



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage High School	33-67207-0113191	May 2, 2024	June 19, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Heritage High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Heritage High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Heritage High School will meet ESSA requirements to support academic achievement so that all students, particularly the most at-risk students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

Educational Partner Involvement

How, when, and with whom did Heritage High 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

The SPSA Annual Review and Update has included the School Site Council, which consists of peer-elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Coffee With Administrators", and other events that support student academic success, parent involvement and capacity building.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Heritage High School developed goals for utilizing the MTSS supporting the whole child in Academics, Mental Health and Wellbeing, and Behavior. Our goals and action plans will require us to have additional staff support to implement interventions and services for students that address all three MTSS domains. Heritage High School is also projected to have a decline in enrollment for the 2024-2025 school year necessitating a need to reduce our teaching staff by 8 FTEs. This will make it difficult for our school to continue running programs and courses that usually have smaller class sizes. Additionally, the funding that was allocated to schools to support post-COVID learning loss will not be renewed moving forward. That funding that was supporting RTI, Credit Recovery, and summer school sections will no longer be available.

Heritage High School is eligible for ATSI for our Students with Disabilities demographic group specifically in the content area of mathematics. Current course offerings and curricular pathways for math limit access to grade level curriculum for students with disabilities. The district is reevaluating current course offerings and curricular pathways to ensure that there is access and support for students to achieve grade level mastery.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our California School Dashboard Indicators show that Heritage High School needs significant improvement in the areas of English Learner Progress, ELA, and Mathematics. District support over the last 3 years has focused on student wellness. A transition in leadership at the district level is bringing forth intentionality in academic support, curriculum, and instruction.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities and English Learners are 2 subgroups of students indicating substandard performance in contrast to "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Dashboard indicates that the math content area is an area needing targeted intervention.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Heritage High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0.29%	4		7
African American	5.9%	%	6.71%	173		163
Asian	1.2%	%	1.24%	34		30
Filipino	2.5%	%	2.18%	74		53
Hispanic/Latino	67.5%	%	73.23%	1,964		1778
Pacific Islander	0.7%	%	0.41%	21		10
White	16.7%	%	11.99%	487		291
Multiple/No Response	5.1%	%	3.79%	148		92
Total Enrollment				2,911		2428

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	792		541
Grade 10	740		645
Grade 11	724		631
Grade 12	655		611
Total Enrollment	2,911		2,428

Conclusions based on this data:

1. Enrollment continues to be in a steady decline since 2021 with the opening of a new high school in the district. 2024-2025 school year will continue with a low enrollment projection at 2324.
2. Enrollment by demographic subgroup has little fluctuation with the exception of the Hispanic/Latino subgroup that has seen an increase of almost 6% and the White subgroup that has seen a decrease of almost 5%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	341	328	318	11.70%	12.3%	13.1%
Fluent English Proficient (FEP)	837	759	703	28.80%	28.5%	29.0%
Reclassified Fluent English Proficient (RFEP)	6	33		1.8%	10%	

Conclusions based on this data:

1. 18 students have RFEP this school year with 16 more students projected to RFEP from the 23-24 school year as reflected in Ellevation data management from this year's ELPAC testing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	689	581	583	493	567	560	489	566	560	71.6	97.6	96.1
All Grades	689	581	583	493	567	560	489	566	560	71.6	97.6	96.1

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2595.	2577.	2569.	22.09	18.20	16.61	34.97	34.10	31.25	24.74	24.38	26.96	18.20	23.32	25.18
All Grades	N/A	N/A	N/A	22.09	18.20	16.61	34.97	34.10	31.25	24.74	24.38	26.96	18.20	23.32	25.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.95	22.08	17.68	63.39	59.72	60.00	11.66	18.20	22.32
All Grades	24.95	22.08	17.68	63.39	59.72	60.00	11.66	18.20	22.32

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.05	19.08	20.21	53.29	52.47	55.28	23.66	28.45	24.51
All Grades	23.05	19.08	20.21	53.29	52.47	55.28	23.66	28.45	24.51

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.66	14.13	11.43	74.64	70.67	74.11	13.70	15.19	14.46
All Grades	11.66	14.13	11.43	74.64	70.67	74.11	13.70	15.19	14.46

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.77	19.79	16.25	63.39	65.19	64.64	10.84	15.02	19.11
All Grades	25.77	19.79	16.25	63.39	65.19	64.64	10.84	15.02	19.11

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Conclusions based on this data:

1. Students continue to struggle in ELA performance. From data gathered in the WASC process, targeted intervention systems need to be developed to support students. Teachers and admin need to disaggregate data and determine intervention strategies to support student success.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	689	581	586	450	567	559	448	567	559	65.3	97.6	95.4
All Grades	689	581	586	450	567	559	448	567	559	65.3	97.6	95.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2544.	2508.	2493.	4.46	3.35	2.86	16.52	8.64	9.84	31.92	25.22	21.47	47.10	62.79	65.83
All Grades	N/A	N/A	N/A	4.46	3.35	2.86	16.52	8.64	9.84	31.92	25.22	21.47	47.10	62.79	65.83

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	9.38	3.88	3.94	45.54	37.21	30.41	45.09	58.91	65.65
All Grades	9.38	3.88	3.94	45.54	37.21	30.41	45.09	58.91	65.65

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.14	4.94	4.65	65.85	64.20	61.18	27.01	30.86	34.17
All Grades	7.14	4.94	4.65	65.85	64.20	61.18	27.01	30.86	34.17

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.70	4.23	3.40	70.54	66.31	61.72	22.77	29.45	34.88
All Grades	6.70	4.23	3.40	70.54	66.31	61.72	22.77	29.45	34.88

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Conclusions based on this data:

1. Students continue to struggle in Math performance. From data gathered in the WASC process, targeted intervention systems need to be developed to support students. Teachers and admin need to disaggregate data and determine intervention strategies to support student success. Curricular pathways in math limit students' access to grade level curriculum particularly with our Students with Disabilities and English Learner subgroups.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1532.5	1523.7	1531.5	1527.1	1514.9	1519.0	1537.3	1531.9	1543.6	96	80	75
10	1532.9	1539.8	1536.5	1531.1	1546.5	1538.8	1534.2	1532.6	1533.7	79	88	84
11	1549.8	1534.9	1562.2	1546.1	1521.7	1561.4	1552.8	1547.5	1562.5	65	59	74
12	1512.8	1556.8	1533.8	1496.8	1559.6	1525.5	1528.4	1553.4	1541.6	39	56	61
All Grades										279	283	294

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.77	10.00	8.11	29.79	27.50	37.84	37.23	35.00	29.73	20.21	27.50	24.32	94	80	74
10	13.33	9.09	13.10	29.33	38.64	32.14	29.33	37.50	29.76	28.00	14.77	25.00	75	88	84
11	14.06	11.86	18.92	35.94	32.20	33.78	29.69	23.73	29.73	20.31	32.20	17.57	64	59	74
12	21.05	16.07	11.48	28.95	39.29	26.23	15.79	28.57	29.51	34.21	16.07	32.79	38	56	61
All Grades	14.39	11.31	12.97	31.00	34.28	32.76	30.26	32.16	29.69	24.35	22.26	24.57	271	283	293

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.40	16.25	18.92	34.04	32.50	36.49	27.66	30.00	27.03	14.89	21.25	17.57	94	80	74
10	22.67	25.00	23.81	37.33	42.05	34.52	21.33	21.59	25.00	18.67	11.36	16.67	75	88	84
11	29.69	16.95	28.38	43.75	44.07	44.59	15.63	16.95	17.57	10.94	22.03	9.46	64	59	74
12	31.58	41.07	22.95	34.21	33.93	24.59	10.53	16.07	24.59	23.68	8.93	27.87	38	56	61
All Grades	25.83	24.03	23.55	37.27	38.16	35.49	20.66	21.91	23.55	16.24	15.90	17.41	271	283	293

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.26	3.75	5.41	20.21	12.50	22.97	44.68	41.25	41.89	30.85	42.50	29.73	94	80	74
10	6.67	1.14	5.95	16.00	12.50	10.71	33.33	51.14	44.05	44.00	35.23	39.29	75	88	84
11	3.13	6.78	5.41	17.19	20.34	18.92	40.63	25.42	48.65	39.06	47.46	27.03	64	59	74
12	18.42	3.57	3.28	21.05	21.43	16.39	18.42	48.21	39.34	42.11	26.79	40.98	38	56	61
All Grades	6.64	3.53	5.12	18.45	15.90	17.06	36.90	42.40	43.69	38.01	38.16	34.13	271	283	293

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.26	2.50	12.16	60.64	61.25	67.57	35.11	36.25	20.27	94	80	74
10	9.33	2.30	9.52	54.67	79.31	64.29	36.00	18.39	26.19	75	87	84
11	6.25	6.78	5.41	60.94	52.54	74.32	32.81	40.68	20.27	64	59	74
12	7.89	1.79	8.20	52.63	69.64	52.46	39.47	28.57	39.34	38	56	61
All Grades	6.64	3.19	8.87	57.93	66.67	65.19	35.42	30.14	25.94	271	282	293

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.44	53.75	50.00	23.66	27.50	32.43	12.90	18.75	17.57	93	80	74
10	61.11	70.45	68.67	27.78	21.59	18.07	11.11	7.95	13.25	72	88	83
11	72.58	58.62	71.62	17.74	22.41	20.27	9.68	18.97	8.11	62	58	74
12	62.16	75.00	58.18	13.51	14.29	25.45	24.32	10.71	16.36	37	56	55
All Grades	64.77	64.18	62.59	21.97	21.99	23.78	13.26	13.83	13.64	264	282	286

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.64	10.00	13.51	45.74	36.25	41.89	43.62	53.75	44.59	94	80	74
10	12.00	3.45	11.90	37.33	39.08	42.86	50.67	57.47	45.24	75	87	84
11	4.69	13.56	6.76	46.88	35.59	48.65	48.44	50.85	44.59	64	59	74
12	18.42	3.57	6.56	31.58	57.14	36.07	50.00	39.29	57.38	38	56	61
All Grades	10.70	7.45	9.90	41.70	41.13	42.66	47.60	51.42	47.44	271	282	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	1.25	2.70	82.61	67.50	75.68	17.39	31.25	21.62	92	80	74
10	1.35	1.14	0.00	70.27	77.27	72.29	28.38	21.59	27.71	74	88	83
11	14.29	12.07	10.81	66.67	56.90	79.73	19.05	31.03	9.46	63	58	74
12	27.03	12.50	11.86	45.95	64.29	55.93	27.03	23.21	32.20	37	56	59
All Grades	7.52	5.67	5.86	70.30	67.73	71.72	22.18	26.60	22.41	266	282	290

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 23-24 data shows a 91.3 ELPAC participation rate.
- Data reflects most students in level 3. These students are majority LTEL students needing support to achieve Level 4 and RFEP status.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2428	76.4	13.1	0.8
Total Number of Students enrolled in Heritage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	318	13.1
Foster Youth	20	0.8
Homeless	78	3.2
Socioeconomically Disadvantaged	1854	76.4
Students with Disabilities	362	14.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	163	6.7
American Indian	7	0.3
Asian	30	1.2
Filipino	53	2.2
Hispanic	1778	73.2
Two or More Races	92	3.8
Pacific Islander	10	0.4
White	291	12

Conclusions based on this data:

1. Enrollment for 2024-2025 is projected at 2324. Population of unduplicated students and students with disabilities continues to increase.

School and Student Performance Data

Overall Performance







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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Red	Chronic Absenteeism  No Performance Color	
English Learner Progress  Orange		
College/Career Medium		

Conclusions based on this data:

1. Data from 2022-2024 being used as baseline for goals.
2. Continue to develop and employ a structured Multi Tiered System of Support (MTSS) to effectively direct students to resources and support.
3. Engage all stakeholders to ensure that all students have access to high quality learning and support as needed.

School and Student Performance Data

Academic Performance English Language Arts

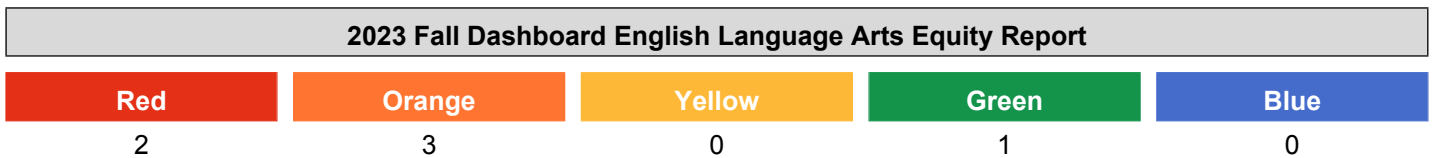
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This section provides number of student groups in each level.



This section provides a view of 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 10.6 points below standard Decreased -8.9 points 536 Students	English Learners  Red 108 points below standard Maintained -0.2 points 78 Students	Foster Youth Less than 11 Students 7 Students
Homeless 40.3 points below standard Increased +3.3 points 26 Students	Socioeconomically Disadvantaged  Orange 23.1 points below standard Decreased -8.7 points 420 Students	Students with Disabilities  Red 119.6 points below standard Maintained -1.9 points 90 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 7.2 points above standard Increased Significantly +22.4 points 38 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	83.8 points above standard Increased +9.1 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.5 points below standard Decreased -12.3 points 393 Students	36.4 points above standard Increased +3.2 points 18 Students	Less than 11 Students 2 Students	 Orange 17.9 points below standard Decreased Significantly - 37.7 points 65 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150.5 points below standard Decreased -11.1 points 51 Students	38.7 points below standard Increased +10.8 points 28 Students	6.4 points above standard Maintained -2.6 points 303 Students

Conclusions based on this data:

1. Data supports the SPSA goals and action plans developed for the 23-24 school year.
2. SPSA needs to continue to focus on targeted intervention to support student achievement in ELA.

School and Student Performance Data

Academic Performance Mathematics

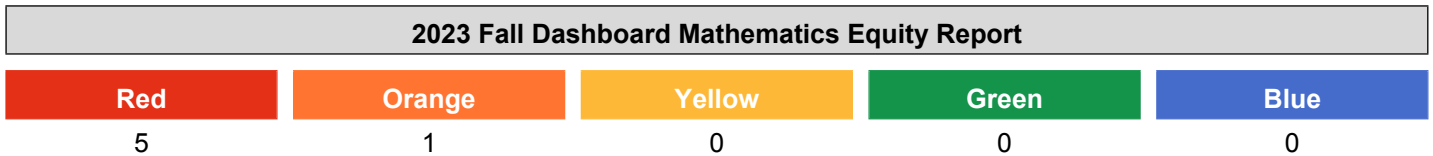
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides a view of 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e0e0e0;"> <td>132 points below standard</td> </tr> <tr> <td>Decreased Significantly -17.9 points</td> </tr> <tr> <td>535 Students</td> </tr> </tbody> </table>	All Students	 Red	132 points below standard	Decreased Significantly -17.9 points	535 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e0e0e0;"> <td>210.2 points below standard</td> </tr> <tr> <td>Decreased -14.8 points</td> </tr> <tr> <td>78 Students</td> </tr> </tbody> </table>	English Learners	 Red	210.2 points below standard	Decreased -14.8 points	78 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>7 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	7 Students	
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2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 125.7 points below standard Increased +11.7 points 39 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	35.6 points below standard Decreased -5.7 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 143.3 points below standard Decreased Significantly -18 points 393 Students	119.2 points below standard Increased Significantly +16.1 points 18 Students	Less than 11 Students 2 Students	 Red 132.5 points below standard Decreased Significantly -57 points 65 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
239.3 points below standard Decreased Significantly -27 points 52 Students	166.1 points below standard Maintained -2.5 points 28 Students	125 points below standard Decreased Significantly -17 points 304 Students

Conclusions based on this data:

1. Data supports the SPSA goals and action plans developed for the 23-24 school year.
2. SPSA needs to continue to focus on targeted intervention to support student achievement in Math.
3. Curricular pathways need to be re-evaluated to ensure that students with disabilities and English learners are receiving access to grade level curriculum.

School and Student Performance Data

Academic Performance English Learner Progress

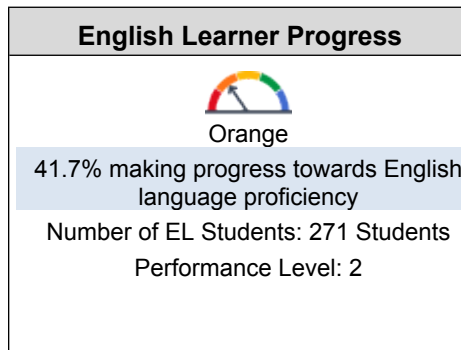
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
69	86	6	101

Conclusions based on this data:

- 18 students have RFEP this school year with an additional 16 projected to RFEP based on ELPAC scores.

School and Student Performance Data

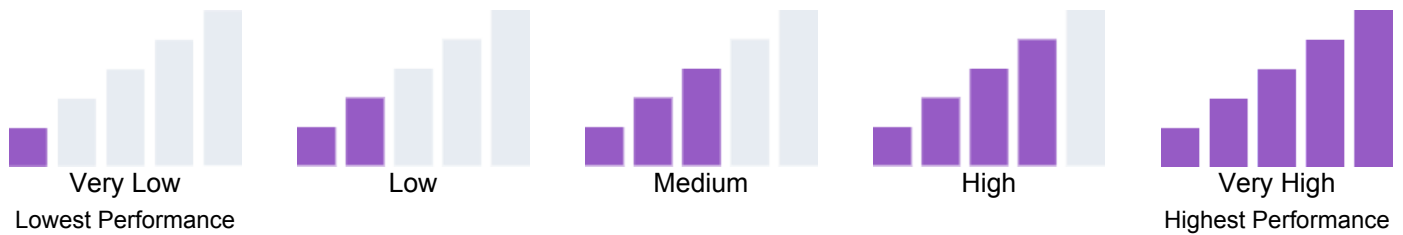
Academic Performance College/Career Report

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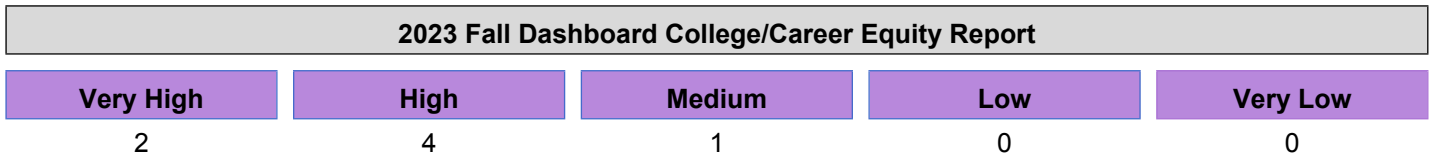
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

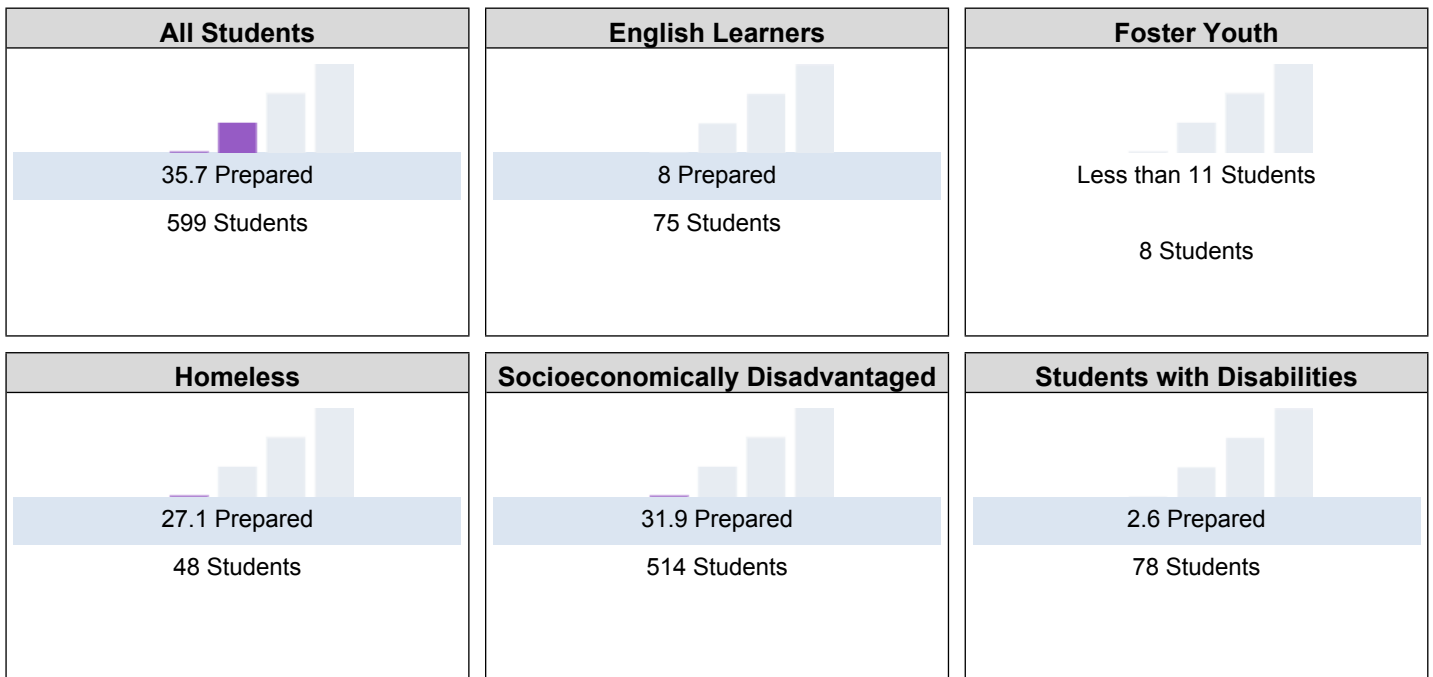


This section provides number of student groups in each level.

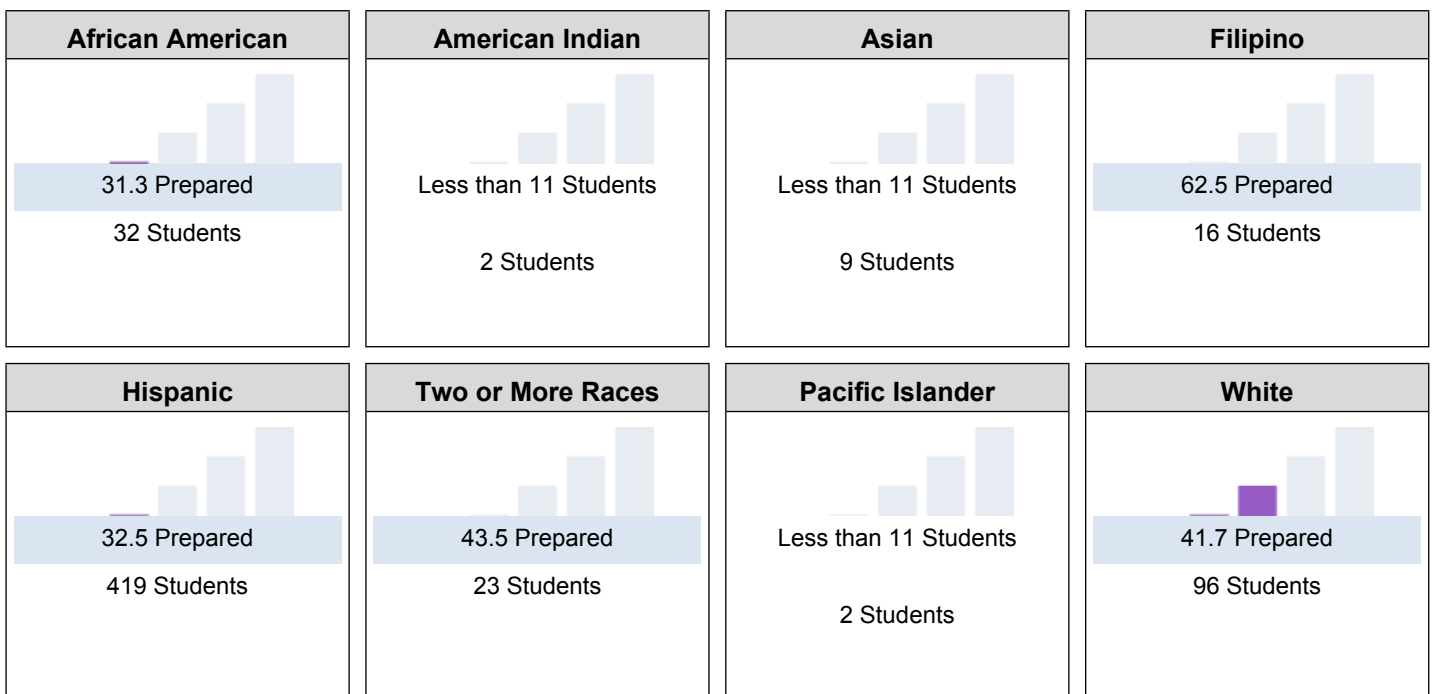


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- Heritage HS has taken steps this school year to ensure that all course offerings for students are A-G approved by UC CMP.
- PUHSD has taken steps to ensure that courses are coded correctly in our SIS platform so CTE pathway completion rates are accurate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
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Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
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2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

1. Not reported in 2023-2024

School and Student Performance Data

Academic Engagement Graduation Rate

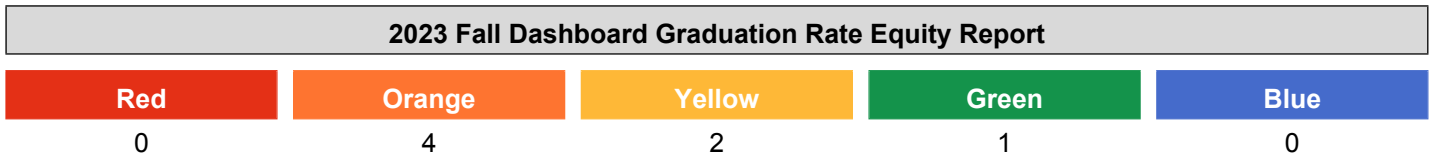
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 92.2% graduated Decreased -2.5 600 Students	English Learners  Orange 81.6% graduated Decreased Significantly -6.9 76 Students	Foster Youth Less than 11 Students 8 Students
Homeless  Orange 85.4% graduated Decreased Significantly -8.3 48 Students	Socioeconomically Disadvantaged  Yellow 92% graduated Decreased -2.2 515 Students	Students with Disabilities  Orange 74.4% graduated Decreased Significantly -14.1 78 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 93.8% graduated Increased 1.9 32 Students	Less than 11 Students 2 Students	Less than 11 Students 9 Students	100% graduated Maintained 0 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.6% graduated Decreased -1.9 420 Students	95.7% graduated Decreased -1.6 23 Students	Less than 11 Students 2 Students	 Orange 86.5% graduated Decreased Significantly -9.2 96 Students

Conclusions based on this data:

1. Early intervention programs and systems need to be developed and implemented to support students with credit deficiencies in grades 9-11.
2. Continue to develop and implement a structured Multi Tiered System of Support (MTSS) to effectively direct students to resources and support.

School and Student Performance Data

Conditions & Climate Suspension Rate

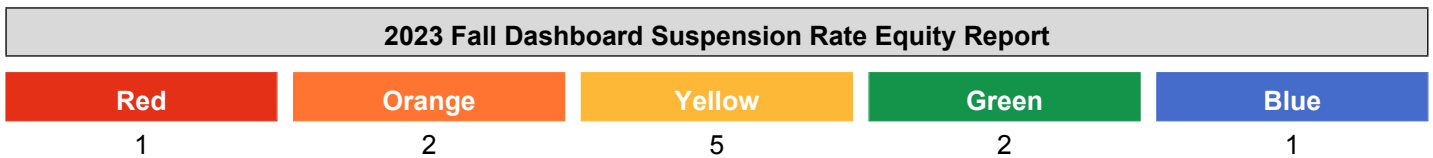
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.1% suspended at least one day</td> </tr> <tr> <td>Declined -1.1 2752 Students</td> </tr> </tbody> </table>	All Students	 Yellow	7.1% suspended at least one day	Declined -1.1 2752 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.9% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -3.9 394 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	8.9% suspended at least one day	Declined Significantly -3.9 394 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">17.6% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 34 Students</td> </tr> </tbody> </table>	Foster Youth	 Orange	17.6% suspended at least one day	Declined -0.8 34 Students
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">8.1% suspended at least one day</td> </tr> <tr> <td>Increased 1.8 86 Students</td> </tr> </tbody> </table>	Homeless	 Orange	8.1% suspended at least one day	Increased 1.8 86 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -2 2090 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	7.6% suspended at least one day	Declined Significantly -2 2090 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">10.3% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -3 438 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	10.3% suspended at least one day	Declined Significantly -3 438 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6.7% suspended at least one day Declined Significantly -2.4 193 Students	Less than 11 Students 7 Students	 Green 2.9% suspended at least one day Declined -5.6 34 Students	 Blue 0% suspended at least one day Declined -3.5 56 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.9% suspended at least one day Declined -1.2 2016 Students	 Green 3.8% suspended at least one day Declined -7.5 106 Students	18.2% suspended at least one day Declined -4.5 11 Students	 Red 10.6% suspended at least one day Increased Significantly 3.2 329 Students

Conclusions based on this data:

1. Alternative to Suspension Programs and resources such as behavior interventionists, substance abuse interventionists, and social workers, supported students using restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Proficiency

By June 2025, Heritage High School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment by: 1) an increase in the number of students Meeting or Exceeding standards in the SBAC ELA; and 2) an increase in the number of students Meeting or Exceeding standards in the SBAC math. In addition, Heritage High School will increase the number of students passing ELA and Mathematics classes with a C or better.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain proficiency in ELA and Math.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA:

- Based on 2022-2023 Dashboard Data - Overall ELA scores declined by 8.9 to be 10.6 below standard and in Orange.
- Targeted area of need in the following demographic groups: English Learners (red: 108 points below standard), Students with Disabilities (red: 119.6 points below standard),

Math:

- Based on 2022-2023 Dashboard Data - Overall Math scores declined by 17.9 to be 132 below standard and in Red.
- Targeted area of need in the following demographic groups: English Learners (red: 210.2 points below standard), Students with Disabilities (red: 223.5 points below standard), Hispanic (red: 143.3 points below standard), Socio-economically disadvantaged (red: 143 points below standard), White (red: 132.5 points below standard).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	Based on 2022-2023 Dashboard data Decline by 8.9 points to be 10.6 below standard and in Orange.	An increase in the number of students Meeting or Exceeding standards in the SBAC ELA.
CA Dashboard Academic Indicator Math (Grade 11)	Based on 2022-2023 Dashboard data Decline by 17.9 points to be 132 below standard and in Red.	An increase in the number of students Meeting or Exceeding standards in the SBAC Math.

D and F grade data in English and Math per Semester	Percentage of students who received Ds or Fs in Math was 41% for Semester 1 and 28% in ELA for Semester 1.	An increase in the number of students passing their classes with a C or better.
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Action 1.1: Provide academic support and intervention for students.	All Students	1,000 Title I 1000-1999: Certificated Personnel Salaries Teacher time cards for tutoring 1,000 Title I 2000-2999: Classified Personnel Salaries Time cards for tutoring 15,000 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support core curriculum to include, but not limited to: planners, interactive notebooks, assistive technologies, manipulatives, etc. 1,000 Title I 5000-5999: Services And Other Operating Expenditures Outside agencies to assist in academic support through presentations and guest speakers
1.2	Action 1.2: Provide professional development and training to increase the use of student engagement and WICOR strategies in all classrooms.	All Students	50,000 Title I 1000-1999: Certificated Personnel Salaries Teacher release time for collaboration and professional development 500 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support the use of WICOR strategies in all classrooms. 5,000 Title I 5000-5999: Services And Other Operating Expenditures

			Provide professional development and training learn best practices to use in the classroom.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

- After school tutoring offered to all students multiple times a week for ELA and Math
- Strategic supplies provided schoolwide (Interactive Student Notebooks, Planners, etc.)
- Professional Development offered in a variety of ways: conferences, trainings, release time for collaboration, etc.

Challenges:

- A significant amount of students were not able to attend after school tutoring due to transportation and other issues
- 2023-2024 Smeester 1 D/F percentages = 28% in ELA and 41% in Math
- Not all subgroups took advantage of the collab time that was been offered
- System not in place to evaluate the effectiveness and implementation of the new strategies/information in their classrooms and departments

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

Actual expenditures exceeded the budgeted amount to cover the increased requests for classroom supplies and tutoring expenses and while not all departments took advantage of the collab time, the departments that did take advantage requested additional release time to collaborate on best practices, common assessments, and vertical and horizontal articulation.

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.

Goal 1 has two minor changes. In the wording of the goal itself, the focus is to increase the number of students passing their classes with a C or better instead of decreasing by a specific percentage the number of of students with Ds and Fs. In addition, Action Plan 1.2 now includes "student engagement" in addition to WICOR strategies in all classrooms. The rest of the goal remains the same as Academic Proficiency continues to be an area of focus for all students and is therefore allocated a significant portion of the overall budget.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness

Heritage High School will increase student preparedness for college and career options as evidenced by 1) an increase of 5% of students that complete A-G and are considered Legacy status, 2) an increase of 5% success rate in specialized programs including CTE, Ag, Biomed, AVID, AP and Dual Enrollment classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will graduate from high school prepared for postsecondary and career options or obtain a certificate of high school completion.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2022-2023 Dashboard Data, 35.7% of students are prepared for college and career, a ranking of Medium.

- English Learners and students with disabilities are in the very low category while African Americans, Hispanics, Homeless, and Socioeconomically Disadvantaged are in the low category

Graduation rate declined to 92%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College & Career Indicator	Based on 2022-2023 Dashboard Data 35.7% prepared (Medium)	2023-24 Overall Dashboard: Increase Prepared by 3%
Graduation Rate	2022-23 Graduation Rate: 92.2%	2023-24 Increase graduation rate by 1%
FASFA Completion	2023-2024 (as of 5/23/24) FAFSA Completion Rate: 86%	2024-25 Increase FAFSA completion by 1%
AVID Enrollment	2023-24 AVID Enrollment: 418	2024-25 Increase AVID enrollment by 3%
AP and Dual Enrollment	2023-24 AP Enrollment: 494 Dual Enrollment: 199	2024-25 Increase AP and Dual Enrollment by 3%
A-G Completion Rate	2022-23 A-G Completion Rate: 47.5%	2023-24 Increase A-G Completion Rate by 5%

CTE Pathway Completion Rate	Based on 2023-2024 At least one CTE completion: 16.2% Meeting A-g and completing at least one CTE: 10.3%	2024-25 Increase CTE Pathway Completion Rate by 5%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Explore college, career and military opportunities through field trips, events and other activities.	All Students	1,000 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips 500 Title I 4000-4999: Books And Supplies Materials and Supplies to explore college, career and military opportunities. 5,000 Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation
2.2	2.2 Promote college and career readiness across campus.	All Students	10,000 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips 1,703 Title I 4000-4999: Books And Supplies College paraphernalia for various areas around campus 8,000 Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation and College/Base/Industry Guest Speakers and Presentations

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

- Expanded College Field Trips to include CCF classes
- Multiple College Fairs included HBCU and Latino College Fairs available to all students
- Additional field trips available through Think Together program
- Guest Speakers - motivational and leadership opportunities for students
- Supporting Camp Legacy for that in turn promotes and supports school wide goals
- Maintaining Honor Roll recognition and incentives for students

Challenges:

- Continue to develop partnerships with college, career, and military groups and representatives and guest speakers to provide opportunities for all students
- Increase exposure to post graduation opportunities
- Decline in enrollment is impacting enrollment in specialty programs

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

Estimated actual expenditures was significantly less than original budget because the District covered more costs than originally anticipated for the various college and college fair trips.

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.

No changes to the goal. College and Career Readiness continues to be a school wide goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Positive School Environment

By June 2025, Heritage High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-risk students including families of underrepresented or struggling students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All departments and sites will provide a safe and positive learning environment for all students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Continue to decrease Suspension rate
- Higher rates of disciplinary incidents from EdCode 48900 a(1) threats, a(2) fights, c substance, and h nicotine.
- Increase in mental health needs of students as evidenced by discipline incidents, Gaggle alerts, and reported wellness incidents

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2020-2021 data not available from CDE due to school closure. Data from 2021-2022 will become new baseline for goals.	2021-22 Overall: decrease students suspended at least once by 2% Dashboard Performance: Yellow
Attendance Rate	2021-22: Attendance Rate: As of May 2022 - 88.5%	2022-23 Increase Attendance Rate by 1%
CA Healthy Kids Student Survey	2023-2024 CA Healthy Kids Students Survey responses <ul style="list-style-type: none"> • 9th grade = 69% • 11th = 21% 	2024-25 Increase CA Healthy Kids Student Survey responses by 10%
High School Dropout Rate	2021-22: Dropout Rate: Data not available	2022-23 Decrease dropout rate by 1%
Expulsion Rate	2021-22: Expulsion Rate: Data not available	2022-23 Decrease expulsion rate by .05%

Wellness Center	2021-22: Wellness Center visits: Data not available	Increase the number of students visiting the wellness center.
Mentoring and Intervention programs	2023-24: Number of students served by <ul style="list-style-type: none"> • ANEW = • BSU Mentoring = 6 students 	Increase the number of students serviced by mentoring and intervention programs.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Provide MTSS resources for all students	All Students	500 Title I 2000-2999: Classified Personnel Salaries Time cards for MTSS personnel to host workshops after school and on Saturdays. 1,000 Title I 4000-4999: Books And Supplies Materials and Supplies to provide MTSS resources to all students 8,000 Title I 5000-5999: Services And Other Operating Expenditures Guest Speakers and Presentations to provide MTSS resources to all students.
3.2	3.2 Wrap Around services	All Students	500 Title I 2000-2999: Classified Personnel Salaries Time cards for classified personnel to offer wrap around services. 1,000 Title I 4000-4999: Books And Supplies Incentives for academic, attendance, and behavior achievement and improvement 8,000 Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

- Multiple staff members attended Restorative Justice and Bully Prevention conferences and trainings
- Multiple staff members and students attended a conference about creating a positive culture on campus (CADA, ANEW, World's Greatest School)
- Camp Legacy supplies and supports for all students
- Alternative to Suspension program allowed us to decrease suspension rates and to reduce repeat offenders
- Substance Abuse Intervention program provided support to students upon reentry from behavior correction

Challenges:

- Follow through with implementation of new ideas and strategies from conferences and trainings
- Getting more students to interact and participate in on-campus activities
- How can we sustain these supports for students for years to come

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

Estimated Actual Expenditures were significantly less than budgeted. The District covered various MTSS conferences and services for staff and students, provided incentives for attendance campaigns, and support for CARES team and Wellness programs.

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.

No changes will be made to this goal. Creating a safe and positive school environment for all is still a point of emphasis in our school wide goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School-Community Involvement

By June 2025, Heritage High School will increase opportunities for parent involvement and school- community communication as evidenced by 1) an increase in opportunities for parent engagement activities on campus, 3) an increase in number of participants, in person and online, for various committees (e.g. ELAC, SSC, PELI, AAPAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Secure and strengthen the home, school, community connections, and communications.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- need to continue to increase opportunities for parents to engage in school activities
- limited times that parents are available to attend events on campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2023-24: Parent Participation: 1,905 various HHS events	2024-25: Increase Parent Participation by 1%
Family / School Relationships Survey	2023-24 Family/School Relationships Survey: 39	2024-25: Increase parent survey responses by 3%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1. Provide opportunities for parents to take part in various trainings and conferences related to academics.	All Students	3,000 Title I 4000-4999: Books And Supplies Materials and Supplies for various trainings and workshops for parents on campus

4.2	4.2. Provide community outreach to increase parent involvement and dissemination of information to the community.	All Students	2,423 Title I 4000-4999: Books And Supplies Materials and supplies to promote family and community engagement and outreach to include: Back to School Night/Open House/Parent Meetings, Coffee w/Admin, SSC, ELPAC, AAPAC, PELI, PELI Meetings, Parent Symposium, Parent Appreciation and Volunteer Week, etc.
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

- More opportunities for parents to be on campus at various times throughout the school year
- Increased Social Media followers (Facebook followers = 2,600, Instagram followers = 3,661)
- Banners, posters and other means of advertising around campus

Challenges:

- Times of events and opportunities for parent participation
- Need more opportunities for parent involvement

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

The estimated actual expenditures were less than the budgeted amount. The District covered costs of trainings and conferences so we had more money to put towards attendance campaigns and advertising materials.

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.

While Goal 4 has not changed, the description in Action Plan 4.1 has changed from "Provide opportunities for parents to take part in various trainings and conferences related to academics" to "Provide opportunities for parents to take part in various events, trainings, and workshops on campus". With the decrease in funds, conferences are not as easily accessible so on campus workshops and trainings will be the focus for the parents. Increasing the community's involvement on campus is still a priority for HHS.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

EL Academic Proficiency

By June 2025, Heritage High School English Learners will attain language proficiency allowing them to be academically prepared for college and careers, as evidenced by: 1) an increase in the number of students scoring Early Advanced and Advanced based on the ELPAC: 2) an increase of 5% of English Learners Reclassifying to Fluent English Proficient.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade level proficiency in English Language Arts and Mathematics.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA:

- Based on 2022-2023 Dashboard Data - Overall ELA scores declined by 8.9 to be 10.6 below standard and in Orange.
- Targeted area of need for English Learners (red: 108 points below standard)

Math:

- Based on 2022-2023 Dashboard Data - Overall Math scores declined by 17.9 to be 132 below standard and in Red.
- Targeted area of need for English Learners (red: 210.2 points below standard)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for CA (ELPAC)	2022-2023 Dashboard Data Number of students progressing one ELPI level: 38.5%	2023-24 Increase the number of students progressing one ELPI level by 3%
English Language Proficiency Assessment for CA (ELPAC)	2023-2024 Number of English Learners Reclassifying to Fluent English Proficient: First Semester = 18 Second Semester Projection = 16	2024-25 Increase the number of English Learners Reclassifying to Fluent English Proficient by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	5.1 Providing access to Professional Development, conferences, and/or providing release time for collaboration and data analysis.	English Learners	2,000 Title I 1000-1999: Certificated Personnel Salaries Release Time for EL teachers to collaborate and attend Professional Development 1,000 Title I 4000-4999: Books And Supplies 1,000 Title I 5000-5999: Services And Other Operating Expenditures Conference Registrations
5.2	5.2 Provide academic support and intervention for students.	English Learners	500 Title I 1000-1999: Certificated Personnel Salaries Tutoring 500 Title I 2000-2999: Classified Personnel Salaries Instructional materials and supplies to support EL classes and students 500 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support EL classes and students 500 Title I 5000-5999: Services And Other Operating Expenditures Conferences, guest speakers, presentations

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

- Professional Development on EL Strategies and Best Practices given to all teachers
- Collaboration Time available to all teachers to plan and implement EL strategies in their classes
- After School tutoring offered to all students multiple times a week for ELA and Math

Challenges:

- Not all subgroups have taken advantage of the collab time that has been offered
- A significant amount of students are not able to attend after school tutoring due to transportation and other issues

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

The estimated actual expenditures are less than the original budgeted amount because a variety of PD training was offered at our own site and within the District PD days.

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.

No changes will be made to this goal as EL Academic Proficiency is a top priority on our campus.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,126.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$130,126.00

Subtotal of additional federal funds included for this school: \$130,126.00

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 (\$)

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

Total of federal, state, and/or local funds for this school: \$130,126.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	130,126.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,500.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	26,626.00
5000-5999: Services And Other Operating Expenditures	36,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	64,500.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	26,626.00
5000-5999: Services And Other Operating Expenditures	Title I	36,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,500.00
Goal 2	26,203.00
Goal 3	19,000.00
Goal 4	5,423.00
Goal 5	6,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Lindsay Chavez	Principal
Amanda Bates	Classroom Teacher
Renee Garcia	Classroom Teacher
Sara Huerta	Classroom Teacher
Robin Perry	Classroom Teacher
Jose Montoya	Other School Staff
Shoni Davenport	Parent or Community Member
Cristina Monsivais	Parent or Community Member
Jim Winkler	Parent or Community Member
Ovando Castillon	Secondary Student
Anaiah Montes	Secondary Student
Anna Pham	Secondary Student

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

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

	English Learner Advisory Committee
	Other: African American Parent Advisory Committee (AAPAC)

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 May 2, 2024.

Attested:

	Principal, Lindsay Chavez on 5/2/2024
	SSC Chairperson, Sara Huerta on 05/2/2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023