

The Single Plan for Student Achievement

School: Heritage High School
CDS Code: 0113191
District: Perris Union High School District
Principal: Frank Arce
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Heritage High School's Vision and Mission Statements

School Mission

Heritage High School will provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.

School Vision

Heritage High School will provide a supportive learning environment where all students develop their character as healthy, responsible, and tolerant citizens. With strong academic, civic, and technological foundations, Heritage High School students will be prepared as citizens of a diverse world.

The Legacy of Heritage High School

- Leadership—All students will demonstrate leadership qualities in their daily lives, including integrity, respect, honesty, and responsibility.
- Excellence—All students will learn strategies to promote excellence in their lives including conduct, health and vitality, and life choices.
- Generosity—All students will demonstrate a respect for the larger community through the use of their resources to positively impact the lives of others.
- Academics—All students will engage in a rigorous meaningful curriculum that emphasizes critical thinking and high standards.
- Character—All students will learn the importance of character development as it applies to personal and community responsibility, and respect for self and others.
- Yes to opportunity—All students will learn technological skills to be competitive in the workplace. Students will explore career choices, build practical life skills and develop and appreciation for the fine and applied arts.

Positive Behavior Support Plan has added the following to LEGACY.

We ARE Legacy—To be a Legacy, ask yourself:

Is it APPROPRIATE?

Is it RESPONSIBLE?

Is it EXEMPLARY?

School Profile

Heritage High School was founded in the small community of Romoland in 2006. Heritage High School opened for the 2007-08 school year. Over the years, Heritage has added the Lincoln and Jefferson buildings, the Agricultural Research Center, the STEM (Science, Technology, Engineering and Math) building, and the reconstruction of the parking lot and Briggs Road (for better traffic flow). In its first year, the high school served only 9th and 10th grade; in the next two consecutive years, it added two more grades, growing with the student body. The first graduating class graduated in June 2010.

The Heritage campus consists of 93 classrooms, a 1600-seat doublewide gymnasium, a 492-seat theater, a 4800-seat artificial turf football stadium, two baseball fields, three softball fields and two soccer fields. The Heritage Agriculture Department has a state-of-the-art Land Laboratory for over 600 students enrolled in Agriculture at HHS, which is one of largest chapters in the United States. At over 6,000 square feet, the Agriculture Science Laboratory includes structures for egg production, rabbit production, a Greenhouse, Shade house, breeding facilities and pastures for swine, sheep, cattle and the Capri-culture (goat production) projects. There are also multiple areas for growing plants for Floral Design, fruit and nut trees, Oleri-culture (fruit trees) and citrus areas, making the HHS

Agricultural Research Center one of the most advanced among high schools in the nation.

Beyond the 1:1 Chromebook policy, Heritage has four fully-equipped specialty computer labs with 10-35 stations in each lab, having both PC labs and Mac labs for different needs, from engineering and CAD design to Journalism to Film. Each classroom was planned and built with teacher computers, screens, microphone, and projection systems. Upon request, teachers could receive a MacBook Air (in lieu of a desktop computer) and Apple TV for the fall of 2013, which allows for interactive lectures and presentations through the projector--those with a dedicated desktop have the wired use of the projector. In August 2013, every student was given the opportunity to check out a Chromebook for use at home and in the classroom. Heritage has WiFi available throughout the campus for teacher and student use (requires a password), and is continually working to expand bandwidth. In Spring 2016, teachers with Macbooks were given the opportunity to add large 21" auxiliary monitors to help with the multiple tasks teachers have going at the same time.

Heritage has a well-maintained campus, with eight full-time custodians. Campus safety is paramount at Heritage. Seven campus supervisors, a safety committee, the Leadership committee, and five Heritage administrators help to improve the safety for the students and staff. A Safety committee composed of administration, teachers, support staff and parents, meets monthly to discuss the safety plan, and new concerns and methods to improve the safety of staff and students. Modified and new instructions regarding safety drills, hazards, and protocols for staff and students are provided in the Fall of each year, with all teachers required to complete 10 hours of safety training online each year.

Set apart from the other high schools in the Perris Union High School District, Heritage has three collaborative districts which feed into the high school: Romoland Elementary, Nuview Elementary, and Menifee Elementary. With our first graduating class in June 2010, we were able to focus on all aspects of being a comprehensive high school, rounding out our AP classes, Agricultural classes, Honor societies, senior awards, CTE classes, Dual-Enrollment, Con-current enrollment, and A+ credit recovery program. Our counseling department adopted a software program to track students after high school.

Since Heritage's beginnings in 2006, Heritage has added several positions to round out the staff for a larger population of students. Heritage opened its doors in 2007 with a principal, an assistant principal, and an athletic director. HHS has since expanded to add two more assistant principals. In addition, the other staff has nearly doubled to meet the needs of a student population that began with 1180 students and grew to 2685 in the next three years. The current population is just over 2700 and is expected to stay close to that level until the new PUHSD high school is opened in 2018. Projections suggest it will not affect Heritage as much as our high school to the south, where the new high school is planned. With the new STEM building, and available classrooms on campus, Heritage can accommodate 3000 students.

AVID is a nationwide program designed to promote college-readiness. It provides tutoring, learning and teaching strategies, assistance with applications, and encouragement to go directly to a four-year college after high school. Heritage began AVID in 2007 with less than 150 students, and it has grown to almost 600 students, making it one of our biggest programs on campus. In 2015, Heritage became a Nationally Recognized AVID Demonstration School, as well as an AVID Model School.

Counseling has developed programs to address conflict mediation, anger management, grief-awareness programs, and additional support programs as the need arises. CELDT boot-camp programs have been run annually since 2013 for all EL students who have yet to score Advanced on portions of the CELDT. ELD also added EDGE and HMH as another measure of reading level to be able to set specific bi-annual goals with the EL program. In Spring 2016, the ELD program added a new curriculum to improve EL CELDT levels and was rewarded in Spring 2017 with the highest CELDT growth since 2010.

Almost 70% (69.5% in 2016) of Heritage's population is Title I and it seems to rise every year. Twelve percent of our students are English Language Learners, with another 22% who are R-FEP. Ten percent are in Special Education. The statistically significant ethnicities are Hispanic (63%), White (21%) and African American (7%). Heritage has focused on all students continuing to achieve, as evidenced by a growing percent of graduates (higher than the state in all subcategories) and those who successfully complete A-G, but has set in place intensive 2-hour English and ELD classes for those who are far below the 9th-grade level in reading. College and Career Foundations was added in 2015, for all 9th-grade students who are not in AVID, as a support for success. This class uses AVID strategies, including tutors and AVID tutorials, to support students in all content areas. In 2012, Heritage became a Title I Achievement School and proudly displays this status on the front of the school.

LEGACY and the ideas of Leadership, Excellence, Generosity, Academics, Character and Yes to opportunity have permeated the culture of Heritage High School. In 2007, Athletics started the LEGACY celebration of family, teachers, and community coming together to place the decals on football helmets. LEGACY has become part of the Spring Fine Arts Fair, with a number of students designing LEGACY-themed chalk drawings on the concrete and on banners. A number of teachers have LEGACY assignments related to their content standards, such as LEGACY assignments in the senior portfolio, a LEGACY advertising campaign, and connecting

LEGACY to mental health issues in Psychology. It has become so prominent that there was controversy as we considered modifying and changing the ESLRs, as many considered LEGACY to be an inherent piece of HHS culture. LEGACY is so much a part of HHS culture that it is included in the alma mater and the fight song posted in the gymnasium.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In regular surveys, and data collection, the most dramatic areas of growth were in overall low violence, victimization, and substance use. As a 1:1 district, students' access to wifi at home is important, as it increases opportunities for 24/7 learning. Student survey results show that 90.5% of Heritage students have wifi in the home all or most of the time.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators regularly walk through classrooms. During walkthroughs, administrators look for student engagement, AVID strategies, and a college-promoting environment. Feedback from AVID and WASC visitors also emphasized their observation of high student engagement, use of AVID WICOR strategies across all content areas, use of instructional technology, and Common-Core-aligned curriculum and activities.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

End-of-level testing scores, State achievement test scores, benchmark tests in the core areas, and teacher-designed projects and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. EADMS (Educator's Assessment Data Management Systems) is a web-based assessment data system that creates reports at the individual student, classroom, grade, and school levels. Teachers also create and use Google Classroom, Haiku and Google Forms for formative assessments that provide real-time feedback.

With Common Core, Heritage has removed many of its multiple-choice benchmarks, and teachers are designing common projects or performance tasks to incorporate more active thinking and analysis. Math has unit tests in every class to track progress, and is working to develop regular benchmarks. The District plans to have some form of benchmark in every class for every semester, but the benchmarks will look very different from those before Common Core. Performance tasks currently in place include the Senior Portfolio for the English and California Technical Education teams, as well as smaller collaborative grade-subject tasks. With the inclusion of AVID strategies in all core classes, as well as writing and analysis being a significant part of Common Core, we will encourage all teachers to have some form of writing as part of their regular assessments.

Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development (ELD) program classifies students by level of proficiency. There are four levels of assessments using the CELDT, and the teachers use both written and oral assessments, as well as anecdotal evidence to determine whether a student should be promoted from one level to the next. Heritage High School uses the CELDT (California English Language Development Test), as well as the HMH to assess the progress of English language learners toward achieving fluency in English.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

State assessments, district-wide benchmarks, teacher-level assessments, and tickets-out-the-door are used to monitor student achievement and modify instruction. Teachers also create and use Google Classroom, Haiku and Google Forms for formative assessments that provide real-time feedback. Some teachers use EADMS or Ed Performance (Sped) to assess students and monitor their growth over time.

Data analysis and discussion during PLC (Professional Learning Community) collaboration time allow teachers to have structured conversations about student progress. The following three areas are identified: student successes, challenges faced by students, and supports needed for special populations. Conversations lead to action plans and strategies for student support.

Staffing and Professional Development

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

All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. They have developed rubrics for key assignments, evolved or revised end-of-level tests, aligned lessons to Common Core state standards, developed new lessons, chose materials, and mentored staff in any areas where the department is not fully realizing the new CCSS standards.

Staff development has focused on AVID strategies, Common Core implementation, literacy, writing, mathematics, technology, and raising SBAC test scores. In addition, PUHSD offers regular staff development on current educational topics such as technology and Common Core implementation.

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

Heritage High School currently has a full-time technology coach to provide ongoing in-class support to teachers with instructional technology. The role of the technology coach includes helping teachers with classroom management in a 1:1 environment, using Google Classroom as a content delivery system, and with enhancing instruction through dynamic web tools.

In addition to instructional coaching, Heritage High School and the Perris Union High School District offer ongoing professional development opportunities. For example, once a month, teachers are given the opportunity to attend an AVID Friday Collaboration that focuses on infusing AVID strategies in all content areas. Throughout the year, teachers are also invited to attend PUHSD Workshops related to various aspects of instruction, such as classroom environment, strategies for developing an Interactive Student Notebook, and instructional technologies.

Teaching and Learning

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

Heritage High School has adopted the Common Core State Standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Key staff is involved in the district wide Subject Area Committees (SAC) that review curriculum to ensure that textbooks and lesson plans are aligned with CCSS. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

The Common Core Implementation Teams meet regularly to develop curriculum in line with the new California Common Core State Standards (CCSS). A web-based library was developed by Smarter Balanced Assessment Consortium to provide teachers instructional resources aligned to the new standards.

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

Heritage High School's mission is to prepare students for the world of work and/or higher education through a rigorous and quality educational program for all students. Great care is taken to ensure all students have access to textbooks and supplemental instructional materials. Supplementary funding sources include Title I-III; these are used to support the staff and instructional programs.

In 2013-2014, Heritage High School integrated a new 1:1 technology plan that gave all students access to a Chromebook. This plan was aligned to the school's mission of developing the technological skills of all students. Students' access and use of technology is especially important in light of new Smarter Balanced Assessment Consortium (SBAC).

Staff is continuously working on aligning text, benchmark tests, and major assignments with the California Common Core State Standards (CCSS). Programs for students identified as English Language Learners (ELL) receive additional money that is earmarked for these programs, and the instructional program is aligned with state standards. Heritage continues to support GATE through categorical funds.

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

By utilizing existing district-adopted text and visual media, teachers use AVID strategies and project-based learning. This delivery method helps teachers align with the expectations of the CCSS campus-wide. Moreover, through teacher guidance, students have access to a plethora of online resources, as each student has been issued a Chromebook (barring a few parent refusals to issue their students a Chromebook) and Heritage has school-wide WiFi.

Opportunity and Equal Educational Access

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

Heritage High School is a school-wide Title I program. Categorical funds will be used to increase the effectiveness of the overall instructional program for students most at risk of not meeting CCSS, and graduating. Categorical funds will be used to support the core instructional program.

English Language Learners are students with a primary language other than English who are limited-English proficient. The program focuses on improving the English proficiency of students and prepares them to meet the CCSS. Supplemental instructional materials are made available to all teachers to implement SDAIE and AVID strategies school wide.

The use of Chromebooks for all students and Macs for all teachers was implemented beginning the 2013-2014 academic year. The purpose of the 1:1 technology plan was to provide opportunities for underrepresented populations to have access to technology and resources to support learning in high school and college- and career-readiness for after high school.

The following are specific uses of categorical funds:

- Writing programs
- Intervention Classes and materials
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Tutoring
- Motivational events for students to improve efforts
- Additional staff development training and supplementary materials and supplies
- Expansion of Career Technical Education course offerings
- School and library materials and resources
- Instructional coaching for teachers
- Awards assemblies for student achievement
- Technology equipment, including graphing calculators
- Career awareness and development
- Support, supplies and resources for the Visual & Performing Arts Program

9. Research-based educational practices to raise student achievement

All teachers have been provided many opportunities to learn AVID strategies, and the school-wide expectation is that all teachers will use AVID strategies to meet the needs of their students. Begun in 2013 and continued today, the AVID classes were/are supported by AVID tutors to run tutorials as a means of raising student achievement across all content areas. The College Career Foundations classes for non-AVID Freshmen are supported by Link Crew leaders. Students will also receive direct instruction on taking and studying from Cornell Notes to maintaining an organized binder. Teachers will also infuse WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) throughout their content area.

Parental Involvement

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

Student and parent commitment is highly evident in the cooperative leadership activities of the school site council, ELAC, the level of participation at school functions, and enrollment in Parent Education workshops and other district committees. Student leadership is further tapped through student representation at the district school board meetings, the Associated Student Body (ASB), and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- Student Study Team (SST)--When students have situations that prevent them from succeeding in school, any staff member may refer them to SST. The SST consists of a representative from special education, Title I, ELD, a regular education teacher, a counselor, and any other personnel may attend.
- BETA program serves students with drug and alcohol challenges
- School Culture and Safety committee to target students' social and emotional needs
- PLUS (Peer Leaders Uniting Students) works to improve student unity
- At-risk and EHRMS counseling services
- Parenting classes and English Language Learner classes
- Parent Workshops that focus on college-readiness
- PTSA (Parent-Teacher-Student Association)
- Student Assistance Review Board (SARB) convenes when students exhibit excessive tardiness or multiple trancies

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

The Heritage High School advisory councils, such as School Site Council, English Learner Advisory Committee, and the Leadership Team, conduct annual review and evaluation of all site categorical programs. They provide input into the development and implementation of these programs for the annual review of the SPSA. These teams meet monthly to discuss the progress of implemented programs, including what is working and what needs modification. Changes are made based on the input of the teams. At the end of the year, teams reflect on the outcomes of the programs and make suggestions for the upcoming year.

Funding

12. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Heritage uses Title I, Title II, and Title III funding resources to support students identified as low academic achievers and support staff development opportunities in the school-wide implementation of effective instructional strategies.

The following are specific uses of categorical funds:

- Writing programs
- Math and English Intervention classes
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Tutoring
- Motivational events for students to improve efforts
- Additional staff development training and needed materials and supplies
- Expansion of Career Technical Education course offerings, including Transitional Programs
- School and library materials and resources
- Instructional coaching for teachers
- Awards assemblies for student achievement
- Technology equipment, including graphing calculators
- Career awareness and development
- Support, supplies and resources for the Visual & Performing Arts Program

13. Fiscal support (EPC)

Heritage High School provides site general funds to support the base academic program for all students. Heritage receives categorical funds from Title I, Ag Incentive, CTIG and Perkins to provide additional support for students at-risk of not meeting CCSS, high school graduation requirements, and used to improve school climate and safety.

Description of Barriers and Related School Goals

Students' success in school depends on effective partnerships among school staff, parents, and members of the community. Although there are many programs in place to ensure the elimination of academic barriers, there are still a few areas to improve to increase student performance. The following are areas to consider for improvement:

- High transient rate
- Increase in SED population
- Lack of parental support and education level
- Writing across all content areas
- Assuring high expectations for all students
- Training in how to implement use of the textbook, technologies, and AVID strategies

Heritage High School has developed four school goals to overcome barriers to student achievement: 1. Heritage High School will increase student preparedness for college and career options as evidenced by: A-G completion, SBAC EAP scores. 2. Heritage will increase the percent of students scoring proficient and above annually as evidenced by: CELDT, SBAC--Math and English, Decrease in D/F rates 3. Heritage High School will increase school safety and positive connectedness as evidenced by: a decrease in incidents for violent behaviors/conflicts, reduction in truancy, positive school morale, and PBIS interventions. 4. Heritage High School will increase opportunities for parent involvement and engagement as evidenced by: Social media followers, activities, participation in committees

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	658	622		640	592		634	589		97.3	95.2	
All Grades	658	622		640	592		634	589		97.3	95.2	

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2577.4	2576.1		18	18		33	31		25	28		23	23	
All Grades	N/A	N/A	N/A	18	18		33	31		25	28		23	23	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	23		51	54		25	24	
All Grades	24	23		51	54		25	24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	26		49	42		26	32	
All Grades	25	26		49	42		26	32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	16	14		62	66		21	20	
All Grades	16	14		62	66		21	20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	32		50	50		19	18	
All Grades	31	32		50	50		19	18	

Conclusions based on this data:

1. Although the growth of the ELA SBAC is greater than the state average, the SBAC scores do not reflect the growth of A-G completion and college-readiness apparent at Heritage high school.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	658	622		633	595		626	591		96.2	95.7	
All Grades	658	622		633	595		626	591		96.2	95.7	

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2529.2	2534.6		5	5		17	14		24	28		53	53	
All Grades	N/A	N/A	N/A	5	5		17	14		24	28		53	53	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	9	12		34	29		57	60		
All Grades	9	12		34	29		57	60		

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	8		49	49		41	43	
All Grades	10	8		49	49		41	43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	8	7		52	58		40	35	
All Grades	8	7		52	58		40	35	

Conclusions based on this data:

1. The SBAC Math scores do not reflect the growth of A-G completion and college-readiness apparent at Heritage high school.

2. The sense of urgency to increase math scores is a challenge when students are tested only once in their high school career.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	4	11	9	46	43	46	36	36	35	8	10	9	6		1
10	16	17	17	48	37	46	26	31	30	8	6	6	3	10	2
11	19	9	18	41	43	55	27	30	21	6	7	5	6	11	1
12	18	6	13	29	29	41	35	43	31	12	11	13	6	11	3
Total	13	12	14	43	39	48	30	34	29	8	8	7	5	7	2

Conclusions based on this data:

1. Most English Language Learners (46%) are at the the Early Advanced stage of their language development.
2. Preliminary results from 2016-17 show a large jump in CELDT scores, meeting and exceeding HHS goals.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	6	10		45	38		32	32		8	12		9	8	
10	14	15		45	35		25	32		8	5		8	13	
11	18	8		39	44		28	28		6	10		10	10	
12	17	10		29	29		29	37		10	15		15	10	
Total	13	11		42	37		29	32		8	9		10	10	

Conclusions based on this data:

1. Most English Language Learners (44%) are at the the Early Advanced stage of their language development.
2. Preliminary results from 2016-17 show a large jump in CELDT scores, meeting and exceeding HHS goals.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: College and Career Readiness
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options.
SCHOOL GOAL #1:
Heritage High School will increase student preparedness for college and career options as evidenced by 1) an increase of 3% in A-G completion, 2) an increase in students meeting Conditionally and/or College Ready in EAP Assessment in English and Math
Data Used to Form this Goal:
A-G Completion Rate; EAP College Readiness and Conditionally Ready
Findings from the Analysis of this Data:
API includes A-G completion, and improving this will improve HHS API.
How the School will Evaluate the Progress of this Goal:
1) Counselors will monitor student enrollment and completion each semester. Teachers will look at student success and make SMART goals to diminish the D/F rates in their departments 2) an increase of 3% in A-G completion, 3) an increase in students meeting Conditionally and/or College Ready in EAP Assessment in English and Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improve pathway with local community colleges, including Mount San Jacinto College and Riverside Community College.</p> <p>Increase percent of students applying immediately following graduation for community college from appropriate subset of population (not 4-year college bound, still eligible for community college).</p> <p>Add a CCC counselor to the counseling staff to help students enroll in California Community colleges before they graduate from high school.</p>	August 2017 - June 2018	Administration and Counselors Community College Counselor	<p>Counseling Department</p> <p>Community College counselor assigned to Heritage High.</p>	None Specified	Title I	39,600.00
All 10th grade students to take the PSAT--data gathered and given to ELA and Math for analysis	August 2017-2018	Leadership Team and Data Team	Kickoff to College--all 10th take PSAT--scores returned next semester.			
Expand opportunities for students to get/make up credits to keep them A-G eligible	August 2017-2018	Counselors	<p>PLATO offered multiple times a day--4th and 5th period for multiple subjects to allow crossover</p> <p>Add electives that count for Fine Arts requirement</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Revise and integrate benchmarks reflective of the math SBAC	August 2017-2018	Math PLC Teams	Common Benchmarks in Math--Algebra I, II, Geometry Regular benchmarks before the SBAC so teachers can adapt their teaching to address growth needs.			
Introductory (9th grade) placement test for math to reach students where they are and accelerate their skills	August 2017	Counseling and Math Teams	Placement-- Recommendations-- Zierold Students are placed according to math scores for success			
Expand opportunities for students (and parents) to attend college field trip tours.	AVID 4x a year, Prestige Starting in the Spring 20176	AVID, Prestige a	AVID --multiples both 1st and 2nd semester Prestige 2 per semester minimum	None Specified	Title I	2500.00
At-risk and LEGACY meetings for classes	1 of each per grade level for parents	Counseling	Counselors meet with and present to parents an overview of A-G/grad requirements and Credit Recovery			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLC trainings to help understand the model of data-driven teaching.	3x 2017-2018	Leadership Team, Program Leads	Leadership is trained-- trains PLC groups-- encouraged by administration-- develops goals and action steps to improve student achievement			
Expand opportunities to provide students with career training and a certificate program.	2017-2018	Administration and CCCS-Career and College Counseling Specialist				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Academic Proficiency
LEA GOAL:
All students will attain proficiency in all academic content areas.
SCHOOL GOAL #2:
By June 2018, Heritage High School will increase the percent of students who score proficient and above annually, as evidenced by: 1) an increase in number of students scoring Early Advanced and Advanced based on the CELDT; 2) an increase in the number of students Meeting or Exceeding standards in the SBAC ELA; and 3) an increase in the number of students Meeting or Exceeding standards in the SBAC math.
Data Used to Form this Goal:
In 2016-2017, 23.5% of EL students were reclassified fluent English Proficient. This is the most growth ELD has demonstrated in 5 years.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
ELA and Math departments will develop SMART goals to address these issues and monitor learning during the course of the year through SBAC practice, and IAB tests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students a variety of opportunities to improve academic achievement through: before/after, but not limited to; school tutoring, credit recovery, Saturday School	September 2016- May 2017 by 3 week of each semester, all students needing credit recovery have been notified, and classes scheduled	Administration, Counselors	Teacher Extra Duty Certificated Benefits Classified Extra Duty Classified Benefits Tutoring lists of outside groups Prestige tutoring in library Tutoring in AVID and College/Career foundations at least 2x a week. Saturday school for absence make up and credit recovery offered 6x a year. Academic Saturday school offered for AP test review FEVTutor - 24/7 online platform	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	39600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve instructional strategies in the classroom to assist low performing and struggling students, meet A-G requirements, increase pass rates and prepare for Common Core.	August 2017- June Begun in department/ small group PLC in September 2016 Counselors to monitor A-G per semester	Administration PLC small group department teams Counseling	Instructional materials and supplies to support instruction in the classroom to include but not limited to: manipulatives, software, technology support. Professional development for teachers/classified staff to include but limited to: conferences/trainings, site visits, RCOE trainings.			
Choose a teacher and a student strategy from John Hattie's Table of Effect Sizes to focus on	1 of each in February 2017 and additional 2 in Fall 2017, and 2 in Spring 2018	Leadership, PLC team	Begun with leadership team Moves to PLC department discussions choose and promote			
Encourage ELD students to attend Prestige field trips to broaden knowledge of the English language	December 2017 Spring 2018	EL teachers, ELD Coordinator	Teachers will show students the field trip opportunities and flow up with a language lesson.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: Safe School Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #3:
By June 2018, Heritage High School will increase school safety and positive connectedness as evidenced by: a decrease in incidents of conflict/fighting; and positive school morale, and an increase in the number of mentoring and intervention programs available to students.
Data Used to Form this Goal:
Student, Parent and Staff; Suspension/expulsions by category; Average Daily Attendance; list/schedule of available mentoring and interventions for students.
Findings from the Analysis of this Data:
Truancy rates have bounced up and down especially with the advent of a 7-period day. Suspensions/Expulsions for conflict/fighting are a primary measure for school safety. Student, Parent and staff surveys point to a need for positive connections, and an increase in morale.
How the School will Evaluate the Progress of this Goal:
The PBIS committee will monitor suspensions/expulsions and average daily attendance. District attendance personnel will make home visits to encourage attendance by communicating consequences, and dropping of students who are no longer in the district. Admin/Dr. Gehlke will maintain a list/schedule of mentoring and intervention programs available on campus. Monitored by survey as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To address the social and emotional needs of students by increasing student connectedness and engagement in school through a variety of programs/events/activities such as but not limited to: attendance incentives, counseling groups, LINK Crew, PBIS.	August 2017- June 2018	Administration, Counseling- Washburn, Cascella, Garcia, Medrano	Teacher Extra Duty	None Specified	Title I	39600.00
			Certificated Benefits			
			Admissions for incentive trips			
			Transportation	None Specified	Title I	2500.00
			Conferences			
			Workshops			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate students in Digital Citizenship and improve appropriate use of technology inside and outside of school.	August 2017 - June 2018	Instructional Technology TOSA, College and Career Foundations Teachers, Administration, Link Crew student leaders	Distribute and prepare digital citizenship lessons via Google Drive and Google Classroom. Train and support link crew leaders and Foundations teachers to implement lessons. Conduct digital and paper survey for Digital Life at home in the community. Facilitate teen panel discussion on social media and digital lives. HHS is aiming to be a Digital Citizenship Certified school and supporting PUHSD to become a Digital Citizenship certified District by standards from Commonsensemedia.org.			
Continue to reduce violent offenses on campus	August 2017-2018	Administrative and PBIS Team	Measured by the number of suspensions for violent offenses			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the California State Standards. As a result, it has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

SUBJECT: School-Community Involvement
LEA GOAL:
Improve communication and participation throughout the District and school community.
SCHOOL GOAL #4:
By June 2018, Heritage High School will increase opportunities for parent involvement and school-community communication as evidenced by 1) an increase in followers on official school Social Media, 2) an increase in opportunities for parent engagement activities fostered through our Community Aide and the Prestige program outreach, 3) an increase in number of participants for various committees (e.g. ELAC, SSC, PELI, AAPAC), and 4) the establishment of a PTSA organization on campus.
Data Used to Form this Goal:
Haiku statistics showing parent usage; Infinite Campus reports showing parent usage; Number of visitors to HHS website; Number of followers on ASB, Principal, Administration, Athletics, HHS parents for Facebook, Twitter and Instagram; 2016-17 sign in sheets from PTSA, ELAC, SSC, PELI, and AAPAC
Findings from the Analysis of this Data:
For Infinite Campus, 49% of students' parents accessed Infinite Campus in 2016-17.
How the School will Evaluate the Progress of this Goal:
Heritage High School will monitor parent usage by chart of available official school websites and number of social media followers. Heritage will monitor parent-involved committees by charting numbers of parent participants and parent guests in PTSA, ELAC, SSC, PELI, and AAPAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Parent Involvement (Involvement Policy)	August 2017-June 2018	Administration Community Aide Technology Coach SSC Title I Lead	Materials and supplies to include but limited to: registration for conferences/workshops, light snacks, informational materials.	None Specified	Title I Part A: Parent Involvement	2500.00
			Transportation for parents to attend conferences/trainings/workshops			
			Community Aide position	2000-2999: Classified Personnel Salaries	Title I	34,001.00
				3000-3999: Employee Benefits	Title I	21,110.00
			Increase parent participation in school related activities and provide professional development opportunities to build capacity for parents to effectively work with their child.			
			Create poster(s) and flyers of website, links and information for parents and community			
			PELI--Parent Engagement Leadership Initiative to create Action plan for events which involve parents and community to promote academic achievement.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Use technology Assistance and other support to build an effective plan.	August 2017 - June 2018	Administration Community Aide Technology Coach SSC Title I Lead	Create web-design group to edit and update the school website to be more user-friendly			
4.3 Build the school's and parents' capacity for strong parental involvement	August 2017 - June 2018	Administration Community Aide SSC PELI Committee	At Risk Parent Night & LEGACY Freshman Parent Parent/Student Invitations Information for colleges, A-G Freshman points and incentives--links to all the other Freshmen events Analyze and address barriers to greater participation in school activities.			
4.4 Analyze and address problems implementing the requirement	Ongoing	SSC, LCAP stakeholders	Carry ongoing discussions with all parent advisories to maintain and increase involvement and engagement			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.5 Involve Parents in the activities of the school</p> <p>4.6 Involve parents in decisions regarding funding for parental involvement</p>	Ongoing	SSC, other parent advisory committee	Effective Action Plan for School Community Involvement			
<p>4.7 Hold Annual meetings to review categorical programs, their effectiveness and expenditures</p> <p>4.8 Flexible number of meetings</p>	Back-to School Night	Administration	<p>Informational materials for parents, pens, bags</p> <p>Provide copies of UCP</p> <p>Hold parent SSC election</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.9 Review effectiveness of actions and activities of parental involvement policy in improving student academic achievement and school.	Ongoing	SSC, parental advisory committees	Review increased test scores, overall academic improvement			
	December 2017 - March 2018	Administration Counseling	LEGACY Sophomore, Juniors and Senior Parent Night -Lists run of all students who qualify or almost qualify. Translator for Spanish-Speaking parents.			
4.10 Provide timely information about programs provided	Back to School	Counseling, ELAC, AAPAC Administration	Cash for College ELAC Parent Night Activity (FAFSA Fiesta) - Chromebooks available for parent use			
4.11 Describe and explain curriculum, standards, evaluation and proficiency levels expected of students	Ongoing	Admin., PELI, committee				
4.12 Provide regular meetings if requested for interested parents to participate in and formulate suggestions affecting the education of their children.	Ongoing	Admin., PELI, committee				
4.13 Inform parents of the right to submit comments when the school plan goes to the LEA	August 2017	Administration, SSC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.14 Parent Compact	Back-to-School Night, registration, SSC meetings	Admin., SSC	Parent sign form at registration, Back to School night, or other large event review form at fall SSC			
4.15 Provide guidance in understanding standards, assessments, how to monitor a student's progress, and to work with educators to improve student achievement.	February and March	PELI Committee	Hold a workshop(s) Share information on CCSS			
4.16 Provide materials and training on how to improve achievement, ie. literacy training and technology	ongoing	Title I Lead, Admin., Community Liaison, TOSA, LEA				
4.17 Educate Educators Instruction on how staff can work more effectively with parents	Admin., PELI, Committee		Provide information and staff development on how to work effectively with parents.			
4.18 Understandable communication re: language and comprehension		Admin., PELI, committee, district translator	Home communication is in layman's terms and translated into Spanish			
4.19 Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	on-going	Administration				
4.20 Train or otherwise involve parents in the development of training for teachers, parents, principals, and other staff.	on-going	LEA, RCOE	Hold PELI training PELI Committee members, parents will address			
4.21 May adopt and implement model approaches to improving parent involvement.	Spring 2018	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.22 Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and reports in a format and in a language that parents understand.	on-going	Administration				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	39,600.00
2000-2999: Classified Personnel Salaries	Title I	34,001.00
3000-3999: Employee Benefits	Title I	21,110.00
None Specified	Title I	84,200.00
None Specified	Title I Part A: Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	178,911.00
Title I Part A: Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	39,600.00
2000-2999: Classified Personnel Salaries	34,001.00
3000-3999: Employee Benefits	21,110.00
None Specified	86,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,100.00
Goal 2	39,600.00
Goal 3	42,100.00
Goal 4	57,611.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Frank Arce	X				
Carrie Waeldin		X			
Natalia Orndoff		X			
Lourdes Medrano		X			
Daryl Heath			X		
Alejandra Garcia			X		
Jennifer Morris				X	
Maria Luna				X	
Ana Godoy				X	
Andrew Peters					X
Andrew Dungo					X
Cassandra de la Torre					X
Numbers of members of each category:	1	3	2	3	3

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

School Site Council

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 2, 2017.

Attested:

Frank Arce

Typed Name of School Principal

Signature of School Principal

Date

Carrie Waeldin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date