School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage High School	33-67207-0113191	May 23, 2022	June 15, 2022

Purpose and Description

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

Schoolwide Program

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

Heritage High School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving 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.

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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 walk through classrooms. During walkthroughs, administrators look for student engagement, AVID strategies, Common-Core-aligned curriculum and activities, use of instructional technology, and a college-promoting environment.

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

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 with the information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. IO Assessment, formally known as 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 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 now ELPAC, 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, and now ELPAC (California English Language Development Test), as well as the HMH to assess the progress of English language learners toward achieving fluency in English.

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 and Google Forms for formative assessments that provide real-time feedback. Some teachers use Mastery Connect 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

Status of meeting requirements for highly qualified staff (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 California State Standards, developed new lessons, chose materials, and mentored staff in any areas where the department is not fully realizing the new standards.

Staff development has focused on AVID strategies, Common Core implementation, literacy, writing, mathematics, technology, and raising test scores. Math and ELA teachers have all-day pullouts to provide opportunities for district-wide curriculum alignment and collaboration. The District offers monthly Certificated Professional Development focused on instructional strategies and instructional technologies.

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

Heritage High School and the Perris Union High School District offer ongoing professional development opportunities. Teachers are given the opportunity to collaborate with other staff members at various times throughout each month. This can be by department, cross-curricular, or committees. Throughout the year, teachers also attend monthly Certificated Professional Development related to various aspects of instruction, such as classroom environment, strategies for developing an Interactive Student Notebook, and instructional technologies.

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.

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

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.

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

Teachers have opportunities built into the calendar and schedule to meet with their department and subgroups throughout the year.

Teaching and Learning

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.

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

Not applicable

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

Not Applicable

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

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

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

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
- Social/Emotional Learning

Evidence-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 2007 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 and Career Foundations classes for non-AVID Freshmen are supported by Link Crew leaders. Students will also receive direct instruction on taking and studying from Focused Notes to maintaining an organized binder. Teachers will also infuse WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) throughout their content area.

Parental Engagement

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

Student and parent commitment are highly evident in the cooperative leadership activities of the school site council, ELAC, AAPAC, 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 who may attend.
- Positive Solutions 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
- Student Attendance Review Board (SARB) convenes when students exhibit excessive tardiness or multiple truancies

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, African American Parent 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.

<u>Funding</u>

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

Heritage uses Title I 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
- Social/Emotional Learning

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 high school graduation requirements, and used to improve school climate and safety.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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.

Not applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.1%	0.1%	%	3	4	
African American	5.8%	5.9%	%	167	173	
Asian	0.94%	1.2%	%	27	34	
Filipino	2.57%	2.5%	%	74	74	
Hispanic/Latino	67.58%	67.5%	%	1,945	1,964	
Pacific Islander	1.04%	0.7%	%	30	21	
White	16.68%	16.7%	%	480	487	
Multiple/No Response	0.07%	5.1%	%	150	148	
			Total Enrollment	2,878	2,911	

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	752	792	
Grade 10	775	740	
Grade 11	705	724	
Grade 12	646	655	
Total Enrollment	2,878	2,911	

Student Enrollment
Enrollment By Grade Level

Conclusions based on this data:

1. Heritage High School has had a slight increase in enrollment from the prior year.

2. Increase of 9th graders and 11th graders with a decrease of 10th graders and 12th graders enrolled.

3. Student enrollment by subgroup remains consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	377	321	341	13.1%	11.2%	11.7%
Fluent English Proficient (FEP)	824	904	837	28.7%	31.4%	28.8%
Reclassified Fluent English Proficient (RFEP)	8	53	16	2.2%	14.1%	5.0%

Conclusions based on this data:

1. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 will become new baseline for goals. Number of English Learners increased by 6% from prior year.

2. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 will become new baseline for goals. Number of FEP students decreased by 7.5% from prior year.

3. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 will become new baseline for goals. Number of RFEP enrollment significantly decreased by 70% from prior year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	645	677	689	623	653	493	621	653	489	96.6	96.5	71.6
All Grades	645	677	689	623	653	493	621	653	489	96.6	96.5	71.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2548.	2580.	2595.	12.40	17.46	22.09	28.18	35.07	34.97	28.18	26.95	24.74	31.24	20.52	18.20
All Grades	N/A	N/A	N/A	12.40	17.46	22.09	28.18	35.07	34.97	28.18	26.95	24.74	31.24	20.52	18.20

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.55	21.75	24.95	48.31	47.17	63.39	34.14	31.09	11.66
All Grades	17.55	21.75	24.95	48.31	47.17	63.39	34.14	31.09	11.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.23	31.24	23.05	46.54	50.23	53.29	36.23	18.53	23.66
All Grades	17.23	31.24	23.05	46.54	50.23	53.29	36.23	18.53	23.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.88	15.93	11.66	64.09	66.00	74.64	23.03	18.07	13.70
All Grades	12.88	15.93	11.66	64.09	66.00	74.64	23.03	18.07	13.70

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.65	22.21	25.77	51.69	57.73	63.39	28.66	20.06	10.84
All Grades	19.65	22.21	25.77	51.69	57.73	63.39	28.66	20.06	10.84

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 SBAC will become new baseline for goals. Percentage of students below standard decreased by 9%

2. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 SBAC will become new baseline for goals. Percentage of students above standard increased by 3.5%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	646	678	689	625	661	450	625	661	448	96.7	97.5	65.3
All Grades	646	678	689	625	661	450	625	661	448	96.7	97.5	65.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	2503.	2522.	2544.	1.76	2.57	4.46	7.84	13.92	16.52	25.76	27.84	31.92	64.64	55.67	47.10
All Grades	N/A	N/A	N/A	1.76	2.57	4.46	7.84	13.92	16.52	25.76	27.84	31.92	64.64	55.67	47.10

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	4.00	8.17	9.38	21.44	25.26	45.54	74.56	66.57	45.09
All Grades	4.00	8.17	9.38	21.44	25.26	45.54	74.56	66.57	45.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	3.68	4.84	7.14	38.56	48.26	65.85	57.76	46.90	27.01
All Grades	3.68	4.84	7.14	38.56	48.26	65.85	57.76	46.90	27.01

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.88	5.14	6.70	51.20	54.46	70.54	45.92	40.39	22.77
All Grades	2.88	5.14	6.70	51.20	54.46	70.54	45.92	40.39	22.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 SBAC will become new baseline for goals. Percentage of students below standard decreased by 17%

2. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 SBAC will become new baseline for goals. Percentage of students above standard increased by 1.5%

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1547.9	1547.3	1532.5	1544.0	1550.3	1527.1	1551.4	1543.8	1537.3	81	57	96
10	1562.5	1541.2	1532.9	1557.3	1532.3	1531.1	1567.2	1549.7	1534.2	93	85	79
11	1581.7	1560.1	1549.8	1571.3	1554.9	1546.1	1591.6	1564.8	1552.8	82	89	65
12	1553.4	1567.2	1512.8	1541.5	1553.8	1496.8	1564.8	1580.0	1528.4	53	56	39
All Grades										309	287	279

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	22.22	21.05	12.77	43.21	33.33	29.79	25.93	29.82	37.23	*	15.79	20.21	81	57	94
10	39.78	21.18	13.33	31.18	31.76	29.33	20.43	29.41	29.33	*	17.65	28.00	93	85	75
11	42.68	19.10	14.06	41.46	34.83	35.94	*	31.46	29.69	*	14.61	20.31	82	89	64
12	26.42	23.21	21.05	39.62	41.07	28.95	24.53	26.79	15.79	*	8.93	34.21	53	56	38
All Grades	33.66	20.91	14.39	38.51	34.84	31.00	20.06	29.62	30.26	7.77	14.63	24.35	309	287	271

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	45.68	38.60	23.40	30.86	29.82	34.04	13.58	19.30	27.66	*	12.28	14.89	81	57	94
10	48.39	30.59	22.67	23.66	29.41	37.33	23.66	25.88	21.33	*	14.12	18.67	93	85	75
11	64.63	30.34	29.69	25.61	41.57	43.75	*	13.48	15.63	*	14.61	10.94	82	89	64
12	37.74	30.36	31.58	45.28	44.64	34.21	*	16.07	10.53	*	8.93	23.68	53	56	38
All Grades	50.16	32.06	25.83	29.77	36.24	37.27	14.24	18.82	20.66	5.83	12.89	16.24	309	287	271

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	5.26	4.26	27.16	24.56	20.21	33.33	38.60	44.68	32.10	31.58	30.85	81	57	94
10	18.28	7.06	6.67	32.26	31.76	16.00	26.88	36.47	33.33	22.58	24.71	44.00	93	85	75
11	18.29	8.99	3.13	47.56	24.72	17.19	25.61	43.82	40.63	*	22.47	39.06	82	89	64
12	*	12.50	18.42	35.85	33.93	21.05	35.85	42.86	18.42	22.64	10.71	42.11	53	56	38
All Grades	13.27	8.36	6.64	35.60	28.57	18.45	29.77	40.42	36.90	21.36	22.65	38.01	309	287	271

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain														
	Percentage of Students by Domain Performance Level for All Students														
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
9	39.51	7.02	4.26	49.38	71.93	60.64	*	21.05	35.11	81	57	94			
10	44.09	8.24	9.33	44.09	70.59	54.67	11.83	21.18	36.00	93	85	75			
11	48.78	8.99	6.25	45.12	59.55	60.94	*	31.46	32.81	82	89	64			
12	33.96	5.36	7.89	60.38	71.43	52.63	*	23.21	39.47	53	56	38			
All Grades	42.39	7.67	6.64	48.54	67.60	57.93	9.06	24.74	35.42	309	287	271			

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain														
	Percentage of Students by Domain Performance Level for All Students														
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
9	55.56	68.42	63.44	35.80	17.54	23.66	*	14.04	12.90	81	57	93			
10	56.99	65.88	61.11	36.56	20.00	27.78	*	14.12	11.11	93	85	72			
11	75.61	76.40	72.58	21.95	11.24	17.74	*	12.36	9.68	82	89	62			
12	64.15	75.00	62.16	26.42	17.86	13.51	*	7.14	24.32	53	56	37			
All Grades	62.78	71.43	64.77	30.74	16.38	21.97	6.47	12.20	13.26	309	287	264			

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.02	10.64	38.27	50.88	45.74	49.38	42.11	43.62	81	57	94
10	21.51	16.47	12.00	41.94	49.41	37.33	36.56	34.12	50.67	93	85	75
11	19.51	10.11	4.69	62.20	55.06	46.88	18.29	34.83	48.44	82	89	64
12	*	8.93	18.42	56.60	69.64	31.58	39.62	21.43	50.00	53	56	38
All Grades	15.53	11.15	10.70	48.87	55.40	41.70	35.60	33.45	47.60	309	287	271

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	19.75	10.53	0.00	72.84	70.18	82.61	*	19.30	17.39	81	57	92
10	26.88	11.76	1.35	65.59	72.94	70.27	*	15.29	28.38	93	85	74
11	43.90	12.36	14.29	53.66	75.28	66.67	*	12.36	19.05	82	89	63
12	33.96	8.93	27.03	64.15	82.14	45.95	*	8.93	27.03	53	56	37
All Grades	30.74	11.15	7.52	64.08	74.91	70.30	5.18	13.94	22.18	309	287	266

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 will become new baseline for goals. Students' average score is 1538 for all grades 9th through 12th.

2. 2020-2021 data not reliable due to distance learning. Data from 2021-2022 ELPAC will become new baseline for goals. Percentage of students considered well developed in Writing decreased by 3.5%

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2911	**72.3**	**11.7**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	341	11.7
Foster Youth	27	0.9
Homeless	141	4.8
Socioeconomically Disadvantaged	2104	72.3
Students with Disabilities	466	16.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	173	5.9
American Indian or Alaska Native	4	0.1
Asian	34	1.2
Filipino	74	2.5
Hispanic	1964	67.5
Two or More Races	148	5.1
Native Hawaiian or Pacific Islander	21	0.7
White	487	16.7

Conclusions based on this data:

1. No significant change in student group demographics, however there is a large population of socioeconomically disadvantaged students.

2. Similar amount of enrollment for English Learners and Students with Disabilities at 12% and 16% respectively.

3. Predominately Hispanic students enrolled at 67.5% with the least amount of .1% American Indian students enrolled.

School and Student Performance Data
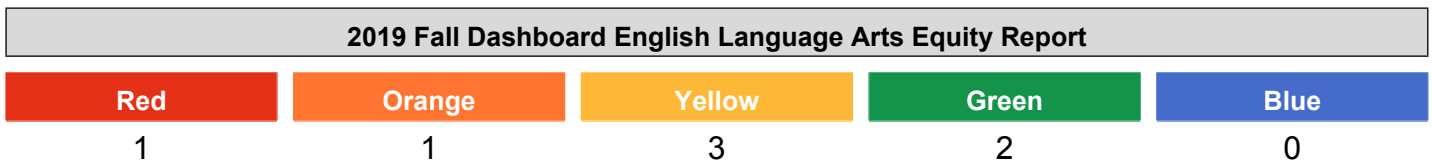
Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Orange
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, Graduation Rate indicator maintained a green status from prior year.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, College/Career indicator decreased from green to orange status from prior year.

3. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, ELA indicator increased from orange to yellow status and Math indicator increased from red to yellow status from prior year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	3	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
1.7 points below standard	98.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++32 points	Declined -6.8 points	2
638	107	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
16.7 points below standard	12.1 points below standard	91.2 points below standard
Increased Significantly ++42 points	Increased Significantly ++31.9 points	Increased Significantly ++43.3 points
85	458	79

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	No Performance Color
5.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	62.3 points above standard
Increased Significantly ++51.3 points	2	5	17
31			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
11.6 points below standard	30.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.7 points above standard
Increased Significantly ++32.2 points	Increased Significantly ++26.5 points	7	Increased Significantly ++30.2 points
460	32		84

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.5 points below standard	42 points below standard	8.2 points above standard
Declined Significantly -25.8 points	Declined -5.4 points	Increased Significantly ++31.3 points
71	36	343

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, All students, including all sub groups with the exception of English Learners, have increased significantly from prior year.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, English Learners declined significantly, by -25.8 points, from prior year.

School and Student Performance Data

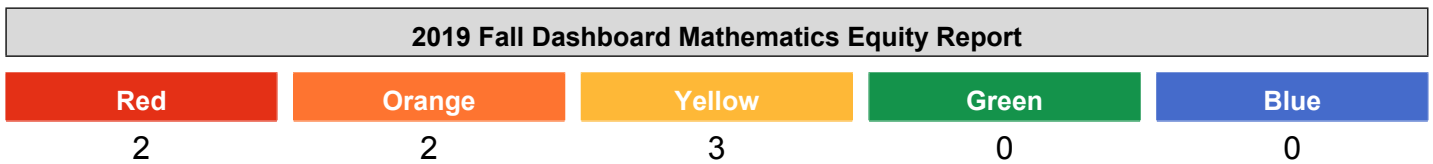## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
103.5 points below standard	181.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++19.9 points	Declined -9.5 points	2
639	108	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Yellow	Orange
138.4 points below standard	111.4 points below standard	184.4 points below standard
Maintained ++1.1 points	Increased Significantly ++19.5 points	Increased Significantly ++23.8 points
86	459	78

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
115.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.6 points below standard
Increased Significantly ++26.8 points	2	5	16
31			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
112.5 points below standard	80.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	85.6 points below standard
Increased Significantly ++17.3 points	Declined -10.1 points	7	Increased Significantly ++24.6 points
462	32		84

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
201.3 points below standard	143.3 points below standard	100.2 points below standard
Declined Significantly -26.3 points	Increased ++14.2 points	Increased Significantly ++15.1 points
72	36	343

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, all students, with the exception of English Learners, have increased significantly while the homeless population has maintained from prior year.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, English Learners declined significantly, by -26.3 points from prior year.

3. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, African Americans increased significantly by 26.8 points from prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.6 making progress towards English language proficiency
Number of EL Students: 235
Performance Level: Low
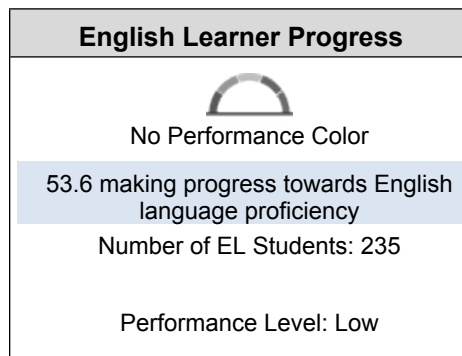
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
	26.3	8.0	45.5

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, 62 of English Learners maintained ELPI Level.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, 53.6% of English Learners made progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	611	100
African American	38	6.2
American Indian or Alaska Native		
Asian	8	1.3
Filipino	20	3.3
Hispanic	404	66.1
Native Hawaiian or Pacific Islander	3	0.5
White	105	17.2
Two or More Races	33	5.4
English Learners	74	12.1
Socioeconomically Disadvantaged	499	81.7
Students with Disabilities	104	17
Foster Youth	9	1.5
Homeless	98	16

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	51	8.4
African American	1	2.6
American Indian or Alaska Native		
Asian		
Filipino	8	40
Hispanic	28	7
Native Hawaiian or Pacific Islander		
White	8	7.6
Two or More Races	4	12.1
English Learners	2	2.8
Socioeconomically Disadvantaged	30	6
Students with Disabilities	0	0
Foster Youth		
Homeless	4	4.1

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	57	9.3
African American	2	5.3
American Indian or Alaska Native		
Asian		
Filipino	3	15
Hispanic	37	9.2
Native Hawaiian or Pacific Islander		
White	11	10.5
Two or More Races	2	6.1
English Learners	1	1.4
Socioeconomically Disadvantaged	40	8
Students with Disabilities	1	1
Foster Youth		
Homeless	5	5.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	246	40.3
African American	10	26.3
American Indian or Alaska Native		
Asian		
Filipino	12	60
Hispanic	154	38.1
Native Hawaiian or Pacific Islander		
White	45	42.9
Two or More Races	18	54.5
English Learners	12	16.2
Socioeconomically Disadvantaged	187	37.5
Students with Disabilities	7	6.7
Foster Youth		
Homeless	27	27.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	35	5.7
African American	1	2.6
American Indian or Alaska Native		
Asian		
Filipino	1	5
Hispanic	22	5.4
Native Hawaiian or Pacific Islander		
White	7	6.7
Two or More Races	2	6.1
English Learners	0	0
Socioeconomically Disadvantaged	26	5.2
Students with Disabilities	1	1
Foster Youth		
Homeless	3	3.1

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	107	17.5
African American	5	13.2
American Indian or Alaska Native		
Asian		
Filipino	11	55
Hispanic	56	13.9
Native Hawaiian or Pacific Islander		
White	22	21
Two or More Races	9	27.3
English Learners	3	4.1
Socioeconomically Disadvantaged	72	14.4
Students with Disabilities	2	1.9
Foster Youth		
Homeless	8	8.2

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	90	14.7
African American	3	7.9
American Indian or Alaska Native		
Asian		
Filipino	10	50
Hispanic	48	11.9
Native Hawaiian or Pacific Islander		
White	17	16.2
Two or More Races	8	24.2
English Learners	3	4.1
Socioeconomically Disadvantaged	58	11.6
Students with Disabilities	1	1
Foster Youth		
Homeless	5	5.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	73	11.9
African American	3	7.9
American Indian or Alaska Native		
Asian		
Filipino	9	45
Hispanic	32	7.9
Native Hawaiian or Pacific Islander		
White	18	17.1
Two or More Races	6	18.2
English Learners	1	1.4
Socioeconomically Disadvantaged	48	9.6
Students with Disabilities	5	4.8
Foster Youth		
Homeless	6	6.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, 589 students, 31.7% were well prepared; 3.7% decrease from prior year.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, 45.8% of students were not prepared.

3. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, African Americans increased 2.4, Whites decreased by -10.9 and Hispanics decreased by -2.3.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.
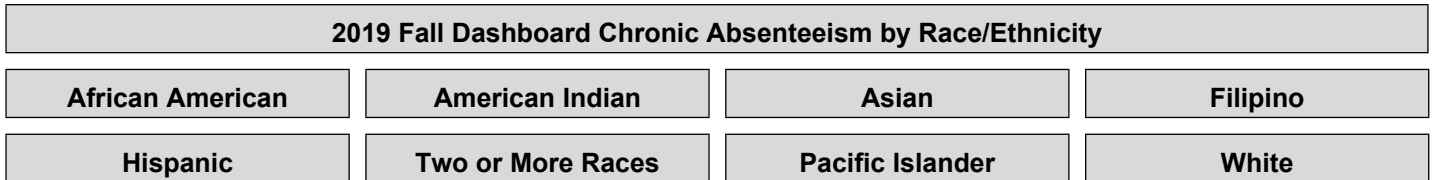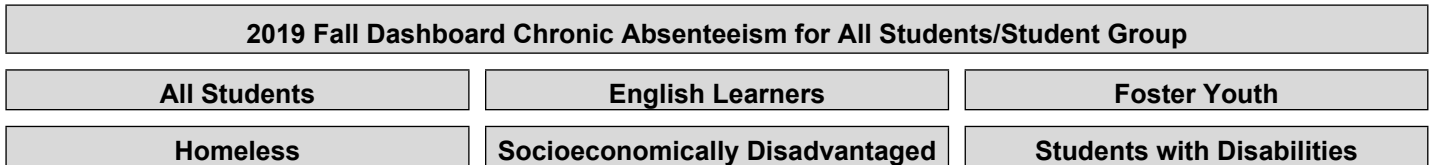
2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, there was no data presented.

School and Student Performance Data

Academic Engagement
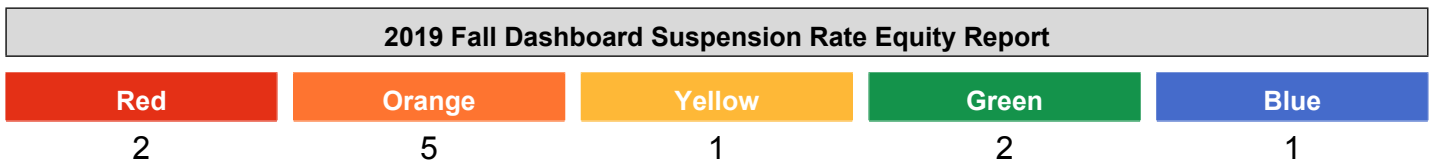## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	611	584	2	95.6
English Learners	74	68	2	91.9
Foster Youth	9		0	
Homeless	98	89	0	90.8
Socioeconomically Disadvantaged	499	472	2	94.6
Students with Disabilities	104	90	1	86.5
African American	38	34	0	89.5
American Indian or Alaska Native				
Asian	8		0	
Filipino	20	20	0	100
Hispanic	404	386	2	95.5
Native Hawaiian or Pacific Islander	3		0	
White	105	101	0	96.2
Two or More Races	33	32	0	97

Conclusions based on this data:

1. Graduation rate of 95.6% for all students; slight increase from prior year.

2. The following sub groups had significant increases: English Learners and Homeless from prior year.

3. African Americans decreased by 5%; Hispanics increased by 2%; Whites increased by +1.5%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	1	2	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Red
7.1	10.4	25.8
Maintained -0.2	Declined -1.9	Increased +4
3267	422	31
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
10.4	8.1	11.6
Maintained +0.2	Maintained 0	Declined -1
383	2243	456

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	Green
8.6	18.2	0	1.4
Maintained 0	Increased +18.2	Declined -9.1	Maintained 0
186	11	33	73

Hispanic	Two or More Races	Pacific Islander	White
Orange	Green	No Performance Color	Yellow
7.2	4.6	6.9	8
Maintained +0.2	Declined Significantly -2.6	Increased +6.9	Declined -1.5
2222	152	29	561

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	7.1

Conclusions based on this data:

1. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, maintained suspension rate for all students from prior year.

2. Per California Dashboard: Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Data from 2021-2022 will become new baseline for goals. In 2019, slight decrease for English Learners and Students with Disabilities from prior year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Proficiency

LEA/LCAP Goal

All students will attain proficiency in ELA and Math.

Goal 1

By June 2023, Heritage High School will increase the percent of students who score proficient and above annually, as evidenced 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 decrease Ds and Fs in English by 5% and Math by 5%.

Identified Need

ELA:
- Based on 1st Semester Grades, data shows that the percentage of students who received Ds or Fs in English decreased by 13% from '20-'21 to '21'-'22. Although encouraging, the total numbers of Ds and Fs in English remains high and needs to be addressed.
- Take out the EL component and move to Goal 5.

Math:
Based on 1st Semester Grades, data shows that the percentage of students who received Ds or Fs in math decreased by 5% from '20-'21 to '21-'22. Although encouraging, the total numbers of Ds and Fs in Math remains high and needs to be addressed.
- Take out the EL component and move to Goal 5.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	2020-2021 data not available from CDE due to school closure. Data from 2021-2022 will become new baseline for goals	An increase in the number of students Meeting or Exceeding standards in the SBAC ELA
CA Dashboard Academic Indicator Math (Grade 11)	2020-2021 data not available from CDE due to school closure. Data from 2021-2022 will become new baseline for goals	An increase in the number of students Meeting or Exceeding standards in the SBAC Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D and F grade data in English and Math per Semester	Percentage of students who received Ds or Fs in math decreased by 5% from '20-'21 to '21-'22 and in English decreased by 13%	A decrease in Ds and Fs in English by 5% and Math by 5% per semester.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 1.1: Provide academic support and intervention for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,160	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.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Action 1.2: Supplemental instruction to address learning loss and provide academic supports to close learning gaps.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 9,307 | Title I
1000-1999: Certificated Personnel Salaries
Teacher release time for collaboration and professional development |
| --- | --- |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

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% in CTE pathway completers, 3) an increase of 3% enrollment in dual enrollment or AP classes 4) an increase in students meeting Conditionally and/or College Ready in EAP Assessment in English and Math.

Identified Need

-A-G completion rate decreased by 3% to 40%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College & Career Indicator	2020-2021 data not available from CDE due to school closure. Data from 2021-2022 will become new baseline for goals.	2022-23 Overall Dashboard: Increase Prepared by 3%
Graduation Rate	2021-22 Graduation Rate: 95%	2022-23 Increase graduation rate by 1%
FASFA Completion	2021-22 FAFSA Completion Rate: 95%	2022-23 Increase FAFSA completion by 1%
AVID Enrollment	2021-22 AVID Enrollment: 418	2022-23 Increase AVID enrollment by 3%
AP and Dual Enrollment	2021-22 AP Enrollment: 435 Dual Enrollment: 558	2022-23 Increase AP and Dual Enrollment by 3%
A-G Completion Rate	2021-22	2022-23

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	A-G Completion Rate: 40%	Increase A-G Completion Rate by 5%
CTE Pathway Completion Rate	Data from 2021-2022 will become new baseline for goals.	2022-23 Increase CTE Pathway Completion Rate by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Explore college, career and military opportunities through field trips, events and other activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation
3,000	Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Promote college and career readiness across campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I 4000-4999: Books And Supplies College paraphernalia for various areas around campus

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Positive School Environment

LEA/LCAP Goal

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

Goal 3

By June 2023, Heritage High School will increase school safety and positive connectedness as evidenced by: a decrease in incidents of conflict/fighting, an increase in positive school morale, and an increase in the number of mentoring and intervention programs available to students.

Identified Need

- Social media has been the root of many behavioral incidents.
- Chronic tardies and absences
- The effects of COVID-19 and Distance Learning have negatively impacted student behavior on campus, as a result, students have an increased need for support to address Social and Emotional areas

Annual Measurable Outcomes

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	2021-22 Increase CA Healthy Kids Student Survey responses by 10%	2022-23 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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	2021-22: Number of students served by • ANEW = Data not available • Positive Solutions = Data not available	Increase the number of students serviced by mentoring and intervention programs.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Promote school culture and connectedness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
55,000	Title I 2000-2999: Classified Personnel Salaries Paraeducator position to assist MTSS lead in scheduling interventions and incentives

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.2 Mentoring provided by peer to peer mentoring (LINK, PLUS and other student leadership groups on campus), ANEW Project, Intervention services provided by Positive Solutions targeting Decision Making and Substance Abuse prevention

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 5000-5999: Services And Other Operating Expenditures Contracts with outside services for mentoring and interventions and sending various peer to peer mentoring groups on campus to leadership conferences and trainings
27,000	Title I 4000-4999: Books And Supplies Incentives for academic, attendance, and behavior achievement and improvement

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School-Community Involvement

LEA/LCAP Goal

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

Goal 4

By June 2023, 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 on campus, 3) an increase in number of participants, in person and online, for various committees (e.g. ELAC, SSC, PELI, AAPAC).

Identified Need

-Lack of parent participation and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2021-22 Parent Participation:	2022-23: Increase Parent Participation by 1%
CA Healthy Kids Survey: Parent Survey	2021-22 CA Healthy Kids Survey: Parent Survey to be administered May 2022	2022-23: Increase parent survey responses by 3%
IC Parent Portal	2021-22: IC Parent Portal: 2464	2022-23: Increase parent accounts by 1%
Social Media	2021-22 Facebook followers: 2,081 Twitter followers: 1,000 Instagram: 2,497	2022-23: Increase social media followers by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.1. Provide opportunities for parents to take part in various trainings and conferences related to academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 5000-5999: Services And Other Operating Expenditures Conference Registrations and Transportation costs for college field trips (for parents)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.2. Provide community outreach to increase parent involvement and dissemination of information to the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EL Academic Proficiency

LEA/LCAP Goal

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

Goal 5

By June 2023, 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.

Identified Need

ELA:
- Based on 1st Semester Grades, data shows that the percentage of students who received Ds or Fs in English decreased by 13% from '20-'21 to '21'-'22. Although encouraging, the total numbers of Ds and Fs in English remains high and needs to be addressed.

Math:
Based on 1st Semester Grades, data shows that the percentage of students who received Ds or Fs in math decreased by 5% from '20-'21 to '21-'22. Although encouraging, the total numbers of Ds and Fs in Math remains high and needs to be addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment for CA (ELPAC)	2020-2021 data not available from CDE due to school closure. Data from 2021-2022 will become new baseline for goals	2022-23 Increase the number of students progressing one ELPI level by 3%
English Language Proficiency Assessment for CA (ELPAC)	2021-22 Number of English Learners Reclassifying to Fluent English Proficient:	2022-23 Increase the number of English Learners Reclassifying to Fluent English Proficient by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

5.1 Providing access to Professional Development, conferences, and/or providing release time for collaboration and data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I 1000-1999: Certificated Personnel Salaries Release Time for EL teachers to collaborate and attend Professional Development
5,000	Title I 5000-5999: Services And Other Operating Expenditures Conference Registrations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

5.2 Provide academic support and intervention for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 4000-4999: Books And Supplies Instructional materials and supplies to support EL classes and students

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$148,467.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$148,467.00

Subtotal of additional federal funds included for this school: $148,467.00

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: $148,467.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I	148,467.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,307.00
2000-2999: Classified Personnel Salaries	55,000.00
4000-4999: Books And Supplies	54,160.00
5000-5999: Services And Other Operating Expenditures	23,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	16,307.00
2000-2999: Classified Personnel Salaries	Title I	55,000.00
4000-4999: Books And Supplies	Title I	54,160.00
5000-5999: Services And Other Operating Expenditures	Title I	23,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,467.00

Goal 2	15,000.00
Goal 3	92,000.00
Goal 4	5,000.00
Goal 5	10,000.00

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
Steve Spraker	Principal
Amanda Bates	Classroom Teacher
Michael Bees	Classroom Teacher
Renee Garcia	Classroom Teacher
Sara Huerta	Classroom Teacher
Rosa SantaCruz	Other School Staff
Aracely Ortiz	Parent or Community Member
Laura Salcido	Parent or Community Member
Martina Sanders	Parent or Community Member
Said Castaneda	Secondary Student
Alexis Tracy	Secondary Student
Martin Wolin	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 June 15, 2022.

Attested:

	Principal, Steve Spraker on 5/23/2022
	SSC Chairperson, Renee Garcia on 05/23/2022