use of Professional Development. Teacher implement new ideas as needed to support student growth and engagement. HCA has developed a "PLC Guiding Coalition" to improve HCA's PLC.

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): With Pre AP in Math and English being part of HCA's curriculum , teachers in that department will need to be support. **Root Cause/Why:** The shift to Pre AP is to help student achievement. Teachers will need PD to deliver the curriculum

Needs Statement 3 (Prioritized): HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification. HCA has over 90% of its students complete a CTE pathway and 100% graduation rate. **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.

Teaching and Learning

Teaching and Learning Summary

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

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.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

HCA works with the school districts curriculum department, Project Lead The Way, College Board and San Joaquin Delta College to provide student valuable standards-based instructional materials to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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.

Services provided by regular program that enable underperforming students to meet standards (ESEA)

HCA provides all 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. In addition-all students take an Academic Support class which part of students' daily schedule.

Evidence-based educational practices to raise student achievement

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 also provides EL students with Integrated and Designated ELD instruction across curriculum. 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 shows progress but 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(currently at 86% A-G Completion). **Root Cause/Why:** Continued improvement in the PLC collaboration process. Needed improvement in creating specific and strategic academic interventions for struggling students.

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

HCA values the feedback from parents and all stakeholder. HCA uses the LCAP/Panorama survey, PLUS survey and Health kids survey to gain feedback that all HCA to improve wrap around services to help student achievement. HCA also offers resources to parents that help with student achievement. HCA wants to 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", FAFSA workshops for parents, Parent information nights, Teacher-Parents conferences and afterschool festival events. 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. Community Partners provide recourse to parents, and present these recourses during Coffee Hour. Community Partners also support students through work-based learning opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

HCA has School Site Council Meeting once a month, Parent Coffee Hour twice a month and a Community Partner Advisory Committee meeting four times through the school Year. These meeting allow stakeholders to get updates on the the progress of HCA students, provide feedback to HCA staff and give suggestions to support student achievement. The feedback and suggestions provided to HCA staff and Administration is considered in the building the School budget and School Plan for Student achievement.

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. Root Cause/Why: Parents have busy schedules. Although parent participation has slowly increased, is not back to pre-COVID numbers. **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

Surveys (students)

PLUS Culture and Climate surveys and district coordinated Panorama Surveys elicit student and family feedback focused on social emotional needs, school connectedness, and school relationships.

Values

HCA lives by the PASSION acronym: Professional, Academic, Service Orientated, Strong, Integrity, Optimistic, Nurturing

Beliefs

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.

Equity-Opportunity and Equal Access

HCA works to ensure equity, opportunity and equal access by addressing any possible disparities in resources, support and opportunities for students. All stakeholders have opportunities(Parent Coffee Hour, Community Partners Advisory Committee meetings, Parent Information Nights, School Site Council, and Parent teacher Meetings) to share any concerns.

School Culture and Climate Strengths

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. HCA's relationship with its Community Partners Advisory Committee allows students and staff to see the immediate value in education through work-based learning opportunities.

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 is caused by students not attending school regularly. 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 2025, 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 2025, 80% of all 9th grade students should show proficiency in Pre-AP Algebra 1. The 11th grade class should show an over all 20% increase on the CAASPP Math from previous year..

School Goal for English Learners:

By EOY 2025, per ELPAC, increase the number of students who reclassify by 100% of students.

School Goal for College and Career Readiness:

By June 2025, 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 2025, 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.

With Pre AP in Math and English being part of HCA's curriculum , teachers in that department will need to be support.

HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification. HCA has over 90% of its students complete a CTE pathway and 100% graduation rate.

HCA shows progress but 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(currently at 86% A-G Completion).

Decrease in Chronic Absenteeism and get it below 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation Rate: 98%	Graduation Rate- 100%
English Learner Reclassification Rate	ELPAC - Reclassified =27% of EL students	ELPAC - 100% reclassification
Percent of CTE students completing pathways	CTE Completion Rate for Class of 2024: 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	Pre-AP Algebra assessments(no data for this yet) CAASSP Math- 5% increase in students meeting or exceeding standard.	Pre-AP Algebra - 80% of students show proficiency CAASSP Math- 20% increase in students meeting or exceeding standard from prior year.
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)

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.

Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.

HCA Administration in collaboration with PLC Guiding Coalition 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 2024-July of 2025 - All Science teachers, Admin, Counselors, Teacher Coach
HOSA Conferences, Trainings and workshops - August of 2024-June of 2025- HOSA coordinator, CTE teachers, Admin, Counselor, Teacher Coach
AP Training, August of 2024-July of 2025 - AP teachers in Bio, ELA, Spanish
Work Based Learning - August of 2024-July 2025 - Work Based Learning Coordinator, CTE teachers, Admin, Counselors, Teacher Coach
Specific Curriculum training for Health Career Industry themed projects - August of 2024- July 2025- All Teacher (24), Administration(2).
Professional Learning Community- August of 2024-July 2025 - All Teachers (24), All Counselors (3), Admin(2).
English Learners - All Teachers (24), All Counselors (3), Admin(2).

Substitutes will be used for specific collaboration days, Curriculum Professional Development days, and HOSA events. Substitute pay for teacher release to attend professional development:
50 days X \$200 = \$10,000

Metrics for Progress Monitoring: PLC rubrics, Collaboration agendas, HOSA observations

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

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)

Strategy/Activity

Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, CTE career pathway preparation, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.

To increase student achievement, and provide intervention opportunities for students, HCA holds after school programs and 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. Teachers also participate in after school activities to support students as advisors for Student Clubs, Fall and Spring Festivals. Approximately six teachers are available four days a week to address student activities and academic needs beyond regular school hours.
6 teachers X 6 hours X 14 weeks X \$60 = \$30,240 (Allocating \$30,000)

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.

To increase student achievement and A-G completion HCA will have three teachers working during their prep for the 24-25 School year. These teachers are needed to teach during their preps for AP Biology, PLTW Classes, AP English and Physical Education(only have one PE teacher). 3 Teachers \$17,000

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)
\$47,000	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)

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), Zspace, 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 SMART boards, printers, wireless audio components, and other instructional ancillary devices.

Metrics for Progress Monitoring: Student participation in work-based learning, use of supplemental programs/licenses, and engagement/ application of content standards through instructional technology.

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)
\$22,000	50643 - Title I
\$10,000	50643 - Title I
\$15,000	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 1.1.4

Students to be Served by this Strategy/Activity

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

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.

Students will be provided with opportunities to participate in grade level College Entrance Examinations and AP Exams, 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. College Board applications like Bluebook are utilized for AP/SAT/PSAT preparation.

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, Cal Berkeley. 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.

**Also cost for students to each lunch on campus for 9th and 10th trips(only one college trip for 9th and 10th will have lunch).

Metrics for Progress Monitoring:

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)
\$12,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2023-2024 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 (e.g. Khan Academy) 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: HCA's A-G rate has increased approximately 10-15% to 86%

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 ESSR funds and other Grant funding, HCA was able use some of these funds instead of Title 1. Implementation of the strategies was not hindered and progress toward this goal was made, although not completely fulfilled.

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.

This Goal will remain the same

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 students were suspended at least once as of Spring of 2024 - HCA's goal is to have zero suspensions.

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

Chronic Absenteeism: 20% of students are chronically absent(above 10%)-HCA's goal is aligned with the district to have chronic absenteeism to be below 10%.

School Goal for Attendance/Chronic Truancy:
By the end of the 2024-2025 school year, HCA will reduce chronic truancy by 10%.

By the end of the 2024-2025 school year, HCA will increase school wide attendance by 5%.

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. HCA has over 90% of its students complete a CTE pathway and 100% graduation rate.

HCA shows progress but 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(currently at 86% A-G Completion).

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 School Profile Data	As of Spring of 2024: HCA has 0 days of Suspensions and Zero Expulsions. Chronic Absenteeism is at 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)

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: Counselors will need collaboration time to plan strategies and processes to support students mental health and college and career readiness. Counselors also schedule three Parent Information nights, Award Ceremonies for Seniors and Senior parent meetings to review Senior Transcripts.
3 counselors X 27 hours X \$60 = \$4,860 (Allocating \$5,000)

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

counselors to collaborate on the implementation of strategies. Substitutes will be provided to enable teachers to attend site-based Professional Development. Through the PLC process, teachers 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)
\$5,000	50643 - Title I
\$5,000	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)

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

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: 2023-2024 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 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 HCA continues to work on decreasing Chronic Absenteeism to under 10% for the entire school. HCA is currently at 19%

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 2025, 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 2025, establish partnerships with 5 new new locations for internships and externships for student work based learning.

Identified Need

HCA must sustain success in College and Career Readiness through high levels of CTE completion, dual enrollment, and specialized certification. HCA has over 90% of its students complete a CTE pathway and 100% graduation rate.

HCA shows progress but 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(currently at 86% A-G Completion).

Low parent involvement at Parent Coffee Hour. Root Cause/Why: Parents have busy schedules. Although parent participation has slowly increased, is not back to pre-COVID numbers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent sign in sheets during Parent Events Work-Based Learning Data	In 2023-2024: All Parent Events In-Person had on average 15 parents. In 2023-2024 HCA established 5 new MOU's with community Partners	Parent Events will have at minimum 25 parents attending. Another 5 locations for internships and externships will be added each year.

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)

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.

HCA will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.

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 - \$2,345 - 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.

Parent College Workshop on Campus Visit - HCA will need a bus for approximately 30 parents and 2 Counselors for college workshop trip to

UC Davis and CSU Sacramento. Parents will tour campus and get understanding of important areas (Financial Aid Office, Student Support Offices and Academic Buildings)
Transportation - \$1800
Meeting Expense - Lunch (student cafeteria) 30 parents x \$15 = \$449(approximately)

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
\$2,345	50647 - Title I - Parent
\$1,800	50643 - Title I
\$449	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 3.1.2

Students to be Served by this Strategy/Activity

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

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)

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

Annual Review

SPSA Year Reviewed: 2023-2024 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. Work-based learning had to be adjusted to fit new finger-print and background checks that were required with all Community Partners participating in Work-based learning opportunities. Work-based learning opportunities continue to be valuable to student engagement. HCA continues to work with its community partners to increase 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.

HCA was able implement all strategies for this goal 1) College field trips, college awareness workshops, parent Coffee Hour were complete. Parent/Teacher meetings and academic conferences were done in-person. 2) Work-based learning had to be adjusted to fit new finger-print and background checks. HCA was still able to provide work-based learning opportunities for 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

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	\$155,594.00
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	\$155,594.00

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	\$153,249.00
50647 - Title I - Parent	\$2,345.00

Subtotal of additional federal funds included for this school: \$155,594.00

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: \$155,594.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Maria Pacheco-Renteria	SSC
Monica Hunter	SSC

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. 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 05/16/2024.

Attested:

Principal, Aaron Mata on 05/16/2024
SSC Chairperson, Whitney Ramirez on 05/16/2024

Addendums

2024-2025 School Plan for Student Achievement Recommendations and Assurances

Site Name: Health Careers Academy

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

4/23/2024

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

4/23/2024

Date of Meeting

5. 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 5/16/2024.

Date of Meeting

(Optional)

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

Parent Coffee Hour

Committee

4/19/2024

Date of Meeting

Attested:

Aaron Mata

Typed Named of School Principal



Signature of School Principal

5/28/2024

Date

Stockton Unified School District

Health Careers Academy High

2024-2025 Funding Summary



Board Approval Date: June 25, 2024
Public Presentation Date: May 16, 2024

Mission Statement

The purpose of Health Careers Academy is to prepare a diverse group of students for a future in the medical community. HCA will provide a rigorous, student-centered, college preparatory environment in which students will develop academic skills, health career themed technical skills and community awareness qualities, providing them with the foundations for a career in the health field and post-secondary academic success.

Vision

Students are guided by PASSION , P=Professional, A=Academic, S=Service Oriented, S=Strong, I= Integrity, O=Optimistic, and 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. HCA 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.

Table of Contents







School Funding Summary 4

School Funding Summary

50643 - Title I					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
1	1	1	Conferences		\$20,000.00
1	1	1	Teacher Substitutes		\$10,000.00
1	1	2	Teacher Additional Comp		\$47,000.00
1	1	3	Instructional Materials/Supplies		\$15,000.00
1	1	3	Equipment		\$22,000.00
1	1	3	License Agreements		\$10,000.00
1	1	4	Field Trips		\$12,000.00
2	1	1	Conference - Counselor Professional Development		\$5,000.00
2	1	1	Counselor Additional Comp		\$5,000.00
3	1	1	Counselor Additional Comp		\$5,000.00
3	1	1	Transportation - Parent College Workshop on Campus Visit		\$1,800.00
3	1	1	Parent Meeting Expense		\$449.00
Sub-Total					\$153,249.00
Budgeted Fund Source Amount					\$153,249.00
+/- Difference					\$0.00
50647 - Title I - Parent					
LCAP Goal	School Goal	Strategy/Activity		Account Code	Amount
3	1	1	Parent Meeting Expenses		\$2,345.00
Sub-Total					\$2,345.00
Budgeted Fund Source Amount					\$2,345.00
+/- Difference					\$0.00
Grand Total Budgeted					\$155,594.00
Grand Total Spent					\$155,594.00
+/- Difference					\$0.00

Health Careers Academy

Explore the performance of Health Careers Academy under California's Accountability System.

<div>Suspension Rate</div> <div></div> <div>Yellow</div>	<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>College/Career</div> <div></div> <div>Very High</div>
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Mathematics</div> <div></div> <div>Yellow</div>	<div>Basics: Teachers, Instructional Materials, Facilities</div> <div>STANDARD MET</div>	<div>Implementation of Academic Standards</div> <div>STANDARD MET</div>
<div>Parent and Family Engagement</div> <div>STANDARD MET</div>	<div>Local Climate Survey</div> <div>STANDARD MET</div>	<div>Access to a Broad Course of Study</div> <div>STANDARD MET</div>	

School Details

<div>NAME</div> <div>Health Careers Academy</div>	<div>ADDRESS</div> <div>931 East Magnolia Street Stockton, CA 95203-2243</div>	<div>WEBSITE</div> <div>http://www.stocktonusd...</div>	<div>GRADES SERVED</div> <div>9-12</div>
<div>CHARTER</div> <div>Yes</div>	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> <div>No</div>		

Student Population

Explore information about this school's student population.

--	--	--	--

Enrollment

407

Socioeconomically
Disadvantaged

77.1%

English Learners

6.9%

Foster Youth

0%

HEALTH CAREERS ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



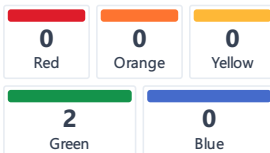
Green

39.8 points above standard

Increased 5.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

Mathematics



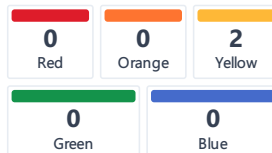
Yellow

73.8 points below standard

Increased 14.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

English Learner Progress



No Performance Color

66.7% making progress

Increased 11.5% ▲

[LEARN MORE](#)

College/Career

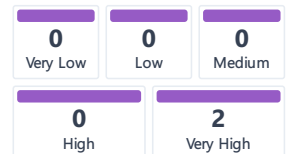


Very High

83.3% prepared

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

HEALTH CAREERS ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Graduation Rate



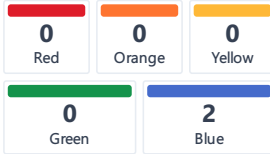
Blue

97.9% graduated

Maintained 0.9%

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

HEALTH CAREERS ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



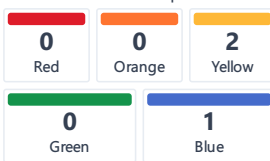
Yellow

1% suspended at least one day

Increased 1% ▲

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

LEARN MORE

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

LEARN MORE

Parent and Family
Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

39.8 points above standard


Increased 5.6 Points ▲

Number of Students: 96

Student Group Details


All Student Groups by Performance Level

10 Total Student Groups




Red

No Student Groups




Orange

No Student Groups



Yellow


No Student Groups



Green


Hispanic

Socioeconomically Disadvantaged



Blue

No Student Groups



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Learners



No Performance Color

57.9 points below standard

Increased 42.4 Points ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Green

32.1 points above standard

Declined 13.6 Points ▼

Number of Students: 75

Socioeconomically Disadvantaged



Green

27.8 points above standard

Increased 6.9 Points ▲

Number of Students: 72

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

34.1 points above standard

39.8 points above standard

English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
Less than 11 students - data not displayed for privacy Number of Students: 3	49 points below standard Number of Students: 11	27.6 points above standard Maintained -1.3 Points Number of Students: 28

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow







73.8 points below standard

Increased 14.2 Points ▲
Number of Students: 96

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

 Red No Student Groups	 Orange No Student Groups	 Yellow Hispanic Socioeconomically Disadvantaged
 Green No Student Groups	 Blue No Student Groups	 No Performance Color African American Asian English Learners Filipino

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Learners



No Performance Color

161.9 points below standard

Increased 8.1 Points ▲

Number of Students: 14

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Hispanic



Yellow

83.9 points below standard

Increased 8.1 Points ▲

Number of Students: 75

Socioeconomically Disadvantaged



Yellow

87.5 points below standard

Increased 12.6 Points ▲

Number of Students: 72

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
<div>Less than 11 students - data not displayed for privacy</div> <div>Number of Students: 3</div>	<div>171.2 points below standard</div> <div>Number of Students: 11</div>	<div>83.9 points below standard</div> <div>Increased 5.9 Points ▲</div> <div>Number of Students: 28</div>


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress


No Performance Color

66.7% making progress towards English language proficiency

Increased 11.5% ▲

Number of EL Students: 27


Student English Language Acquisition Results

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students

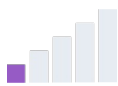

Very High

83.3% prepared

Number of Students: 96

Student Group Details

All Student Groups by Performance Level



Very Low

No Student Groups



Low

No Student Groups



Medium

No Student Groups



High

No Student Groups



Very High

Hispanic

Socioeconomically Disadvantaged



No Performance Level

African American

American Indian

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



Very High

81.4% prepared

Number of Students: 70

Socioeconomically Disadvantaged



Very High

81.6% prepared

Number of Students: 76

Local Indicators

STANDARD MET

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

5

Full Implementation And Sustainability

Physical Education Model Content Standards

5

Full Implementation And Sustainability

World Language

5

Full Implementation And Sustainability

Health Education Content Standards

5

Full Implementation And Sustainability

Visual and Performing Arts

5

Full Implementation And Sustainability

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4

Full Implementation

Providing support for teachers on the standards they have not yet mastered

4

Full Implementation

Identifying the professional learning needs of individual teachers

4

Full Implementation

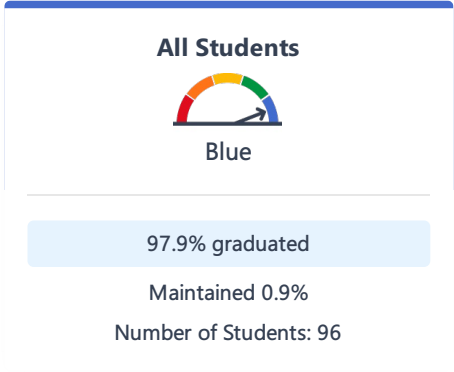
Academic Engagement

View data about academic participation.

Graduation Rate

All Students

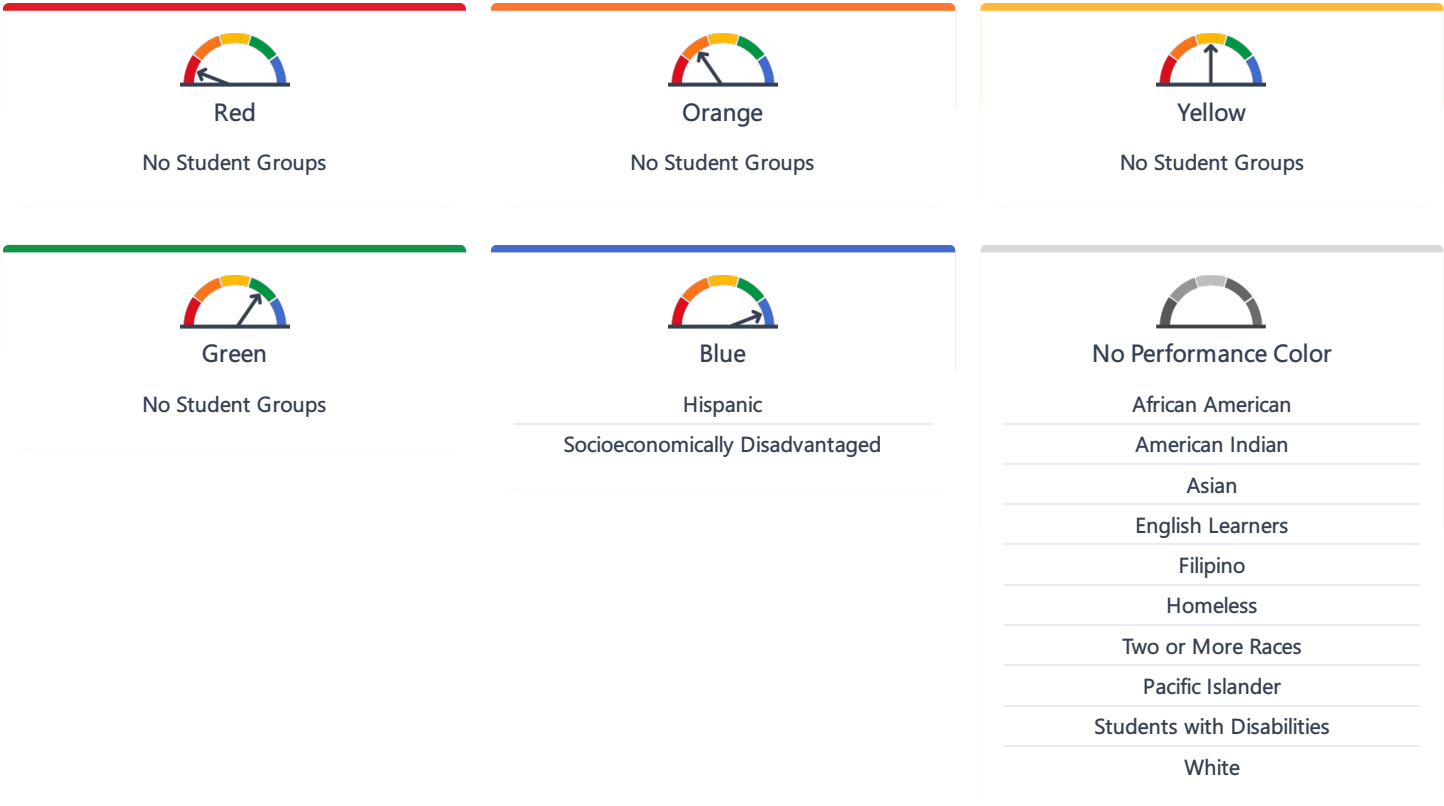
Explore information about students completing high school, which includes students who receive a standard high school diploma.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

English Learners

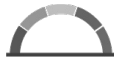


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Hispanic



Blue

98.6% graduated

Increased 2.7% ▲

Number of Students: 70

Socioeconomically Disadvantaged



Blue

98.7% graduated

Increased 2.4% ▲

Number of Students: 76

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
---------------	-----------	-----------	------------------	---------------------------	---------------------

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	97.9%	0%	2.1%	97.9%	0
Hispanic	98.6%	0%	1.4%	98.6%	0
Socioeconomically Disadvantaged	98.7%	0%	1.3%	98.7%	0

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

To track the extent to which all students are enrolled in a broad course of study, information was pulled from our SIS and data systems for students enrolled in 2022-23, specifically, transcript records for grades 9-12, and student eligibility (UPC and students with disabilities).

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students in secondary grades accessed courses through content-centered classrooms (CDE) described in the high school course catalog. Students in grades 9-12 have flexibility in course selection and enrollment that leads to the completion of the high school graduation requirement. Analysis of current enrollment in a broad course of study is based on the four-year plan (outlined in the course catalog). Enrollment in English (grades 9-12), Math (grades 9-10), History/Social Science (grades 10-12), and Science (grades 9-12) ranged from 95% to 100%. Enrollment in PE, Science, VAPA, had greater variability due to the number of years recommended and required for high school graduation. Enrollment in CTE courses remain consistent across all grade levels range from 90%-100%.

3. Identification of any barriers preventing access to a broad course of study for all students.

There are no barriers-HCA students are provided access to all courses of study.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

HCA will continue to provide opportunities for all students to have access to courses of study.

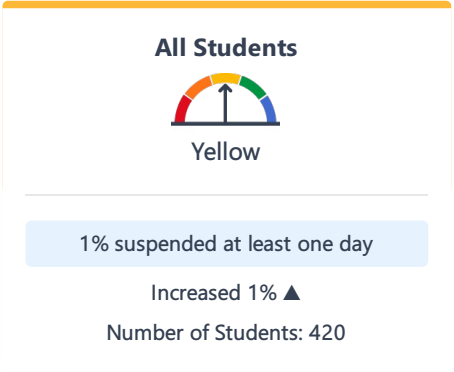
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

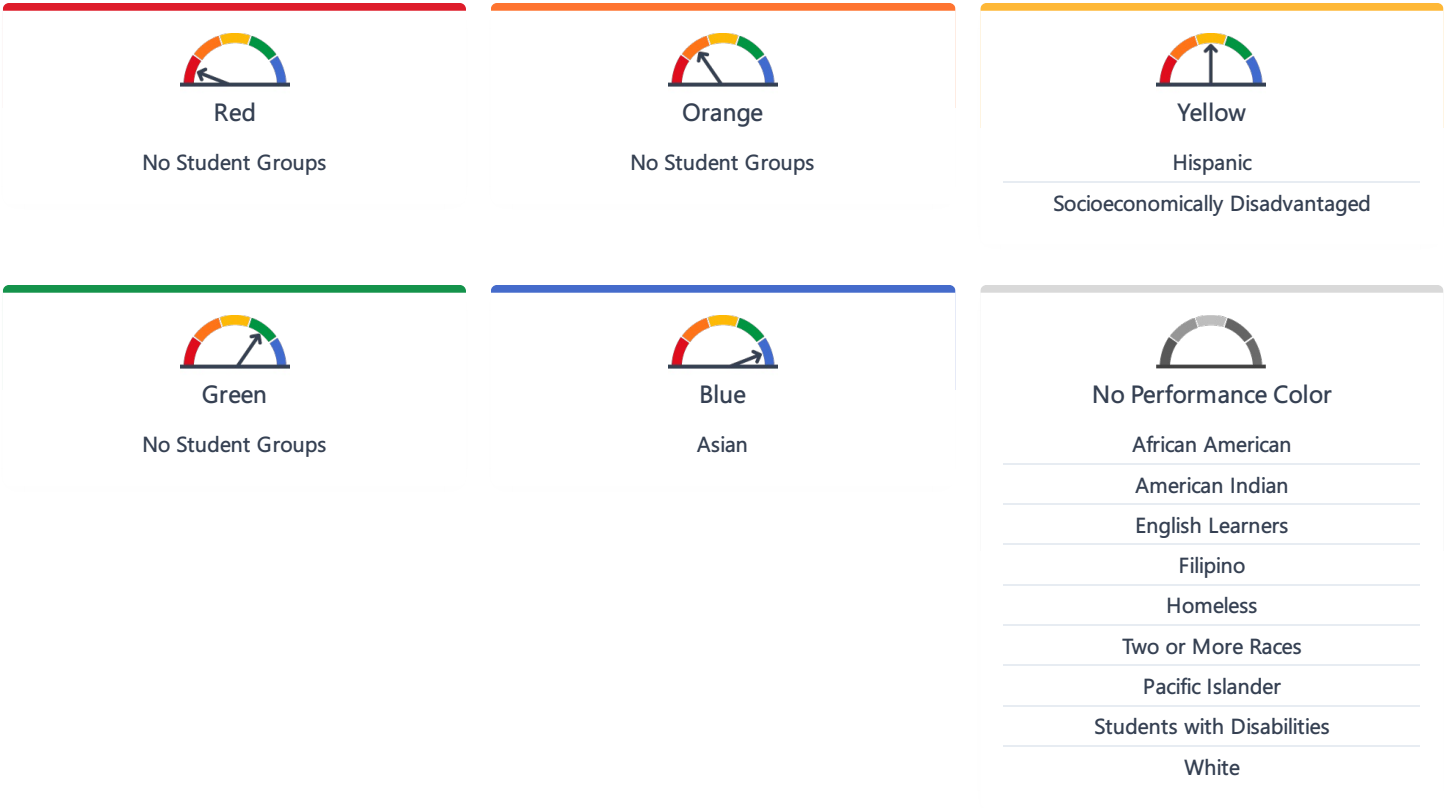
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



African American



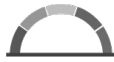
No Performance Color

10% suspended at least one day

Increased 10% ▲

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 29

Filipino



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Homeless



No Performance Color

0% suspended at least one day

Number of Students: 11

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

13.3% suspended at least one day

Increased 13.3% ▲

Number of Students: 15

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Hispanic



Yellow

0.6% suspended at least one day

Increased 0.6% ▲

Number of Students: 329

Socioeconomically Disadvantaged



Yellow

1.2% suspended at least one day

Increased 1.2% ▲

Number of Students: 329

Asian



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 33

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	22.34	88.3%	Above
County	6,944.45	72.5%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=39686760123802&year=2021-22>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
0
Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation and Sustainability

2. Rate the LEA’s progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.

Full Implementation and Sustainability

4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

HCA has created a number of site-based and LEA wide opportunities for educational patronship. The LEA continues to increase the number of spaces available for educational partnership.

5. Rate the LEA’s progress in providing professional learning and support to teachers and

principals to improve a school's capacity to partner with families.

Full Implementation and Sustainability

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation and Sustainability

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation and Sustainability

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

HCA has created a number of site-based and LEA wide opportunities for educational partners to provide input. The LEA has continued increase the number of spaces available for educational partners to provide input.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation and Sustainability

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation and Sustainability

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation and Sustainability

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation and Sustainability

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

HCA continues to provides families valuable opportunities for providing input in decision-making through School Site Council, Parent Coffee Hour, Student/Parent Conferences and Parent information nights(FAFSA, college information, 8th grade recruitment). These events also provide parents and community partners to give input and feedback regarding Health Careers Academy.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Data from a survey reported over 85% of HCA students feel that a teacher or adult care about them. Over 80% feel that they are connected to the school. The HCA Counseling team, teachers and administration work to support students' growth academically and emotionally. HCA continues to evolve with students' needs. The HCA counseling team, teachers and administration have an effective referral process to address students academic and emotional needs.



Research and Accountability Department

Empowering with data.

Health Careers Academy Data Review

April 2024

Summary



Research and Accountability Department
Empowering with data.

Accountability

- Current ESSA Status is “No Status” for the most current year ([slide 10](#))
- The Math State Indicator improved from prior year. ELA and Graduation remained the same ([slide 10](#))
- The Cohort Graduation Rate was 97.7%, increasing .9% from prior year ([slide 13](#))
- Suspensions increased in 2022-23 to 1% ([slide 14](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 23.5% ([slides 15](#))

Demographics

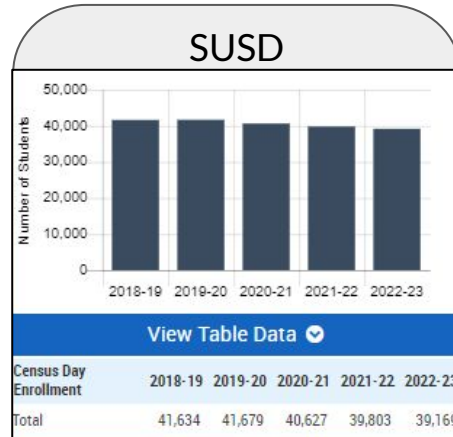
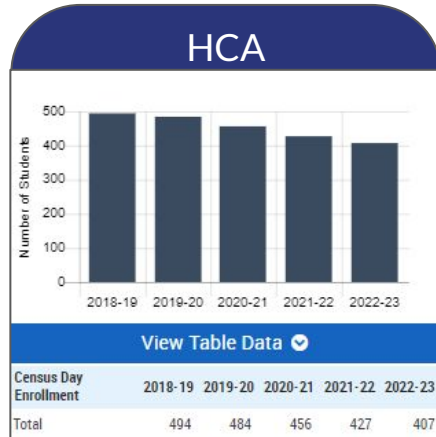
- Demographics are majority **Hispanic** at 78.9% of the student population ([slide 5](#))
- 6.9% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

Assessments

- Percent of students meeting or exceeding standards on **ELA** increased 3.5% from prior year to 69.8% ([slide 18](#))
- Percent of students meeting or exceeding standards on **Math** increased 4.5% from prior year to 20.8% ([slide 18](#))
- Percent of students meeting or exceeding standards on **Science** decreased slightly .3% from prior year to 29.9% ([slide 18](#))
- Number of **students tested with ELPAC** increased from 2022 to 2023 by 10 students to 120 ([slide 22](#))
- Percent of students scoring at **Level 4** increased by 7% ([slide 22](#))
- i-Ready (starting on [slide 24](#)): At the end of 2022-23, **Reading on grade level** increased to 27% and **Math** increased to 31%

Demographics

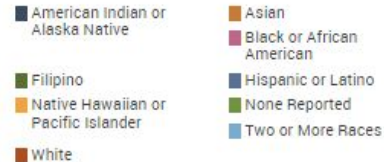
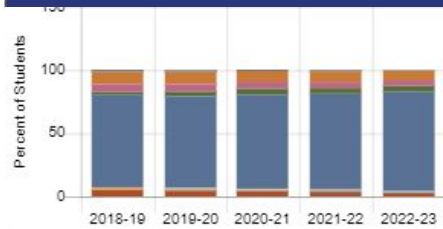
Enrollment



- HCA's enrollment was 407 in 2022-23, declining 20 students from prior year
- HCA's **stability rate** (percent of students who start and end the school year at the school) is 93.6%, 6% above the district at 87%

Demographics

HCA



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	1.2 %	1.2 %	0.9 %	0.9 %	0.5 %
Asian	9.9 %	9.7 %	8.6 %	8.4 %	7.6 %
Black or African American	6.3 %	6 %	5.5 %	4.9 %	4.4 %
Filipino	2.4 %	3.5 %	4.6 %	4.4 %	4.4 %
Hispanic or Latino	72.9 %	72.7 %	74.6 %	75.9 %	78.9 %
Native Hawaiian or Pacific Islander	1.4 %	1 %	0.7 %	0.7 %	0.5 %
None Reported	0 %	0 %	0 %	0 %	0 %
Two or More Races	0.6 %	1.2 %	1.1 %	1.2 %	1.2 %
White	5.3 %	4.5 %	4.2 %	3.5 %	2.5 %

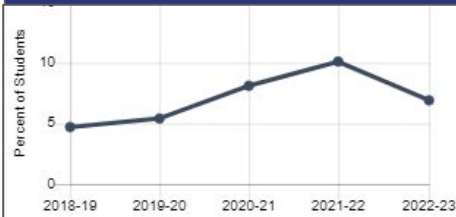
SUSD

2022-23
0.7 %
8.8 %
9.2 %
3.3 %
69.6 %
0.5 %
0.3 %
3.5 %
4.1 %

- HCA's population is majority **Hispanic**, with 78.9% of the student population followed by 7.6% Asian

English Learners

HCA



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	4.7 %	5.4 %	8.1 %	10.1 %	6.9 %

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- HCA averaged 7% English Learners over the last 5 years
- Most current data is 6.9% of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

HCA

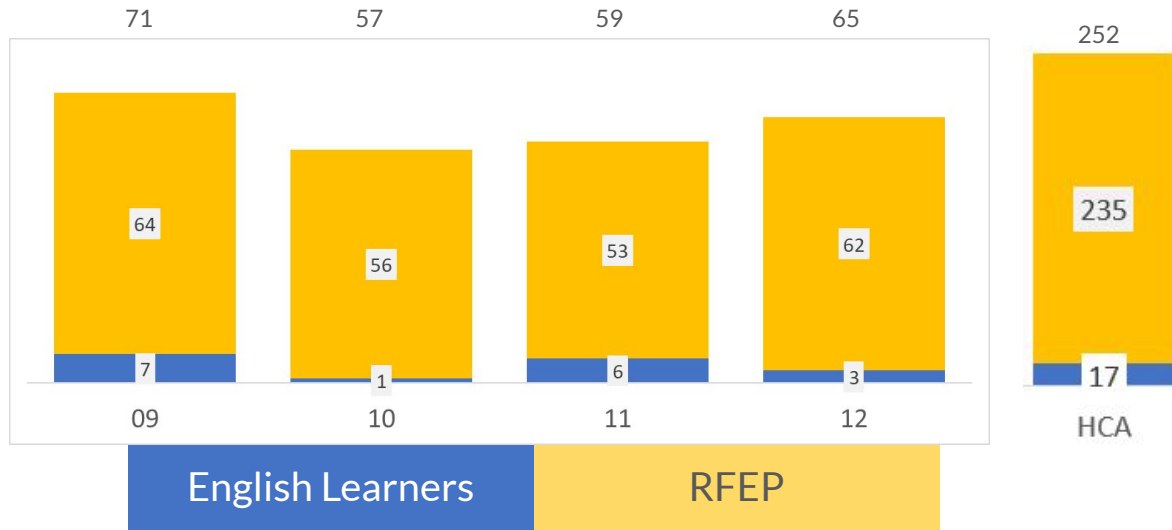
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Arabic					0.2 %
Hmong	0.2 %	0.4 %	0.4 %	0.2 %	
Punjabi	0.6 %	0.8 %	0.7 %	0.9 %	1 %
Spanish	3.6 %	3.7 %	6.8 %	8.4 %	5.2 %
Urdu	0.2 %	0.2 %		0.2 %	0.2 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Current ELs and RFEPs by Grade Level



- HCA has 17 English Learners and 235 RFEP students*

*Source: Synergy, local data as of 4/16/24

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- HCA currently has “No Status”
- Math improved in 2023 from 2 to 3
- Suspension moved from 5 to 3
- ELA remained a Level 4
- Graduation remained a Level 5

		Area	Current Indicator	Previous Indicator
Year	Status	ELA	4 - Green	4 - Green
Current (2023)	No Status	Math	3 - Yellow	2 - Orange
2022	ATSI	Suspension	3 - Yellow	5 - Blue
2021	No Status	Graduation	5 - Blue	5 - Blue
2020	No Status	ELPI	NA (Not enough students)	NA (Not enough students)
2019	No Status	College/ Career	Very High	Not reported
2018	CSI			

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)



Note: These are the color indicators on the
California School Dashboard

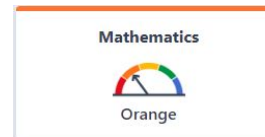
California School Dashboard

State Indicators

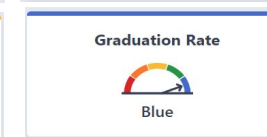
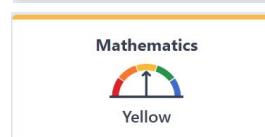


Research and Accountability Department
Empowering with data.

Stockton
Unified



HCA



- All indicators were higher than the district
- Graduation rate was the highest at Blue
- ELA was the second highest at Green

**College/Career readiness indicator will move to the color baseball card on the next dashboard*

Source: [California School Dashboard](#)



Higher than the district



Lower than the district



Same as the district

California School Dashboard

Local Indicators



Research and Accountability Department
Empowering with data.

Stockton Unified

Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET
Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

HCA



- All local indicators met standards, matching the district

Source: [California School Dashboard](#)



Higher than the district

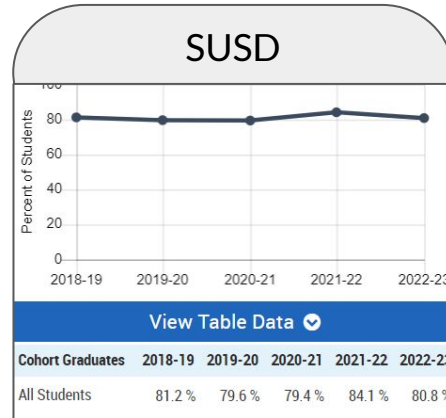
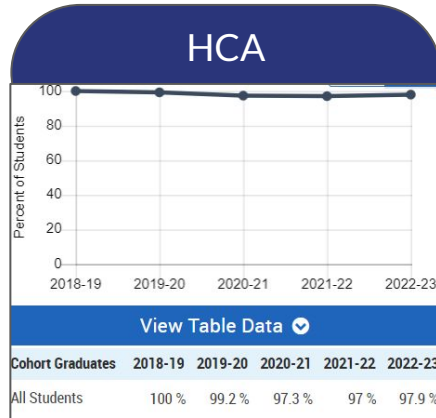


Lower than the district



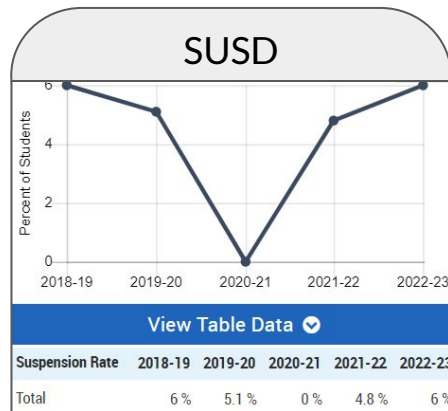
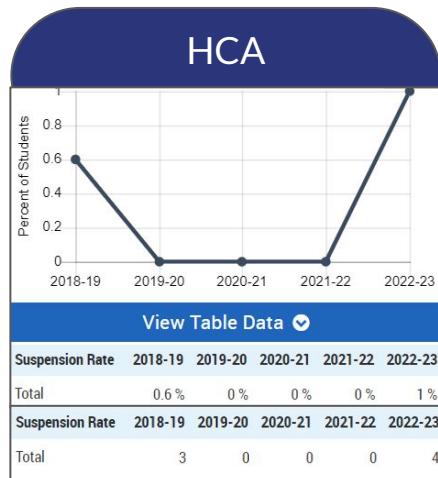
Same as the district

Cohort Graduates



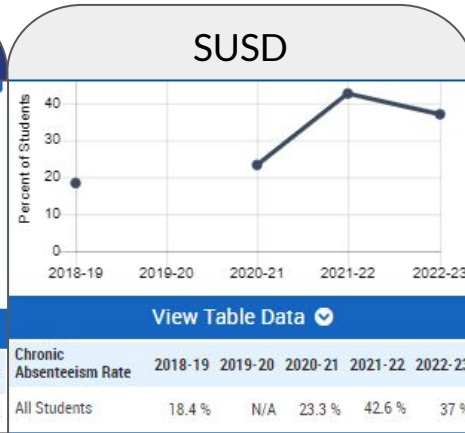
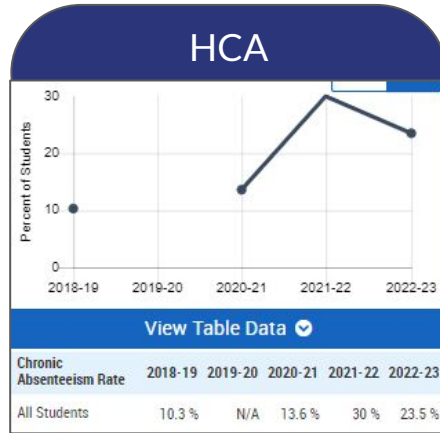
- Cohort graduation rate for Health Careers Academy was 97.9%
- This is 17% higher than the district

Suspensions



- HCA had a 1% suspension rate for the latest year available
- This was 5% below the district's suspension rate at 6%

Chronic Absenteeism Historical



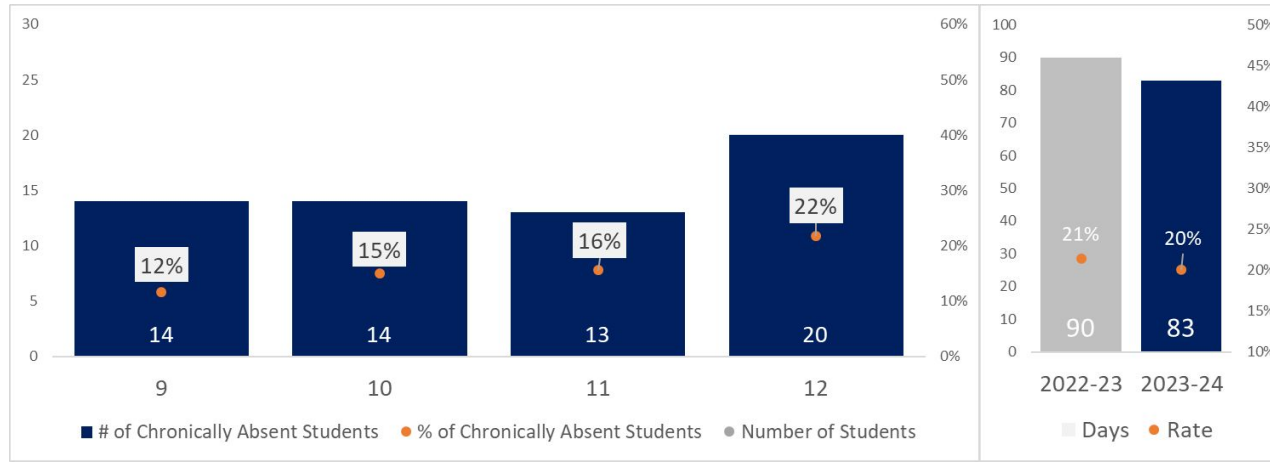
- Last year, HCA decreased the percent of Chronic Absenteeism from 30% to 23.5%
- This was lower than the district's absenteeism rate at 37%

*** Note that Chronic Absenteeism is not included in the state indicators for High Schools*

Chronic Absenteeism Current Year

HCA Chronic Absenteeism through March

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)

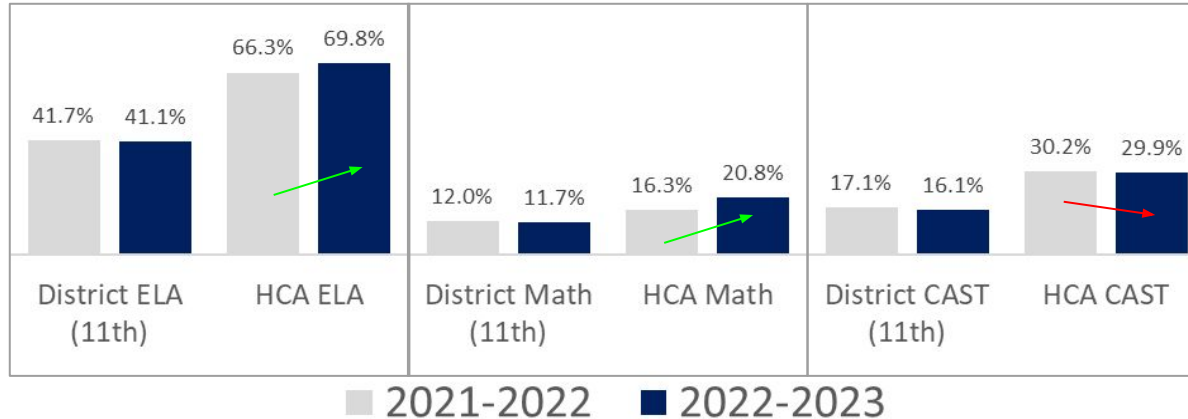


- The number of days absent decreased from 90 to 83 and percent of days decreased by 1% (through March)
- 12th grade had the highest percent absent at 22%, 20 students

State Assessments

CAASPP ELA 2 years

CAASPP ELA, CAASPP MATH, AND CAST
Percent Met or Exceeded Standards



- 69.8% of students met or exceeded **ELA** standards, a 3.5% increase from prior year
- 20.8% of students met or exceeded **Math** standards, a 4.5% increase from prior year
- 29.9% of students met or exceeded **CAST** standards, a slight decrease of .3%

English Language Arts



Green

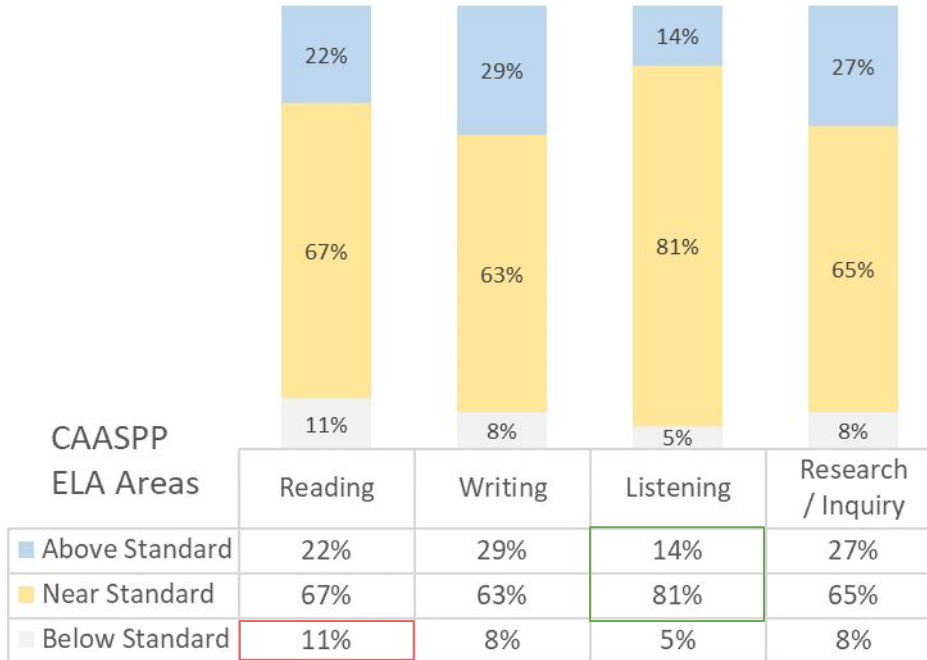
Mathematics



Yellow

CAASPP ELA 2022-2023

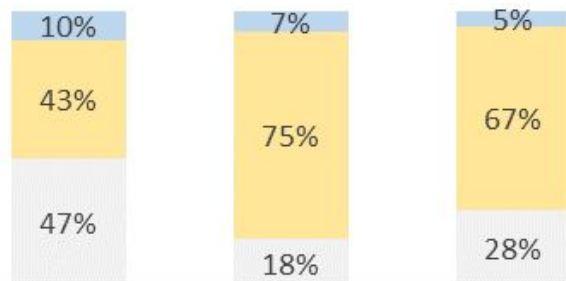
By Area



- Writing was the lowest area on CAASPP, with 55% of students below standard
- Listening was the highest with 78% near or above standard

CAASPP Math 2022-2023

By Area

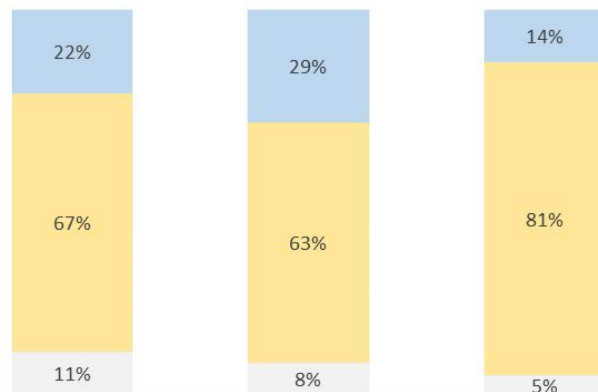


	Concepts & Procedures	Problem Solving	Communicate Reasoning
Above Standard	10%	7%	5%
Near Standard	43%	75%	67%
Below Standard	47%	18%	28%

- Concepts & Procedures had the highest percent below standard, but also had the highest above standard
- Problem Solving had the highest percent near standard

CAST 2022-2023

By Area

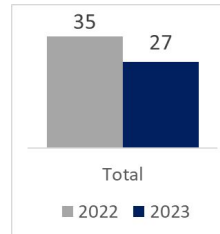
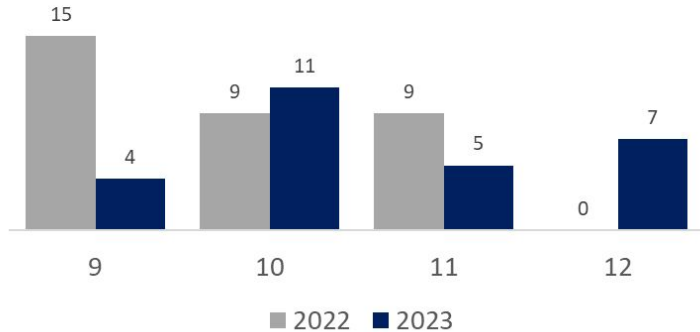


CAST Areas	Life Sciences	Physical Sciences	Earth & Space Sciences
Above Standard	22%	29%	14%
Near Standard	67%	63%	81%
Below Standard	11%	8%	5%

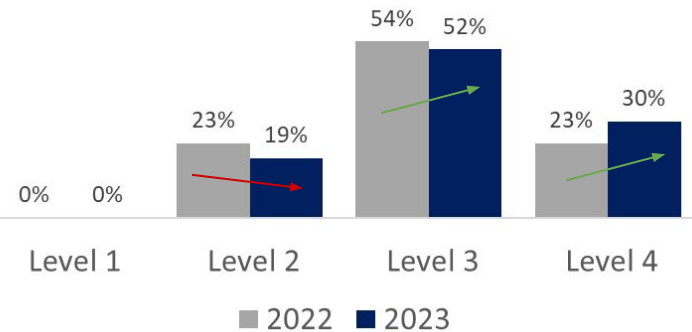
- Earth & Space Sciences had the highest percent above and near standard
- Life Sciences had the highest percent below standard

ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



Percent of ELPAC Levels
2022 and 2023



- Number of students taking the ELPAC **decreased by 7** from 35 to 27
- Percent of students scoring level 4 increased by 7%





Research and Accountability Department

Empowering with data.

i-Ready

i-Ready Reading



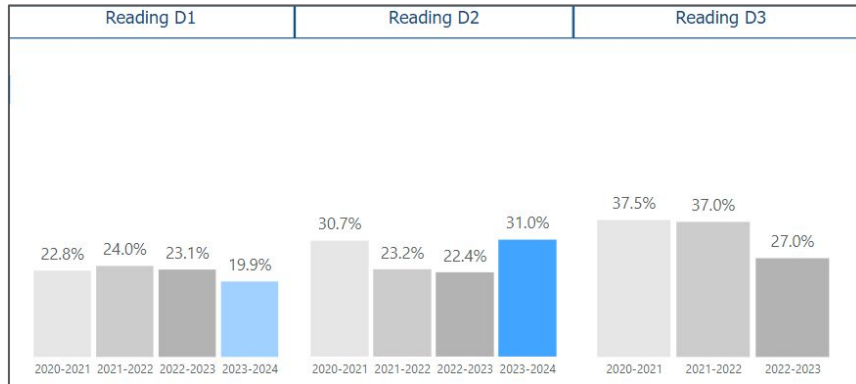
Research and Accountability Department
Empowering with data.

Diagnostic 3 - End of Year

- HCA decreased the percent of students on grade level at the end of 2022-23 from 37% to 27%

Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 31% of students were on grade level, an increase of 9% from prior year



Survey name: 9th-12th Grade School Climate Survey 2022-2023 (EOY)- HCA

Description:

Survey date: 5/16/2023

Participant group: 9-12

Total Participants: 368

Questions: 25

Filters:

Question	Participants	'Yes' Responses	%	All	Warning
1. I have been bullied on campus in the last 30 days.	368	16	4 %	6 %	
2. I know how to report bullying on campus.	368	323	88 %	80 %	
3. I know how to report cyberbullying when it happens.	368	310	84 %	77 %	
4. If I knew there was going to be a fight on campus I would report it to a teacher or administrator.	368	270	73 %	58 %	
5. If I saw another student on campus with a weapon I would report it.	368	332	90 %	83 %	
6. I feel like I am part of this school.	368	274	74 %	68 %	
7. I feel safe in my school.	368	283	77 %	65 %	
8. At my school, there is a teacher or other adult who really cares about me.	368	314	85 %	77 %	
9. At my school, there is a teacher or other adult who tells me when I do a good job.	368	324	88 %	85 %	
10. At my school, there is a teacher or other adult who believes that I will be a success.	368	328	89 %	83 %	
11. In the past 30 days I have smoked cigarettes at least once.	368	7	2 %	2 %	
12. In the past 30 days, I have had at least one drink of alcohol.	368	30	8 %	6 %	Yes
13. In the past 30 days, I have used marijuana one or more times.	368	13	4 %	5 %	
14. There is a lot of tension at my school between different cultures, races, or ethnicities.	368	52	14 %	17 %	
15. I have friends my age that really care about me.	368	332	90 %	88 %	
16. In the past 30 days, I have used an e-cigarette, hookah, e-hookah, e-pen, or other vaping device, with or without nicotine.	368	12	3 %	5 %	
17. I know an adult at school that I can talk with, if I need help.	368	321	87 %	80 %	
18. I feel as though there are activities at school I like.	368	254	69 %	73 %	Yes
19. I have been cyberbullied in the last 30 days.	368	14	4 %		
20. I feel like my voice matters to adults at my school.	368	260	71 %		

21.	The staff at my school treat students fairly.	368	268	73 %	
22.	At home, there is an adult who helps me when I am having a hard time.	368	316	86 %	
23.	I have been encouraged by the school and the individual activity sponsors to participate in extracurricular activities.	368	273	74 %	68 %
24.	I have felt isolated/harasses at school because of my gender identification or gender expression within the last 30 days.	368	8	2 %	
25.	I am part of extracurricular activities such as a club, sport, leadership program, or band here at school.	368	144	39 %	

Notes:

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
---------	-------------

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