School Year: **2023-24**

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 22, 2023	June 21, 2023

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).

Qualitative data is collected by surveying students, staff, and parent stakeholder groups. Data is collected from staff in identifying opportunities for growth in terms of professional development and collaboration in order to effectively plan curriculum and interventions for students. Data collected from students and stakeholder groups center around topics that include school climate, safety, interventions, student and parent support.

Classroom Observations

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

Informal observations are conducted by HHS administration. Teachers are welcome to observe each other to increase capacity in WICOR strategies, AVID strategies, engagement, etc. Formal observations for teachers being evaluated are conducted by HHS Administration. Teacher quality is based upon the California Standards for the Teaching Profession.

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. Teachers utilize various methods of collecting informal assessments to provide real-time feedback and to determine opportunities for interventions.

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 English Language Proficiency Assessments for California (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 ELPAC 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 utilize various methods of collecting informal assessments to provide real-time feedback and to determine opportunities for interventions. Special Education 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. PLC are tasked with using data to drive instruction and to assess the level that HHS students are learning and achieving and to implement strategies to support high quality learning for all students.

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)

100% of HHS teachers are highly qualified. PUHSD supports the development of new teachers through a new teacher induction program as well as an intern teacher program.

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.

Heritage High School and the Perris Union High School District offer ongoing professional development opportunities. PUHSD supports teacher development during the summer by providing opportunities for all teachers to attend AVID summer institutes and AP by the sea trainings. HHS prioritizes professional development by providing PD rotations throughout the school year during monthly staff meetings. Regular PD is also available through weekly PLC meetings, weekly newsletters, twice per semester collaboration pull-out days by content area groups, quarterly IEP days, etc. Teachers are also encouraged (and supported by site administration) to attend various PD opportunities throughout the county.

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

PUHSD supports HHS teachers by providing technology coaches that support teachers in using technology as a teaching tool. District Instructional English coaches provide support for all teachers in areas of teaching strategies and assessment.

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

Teachers have a daily 20 minute collaboration period Tuesday through Friday. Monday mornings are for PLC meetings within departments. A few Special Ed and General Ed teachers have collab classes where they co-teach classes with high numbers of special education students. Course team groups are able to have collaboration pull-out days twice per semester to co-plan, write common assessments, etc. Additionally, we have monthly staff meetings for professional development and collaboration.

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.

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)

Heritage High School complies with Williams Act Ca Ed Code 60119 that ensures sufficient textbooks and instructional materials are accessible for all students. Staff continuously work 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)

Curriculum pacing guides are developed for core content areas and are aligned to state standards and site assessments. Site assessments are standards based and provide results on student attainment of standards by individuals. Teachers use data to determine their effectiveness in delivering standards, evaluating educator progress not only with regard to student achievement but also in comparison to other course-alike teachers across the district.

Opportunity and Equal Educational Access

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

Master schedule is created to increase opportunities for all students to have access to A-G courses. Multi Tiered System of Support (MTSS) is the foundation for access and success for all HHS students. All programs at HHS are categorized under MTSS as Tier 1 for all students, Tier 2 intervention for some, and Tier 3 targeted intensive intervention for few.

- Credit recovery opportunities - re-start classes, credit recovery intervention periods, Perris Lake Extension
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Before and After school tutoring
- Saturday Enrichment and tutoring
- Motivational assemblies and guest speakers
- 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
- Wellness Center (Site Social Worker, MTSS Counselor)

Additional support added for 2023-2024 school year:

- Assistant Principal of MTSS and Interventions
- Program Specialist
- Behavior Specialist
- Drug and Alcohol Intervention Specialist

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.
- 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
- PELI (Parent Engagement Leadership Institute)
- Monthly Coffee with Administration meetings
- Open House
- Back to School Night
- Parent conferences with admin, teachers, and/or counselors

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.

Funding

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

Heritage uses Title I funding resources to support students identified as at-promise. HHS also supports staff development opportunities in the school-wide implementation of effective instructional strategies.

The following are specific uses of categorical funds:

- Credit recovery opportunities - re-start classes, credit recovery intervention periods, Perris Lake Extension
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Before and After school tutoring
- Saturday Enrichment and tutoring
- Motivational assemblies and guest speakers
- Additional staff development training and supplementary materials and supplies
- School and library materials and resources
- Awards assemblies for student achievement
- Career awareness and development
- 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, Unduplicated student funding, 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.

Educational Partner 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.

PUHSD is in its beginning stages at implementing a districtwide MTSS plan. Heritage High School developed goals for utilizing the MTSS supporting the whole child in Academics, Mental Health and Wellbeing, and Behavior. Our goals and action plans will require us to have additional staff support to implement interventions and services for students that address all three MTSS domains. Heritage High School is also projected to have a decline in enrollment for the 2023-2024 school year necessitating a need to reduce our teaching staff by 7 FTEs. This will make it difficult for our school to continue running programs and courses that usually have smaller class sizes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Student Enrollment
Enrollment By Grade Level

Conclusions based on this data:

1. Enrollment is in a steady decline since 2021 with the opening of a new high school in the district. 2023-2024 school year will continue with a low enrollment projection at 2375.
2. Enrollment by demographic subgroup has little fluctuation.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. 33 students RFEP in 21-22 as reflected in Ellevation data management.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	689	581		493	567		489	566		71.6	97.6	
All Grades	689	581		493	567		489	566		71.6	97.6	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2595.	2577.		22.09	18.20		34.97	34.10		24.74	24.38		18.20	23.32	
All Grades	N/A	N/A	N/A	22.09	18.20		34.97	34.10		24.74	24.38		18.20	23.32	

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

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

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

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

Conclusions based on this data:

1. Students continue to experience the effects of interrupted education during the 19-20 school year. Programs to mitigate learning loss and interventions are in place to allow for the recovery of credits are in place to support students increase success rates in ELA.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	689	581		450	567		448	567		65.3	97.6	
All Grades	689	581		450	567		448	567		65.3	97.6	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2544.	2508.		4.46	3.35		16.52	8.64		31.92	25.22		47.10	62.79	
All Grades	N/A	N/A	N/A	4.46	3.35		16.52	8.64		31.92	25.22		47.10	62.79	

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

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

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

Conclusions based on this data:

1. Students continue to experience the effects of interrupted education during the 19-20 school year. Programs to mitigate learning loss and interventions are in place to allow for the recovery of credits are in place to support students increase success rates in ELA.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1532.5	1523.7		1527.1	1514.9		1537.3	1531.9		96	80	
10	1532.9	1539.8		1531.1	1546.5		1534.2	1532.6		79	88	
11	1549.8	1534.9		1546.1	1521.7		1552.8	1547.5		65	59	
12	1512.8	1556.8		1496.8	1559.6		1528.4	1553.4		39	56	
All Grades										279	283	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	12.77	10.00		29.79	27.50		37.23	35.00		20.21	27.50		94	80	
10	13.33	9.09		29.33	38.64		29.33	37.50		28.00	14.77		75	88	
11	14.06	11.86		35.94	32.20		29.69	23.73		20.31	32.20		64	59	
12	21.05	16.07		28.95	39.29		15.79	28.57		34.21	16.07		38	56	
All Grades	14.39	11.31		31.00	34.28		30.26	32.16		24.35	22.26		271	283	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.40	16.25		34.04	32.50		27.66	30.00		14.89	21.25		94	80	
10	22.67	25.00		37.33	42.05		21.33	21.59		18.67	11.36		75	88	
11	29.69	16.95		43.75	44.07		15.63	16.95		10.94	22.03		64	59	
12	31.58	41.07		34.21	33.93		10.53	16.07		23.68	8.93		38	56	
All Grades	25.83	24.03		37.27	38.16		20.66	21.91		16.24	15.90		271	283	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.26	3.75		20.21	12.50		44.68	41.25		30.85	42.50		94	80	
10	6.67	1.14		16.00	12.50		33.33	51.14		44.00	35.23		75	88	
11	3.13	6.78		17.19	20.34		40.63	25.42		39.06	47.46		64	59	
12	18.42	3.57		21.05	21.43		18.42	48.21		42.11	26.79		38	56	
All Grades	6.64	3.53		18.45	15.90		36.90	42.40		38.01	38.16		271	283	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.26	2.50		60.64	61.25		35.11	36.25		94	80	
10	9.33	2.30		54.67	79.31		36.00	18.39		75	87	
11	6.25	6.78		60.94	52.54		32.81	40.68		64	59	
12	7.89	1.79		52.63	69.64		39.47	28.57		38	56	
All Grades	6.64	3.19		57.93	66.67		35.42	30.14		271	282	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.44	53.75		23.66	27.50		12.90	18.75		93	80	
10	61.11	70.45		27.78	21.59		11.11	7.95		72	88	
11	72.58	58.62		17.74	22.41		9.68	18.97		62	58	
12	62.16	75.00		13.51	14.29		24.32	10.71		37	56	
All Grades	64.77	64.18		21.97	21.99		13.26	13.83		264	282	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.64	10.00		45.74	36.25		43.62	53.75		94	80	
10	12.00	3.45		37.33	39.08		50.67	57.47		75	87	
11	4.69	13.56		46.88	35.59		48.44	50.85		64	59	
12	18.42	3.57		31.58	57.14		50.00	39.29		38	56	
All Grades	10.70	7.45		41.70	41.13		47.60	51.42		271	282	

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

Conclusions based on this data:

1. Data reflects most movement from level 1 to 2 and level 2 to 3.
2. Data reflects most students in level 3. These students are majority LTEL students needing support to achieve Level 4 and RFEP status.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2,667	**58.1**	**12.3**	**0.9**
Total Number of Students enrolled in Heritage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	328	12.3
Foster Youth	24	0.9
Homeless	139	5.2
Socioeconomically Disadvantaged	1,550	58.1
Students with Disabilities	424	15.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	164	6.1
American Indian	3	0.1
Asian	34	1.3
Filipino	53	2.0
Hispanic	1,872	70.2
Two or More Races	124	4.6
Pacific Islander	20	0.7
White	396	14.8

Conclusions based on this data:

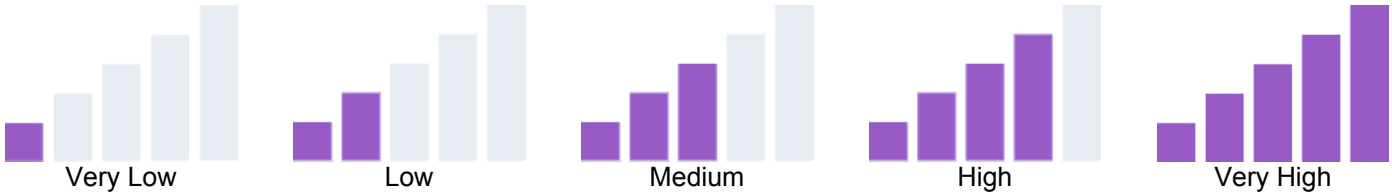
1. Population of socioeconomically disadvantaged students continues to remain steady.
2. Enrollment for 2023-2024 is projected at 2375. Population of unduplicated students continues to increase.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** High	**Suspension Rate** High
Mathematics Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Data from 2021-2022 being used as baseline for goals.
2. Implement a structured Multi Tiered System of Support (MTSS) to effectively direct students to resources and support.
3. Engage all stakeholders to ensure that all students have access to high quality learning and support as needed.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

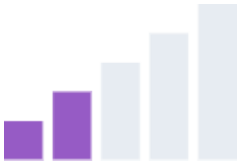
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	4	1	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
1.7 points below standard	107.8 points below standard	4 Students
545 Students	74 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low	Low	Very Low
43.6 points below standard	14.4 points below standard	114.1 points below standard
36 Students	316 Students	77 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Low 15.2 points below standard 34 Students	No Performance Level 2 Students	No Performance Level 8 Students	No Performance Level 74.7 points above standard 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 11.1 points below standard 373 Students	No Performance Level 33.3 points above standard 22 Students	No Performance Level 4 Students	Medium 19.8 points above standard 87 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
139.4 points below standard 48 Students	49.5 points below standard 26 Students	9.0 points above standard 317 Students

Conclusions based on this data:

1. 2022 Data is compared to 2019 pre-pandemic data due to suspension of data reporting in the 2019-2020 and 2020-2021 school years.
2. 2022 data will be used as baseline data in order to compare post-pandemic progress.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

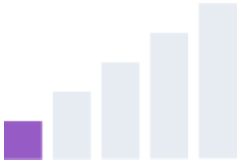
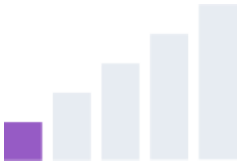
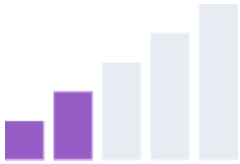
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
6	1	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
114.1 points below standard	195.4 points below standard	4 Students
545 Students	75 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
164.4 points below standard	125.7 points below standard	186.0 points below standard
36 Students	316 Students	77 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 137.4 points below standard 34 Students	No Performance Level 2 Students	No Performance Level 8 Students	No Performance Level 29.9 points below standard 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 125.3 points below standard 375 Students	No Performance Level 135.3 points below standard 22 Students	No Performance Level 4 Students	 Low 74.3 points below standard 86 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
212.2 points below standard 49 Students	163.7 points below standard 26 Students	107.9 points below standard 316 Students

Conclusions based on this data:

1. 2022 Data is compared to 2019 pre-pandemic data due to suspension of data reporting in the 2019-2020 and 2020-2021 school years.
2. 2022 data will be used as baseline data in order to compare post-pandemic progress.

School and Student Performance Data

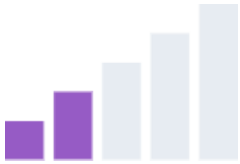
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

44.0 making progress towards English language proficiency

Number of EL Students: 234 Students

Performance Level: 2

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.

2022 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
26.9%	29.1%	2.6%	41.5%

Conclusions based on this data:

1. 33 students RFEP in 21-22 as reflected in Ellevation data management.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not reported in 2022

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 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. Not reported in 2022

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	4	2

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	No Performance Level
94.7% graduated	88.5% graduated	Less than 11 Students
641 Students	78 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
High	High	Medium
93.7% graduated	94.2% graduated	88.5% graduated
79 Students	537 Students	104 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	No Performance Level	No Performance Level
91.9% graduated	Less than 11 Students	Less than 11 Students	100% graduated
37 Students	1 Student	9 Students	18 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High	Very High	No Performance Level	Very High
94.5% graduated	97.2% graduated	Less than 11 Students	95.7% graduated
419 Students	36 Students	6 Students	115 Students

Conclusions based on this data:

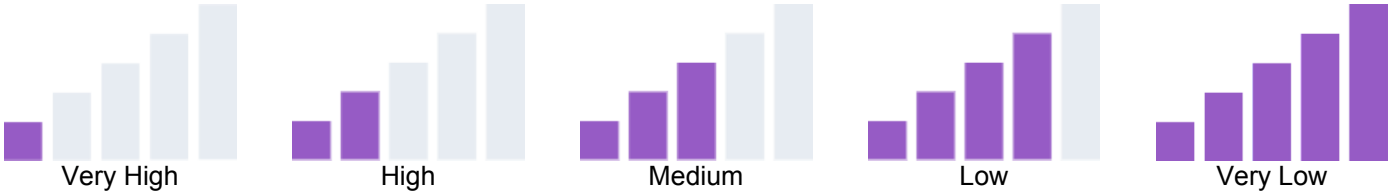
1. Data from 2021-2022 being used as baseline for goals.
2. Implement a structured Multi Tiered System of Support (MTSS) to effectively direct students to resources and support.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

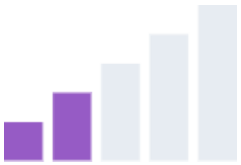
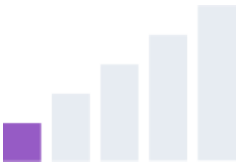
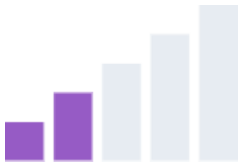
Very High	High	Medium	Low	Very Low
4	6	1	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	Very High
8.2% suspended at least one day	12.8% suspended at least one day	18.4% suspended at least one day
3035 Students	406 Students	38 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	Very High
6.4% suspended at least one day	9.6% suspended at least one day	13.3% suspended at least one day
141 Students	1868 Students	482 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	High	Medium
9.1% suspended at least one day	Less than 11 Students	8.6% suspended at least one day	3.5% suspended at least one day
197 Students	3 Students	35 Students	57 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	Very High	No Performance Level	High
8.1% suspended at least one day	11.3% suspended at least one day	22.7% suspended at least one day	7.4% suspended at least one day
2119 Students	142 Students	22 Students	460 Students

Conclusions based on this data:

1. Implement a structured Multi Tiered System of Support (MTSS) to effectively direct students to resources and support.
2. Data from 2022 used as baseline data.

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 2024, 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)
25,000	Title I 1000-1999: Certificated Personnel Salaries Teacher time cards for tutoring
9,000	Title I 4000-4999: Books And Supplies Instructional materials and supplies to support core curriculum to include, but not limited to: planners, interactive notebooks, assistive technologies, manipulatives, etc.
2,000	Title I 5000-5999: Services And Other Operating Expenditures Outside agencies to assist in academic support through presentations and guest speakers

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: Provide professional development and training to increase the use of WICOR strategies in all classrooms.

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)
25,000	Title I 1000-1999: Certificated Personnel Salaries Teacher release time for collaboration and professional development
1,000	Title I 4000-4999: Books And Supplies Instructional materials and supplies to support the use of WICOR strategies in all classrooms.
8,000	Title I 5000-5999: Services And Other Operating Expenditures Provide professional development and training learn best practices to use in the classroom.

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% success rate in specialized programs including CTE, Ag, PLTW, AVID, AP and Dual Enrollment classes.

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 A-G Completion Rate: 40%	2022-23

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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)
1,000	Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips
1,000	Title I 4000-4999: Books And Supplies Materials and Supplies to explore college, career and military opportunities.
2,500	Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation

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)
30,000	Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips
4,000	Title I 4000-4999: Books And Supplies College paraphernalia for various areas around campus
1,500	Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation and College/Base/Industry Guest Speakers and Presentations

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 2024, Heritage High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-promise students including families of underrepresented or struggling 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 Provide MTSS resources for all 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 2000-2999: Classified Personnel Salaries Time cards for MTSS personnel to host workshops after school and on Saturdays.
5,000	Title I 4000-4999: Books And Supplies Materials and Supplies to provide MTSS resources to all students
2,000	Title I 5000-5999: Services And Other Operating Expenditures

	Guest Speakers and Presentations to provide MTSS resources to all students.

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 Wrap Around services

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 2000-2999: Classified Personnel Salaries Time cards for classified personnel to offer wrap around services.
2,000	Title I 4000-4999: Books And Supplies Incentives for academic, attendance, and behavior achievement and improvement
6,000	Title I 5000-5999: Services And Other Operating Expenditures

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 2024, 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)
2,500	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 2024, 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)
2,000	Title I 1000-1999: Certificated Personnel Salaries Release Time for EL teachers to collaborate and attend Professional Development
1,000	Title I 4000-4999: Books And Supplies
2,000	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)
2,000	Title I 1000-1999: Certificated Personnel Salaries Tutoring
3,834	Title I 4000-4999: Books And Supplies Instructional materials and supplies to support EL classes and students

1,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences, guest speakers, presentations

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	$145,334.00

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	$145,334.00

Subtotal of additional federal funds included for this school: $145,334.00

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: $145,334.00

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	145,334.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	85,000.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	27,834.00
5000-5999: Services And Other Operating Expenditures	27,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	85,000.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	27,834.00
5000-5999: Services And Other Operating Expenditures	Title I	27,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,000.00

Goal 2	40,000.00
Goal 3	20,000.00
Goal 4	3,500.00
Goal 5	11,834.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Lindsay Chavez	Principal
Amanda Bates	Classroom Teacher
Michael Bees	Classroom Teacher
Renee Garcia	Classroom Teacher
Sara Huerta	Classroom Teacher
Sandra Garcia	Other School Staff
Shoni Davenport	Parent or Community Member
Martina Sanders	Parent or Community Member
Jim Winkler	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 May 22, 2023.

Attested:

	Principal, Lindsay Chavez on 5/22/2023
	SSC Chairperson, Sara Huerta on 05/22/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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