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 24, 2021	June 16, 2021

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.

Table of Contents

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

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

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

Staffing and Professional Development

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 frequent all-day pullouts to provide opportunities for district-wide curriculum alignment and collaboration. The District offers monthly Certificated Professional Development focused on instructional strategies and instructional technologies.

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

Not applicable

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

Not Applicable

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

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community. Great care is taken to ensure all students have access to textbooks and supplemental instructional materials. Supplementary funding sources include Title I-III; these are used to support the staff and instructional programs.

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

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

Evidence-based educational practices to raise student achievement

All teachers have been provided many opportunities to learn AVID strategies, and the school-wide expectation is that all teachers will use AVID strategies to meet the needs of their students. Begun in 2013 and continued today, the AVID classes were/are supported by AVID tutors to run tutorials as a means of raising student achievement across all content areas. The College 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 is 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 may attend.
- BETA program serves students with drug and alcohol challenges
- School Culture and Safety committee to target students' social and emotional needs
- PLUS (Peer Leaders Uniting Students) works to improve student unity
- At-risk and EHRMS counseling services
- Parenting classes and English Language Learner classes
- Parent Workshops that focus on college-readiness
- Student Assistance Review Board (SARB) convenes when students exhibit excessive tardiness or multiple truancies

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

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

<u>Funding</u>

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

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in ELAC, AAPAC, PELI, parents attending "Coffee With Administrators", and other events that support student academic success, parent involvement and capacity building. The Annual Title I Meeting took place on April 15, 2021.

Resource Inequities

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

Not applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.42%	0.35%	0.1%	12	10	3
African American	5.62%	5.46%	5.8%	159	157	167
Asian	1.10%	1.08%	0.94%	31	31	27
Filipino	2.40%	2.3%	2.57%	68	66	74
Hispanic/Latino	67.71%	68.07%	67.58%	1917	1,957	1,945
Pacific Islander	0.92%	0.97%	1.04%	26	28	30
White	17.38%	16.87%	16.68%	492	485	480
Multiple/No Response	%	%	5.21%			2
			Total Enrollment	2831	2,875	2,878

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	749	798	752
Grade 10	747	748	775
Grade 11	682	719	705
Grade 12	653	610	646
Total Enrollment	2,831	2,875	2,878

Conclusions based on this data:

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

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

3. Student enrollment by subgroup remains consistent.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	365	377	321	12.9%	13.1%	11.2%
Fluent English Proficient (FEP)	840	824	904	29.7%	28.7%	31.4%
Reclassified Fluent English Proficient (RFEP)	28	8	53	7.7%	2.2%	14.1%

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. English Learners enrollment decreased by 1.9% form prior year.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. FEP enrollment increased by 2.7% from prior year.

3. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. RFEP enrollment significantly increased by 11.9% from prior year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	667	645	677	642	623	653	641	621	653	96.3	96.6	96.5
All Grades	667	645	677	642	623	653	641	621	653	96.3	96.6	96.5

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2590.	2548.	2580.	20.75	12.40	17.46	34.95	28.18	35.07	25.12	28.18	26.95	19.19	31.24	20.52
All Grades	N/A	N/A	N/A	20.75	12.40	17.46	34.95	28.18	35.07	25.12	28.18	26.95	19.19	31.24	20.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.15	17.55	21.75	49.61	48.31	47.17	23.24	34.14	31.09
All Grades	27.15	17.55	21.75	49.61	48.31	47.17	23.24	34.14	31.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.39	17.23	31.24	48.67	46.54	50.23	22.93	36.23	18.53
All Grades	28.39	17.23	31.24	48.67	46.54	50.23	22.93	36.23	18.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.54	12.88	15.93	67.55	64.09	66.00	15.91	23.03	18.07
All Grades	16.54	12.88	15.93	67.55	64.09	66.00	15.91	23.03	18.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.92	19.65	22.21	50.08	51.69	57.73	17.00	28.66	20.06
All Grades	32.92	19.65	22.21	50.08	51.69	57.73	17.00	28.66	20.06

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. The proficiency rate is 1.7 points below standard. This demonstrates an increase of 32 points as measured by the 2019 administration of the CAASPP in comparison to 34.3 points below standard in 2018.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. There was an Increase the Dashboard Academic Indicator at Heritage by 32 points as measured by the 2019 spring administration of the CAASPP in comparison to a 44.4 point decrease in the spring of 2018. .

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	667	646	678	639	625	661	639	625	661	95.8	96.7	97.5
All Grades	667	646	678	639	625	661	639	625	661	95.8	96.7	97.5

* 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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	2525.	2503.	2522.	2.35	1.76	2.57	14.08	7.84	13.92	26.76	25.76	27.84	56.81	64.64	55.67
All Grades	N/A	N/A	N/A	2.35	1.76	2.57	14.08	7.84	13.92	26.76	25.76	27.84	56.81	64.64	55.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	8.45	4.00	8.17	24.88	21.44	25.26	66.67	74.56	66.57
All Grades	8.45	4.00	8.17	24.88	21.44	25.26	66.67	74.56	66.57

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	5.01	3.68	4.84	46.95	38.56	48.26	48.04	57.76	46.90
All Grades	5.01	3.68	4.84	46.95	38.56	48.26	48.04	57.76	46.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	5.01	2.88	5.14	56.96	51.20	54.46	38.03	45.92	40.39
All Grades	5.01	2.88	5.14	56.96	51.20	54.46	38.03	45.92	40.39

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. The proficiency rate is 103.5 points below standard. This demonstrates an increase of 19.9 points as measured by the 2019 adminstration of the CAASPP in comparison to 124 points below standard in 2018.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. The overall Distance from Standard (scale score) at Heritage decreased by 19 points from 124 points

below standard in the spring of 2018 to 103.5 points below standards as measured by the CAASPP in the spring of 2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1547.9	1547.3	1544.0	1550.3	1551.4	1543.8	81	57
Grade 10	1562.5	1541.2	1557.3	1532.3	1567.2	1549.7	93	85
Grade 11	1581.7	1560.1	1571.3	1554.9	1591.6	1564.8	82	89
Grade 12	1553.4	1567.2	1541.5	1553.8	1564.8	1580.0	53	56
All Grades							309	287

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	22.22	21.05	43.21	33.33	25.93	29.82	*	15.79	81	57
10	39.78	21.18	31.18	31.76	20.43	29.41	*	17.65	93	85
11	42.68	19.10	41.46	34.83	*	31.46	*	14.61	82	89
12	26.42	23.21	39.62	41.07	24.53	26.79	*	8.93	53	56
All Grades	33.66	20.91	38.51	34.84	20.06	29.62	7.77	14.63	309	287

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	45.68	38.60	30.86	29.82	13.58	19.30	*	12.28	81	57
10	48.39	30.59	23.66	29.41	23.66	25.88	*	14.12	93	85
11	64.63	30.34	25.61	41.57	*	13.48	*	14.61	82	89
12	37.74	30.36	45.28	44.64	*	16.07	*	8.93	53	56
All Grades	50.16	32.06	29.77	36.24	14.24	18.82	5.83	12.89	309	287

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	5.26	27.16	24.56	33.33	38.60	32.10	31.58	81	57
10	18.28	7.06	32.26	31.76	26.88	36.47	22.58	24.71	93	85
11	18.29	8.99	47.56	24.72	25.61	43.82	*	22.47	82	89
12	*	12.50	35.85	33.93	35.85	42.86	22.64	10.71	53	56
All Grades	13.27	8.36	35.60	28.57	29.77	40.42	21.36	22.65	309	287

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	39.51	7.02	49.38	71.93	*	21.05	81	57
10	44.09	8.24	44.09	70.59	11.83	21.18	93	85
11	48.78	8.99	45.12	59.55	*	31.46	82	89
12	33.96	5.36	60.38	71.43	*	23.21	53	56
All Grades	42.39	7.67	48.54	67.60	9.06	24.74	309	287

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	55.56	68.42	35.80	17.54	*	14.04	81	57
10	56.99	65.88	36.56	20.00	*	14.12	93	85
11	75.61	76.40	21.95	11.24	*	12.36	82	89
12	64.15	75.00	26.42	17.86	*	7.14	53	56
All Grades	62.78	71.43	30.74	16.38	6.47	12.20	309	287

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	7.02	38.27	50.88	49.38	42.11	81	57
10	21.51	16.47	41.94	49.41	36.56	34.12	93	85
11	19.51	10.11	62.20	55.06	18.29	34.83	82	89
12	*	8.93	56.60	69.64	39.62	21.43	53	56
All Grades	15.53	11.15	48.87	55.40	35.60	33.45	309	287

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	19.75	10.53	72.84	70.18	*	19.30	81	57
10	26.88	11.76	65.59	72.94	*	15.29	93	85
11	43.90	12.36	53.66	75.28	*	12.36	82	89
12	33.96	8.93	64.15	82.14	*	8.93	53	56
All Grades	30.74	11.15	64.08	74.91	5.18	13.94	309	287

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. Students overall mean score is approximately around 1553 for all grades 9th through 12th.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. Speaking domain well developed, however, written and reading are somewhat/moderately.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2875	**70.3**	**13.1**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	377	13.1
Foster Youth	20	0.7
Homeless	332	11.5
Socioeconomically Disadvantaged	2022	70.3
Students with Disabilities	406	14.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	157	5.5
American Indian	10	0.3
Asian	31	1.1
Filipino	66	2.3
Hispanic	1957	68.1
Two or More Races	141	4.9
Pacific Islander	28	1.0
White	485	16.9

Conclusions based on this data:

1. Due to COVID-19 school closure, recent data is not available. No significant change in student group demographics, however there is a large population of socioeconomically disadvantaged students.

2. Due to COVID-19 school closure, recent data is not available. Similar amount of enrollment for English Learners and Students with Disabilities at 13% and 14% respectively.

3. Due to COVID-19 school closure, recent data is not available. Predominately Hispanic students enrolled at 68.1% with the least amount of .03% American Indian students enrolled.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. Graduation Rate indicator maintained a green status from prior year.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. College/Career indicator decreased from green to orange status from prior year.

3. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. ELA indicator increased from orange to yellow status and Math indicator increased from red to yellow status from prior year.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
5.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	62.3 points above standard
Increased Significantly ++51.3 points	2	5	17
31			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
11.6 points below standard	30.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.7 points above standard
Increased Significantly ++32.2 points	Increased Significantly ++26.5 points	7	Increased Significantly ++30.2 points
460	32		84

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
127.5 points below standard	42 points below standard	8.2 points above standard
Declined Significantly -25.8 points	Declined -5.4 points	Increased Significantly ++31.3 points
71	36	343

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. All students, including all sub groups with the exception of English Learners, have increased significantly from prior year.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. English Learners declined significantly, by -25.8 points, from prior year.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
115.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	32.6 points below standard
Increased Significantly ++26.8 points	2	5	16
31			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
112.5 points below standard	80.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	85.6 points below standard
Increased Significantly ++17.3 points	Declined -10.1 points	7	Increased Significantly ++24.6 points
462	32		84

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
201.3 points below standard	143.3 points below standard	100.2 points below standard
Declined Significantly -26.3 points	Increased ++14.2 points	Increased Significantly ++15.1 points
72	36	343

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. All students, with the exception of English Learners, have increased significantly while the homeless population has maintained from prior year.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. English Learners has declined significantly, by -26.3 points from prior year.
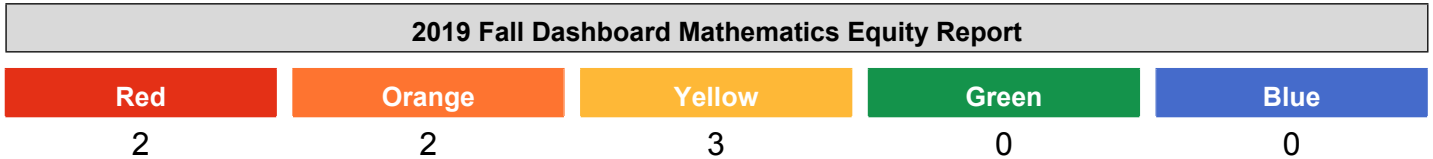
3. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. African Americans have increased significantly by 26.8 points form prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

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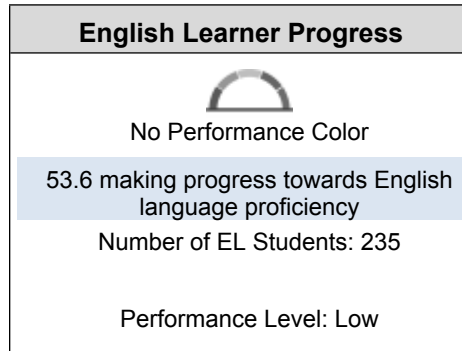
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.3	8.0	45.5

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. 62 of English Learners have maintained ELPI Level.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. 53.6% of English Learners are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
31.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.7	0 Students	0 Students
589		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
35.4 **Prepared**	35.4 **Prepared**	31.7 **Prepared**
20.3 **Approaching Prepared**	20.3 **Approaching Prepared**	22.4 **Approaching Prepared**
44.3 **Not Prepared**	44.3 **Not Prepared**	45.8 **Not Prepared**

Conclusions based on this data:

1. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. Out of 589 students, 31.7% were well prepared; 3.7% decrease from prior year.

2. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. 45.8% of students not prepared.

3. Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available. African Americans increased 2.4, Whites decreased by -10.9 and Hispanics decreased by -2.3.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

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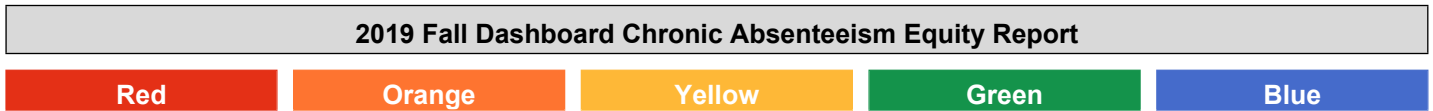
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
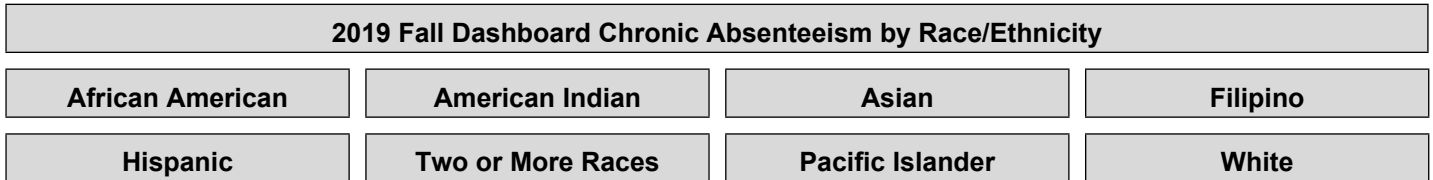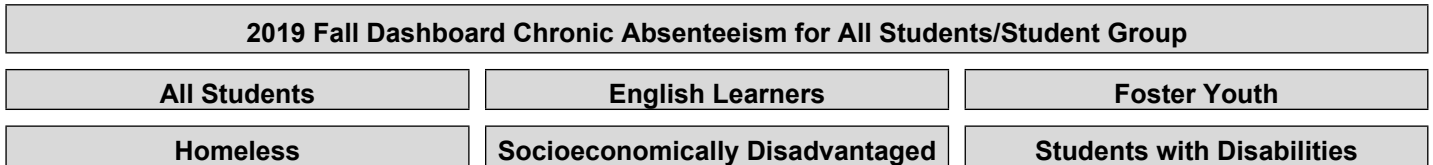
Conclusions based on this data:
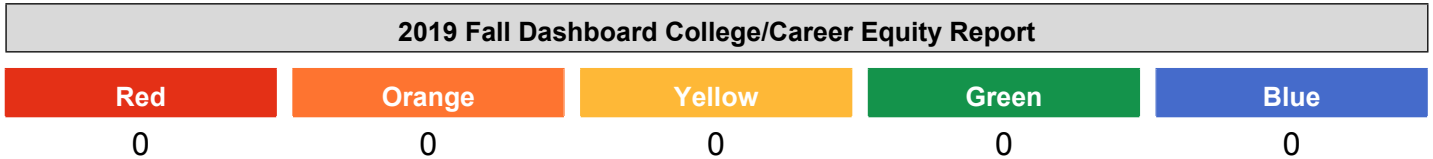
1. No data presented.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	5	0
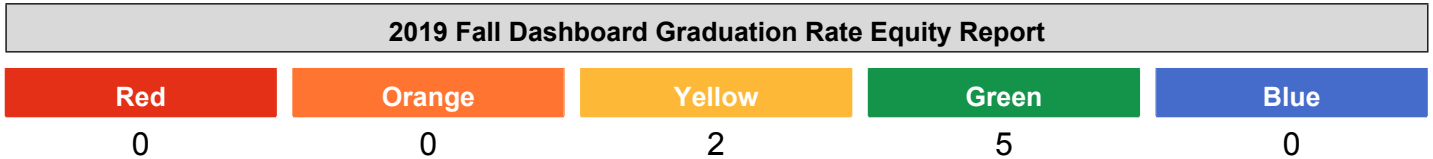
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
93.7	88.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.9	Increased +7.3	
590	90	5

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Green
93.7	93	85.1
Increased +10.4	Maintained -0.7	Increased +8.7
95	482	87

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
94.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3	5	8	10
36			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
93.1	95.8	Less than 11 Students - Data Not Displayed for Privacy	94.7
Declined -1.6	Maintained +0.4	8	Increased +1.3
404	24		95

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.7	93.7

Conclusions based on this data:

1. Graduation rate of 93.7% for all students; no significant change from prior year.

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

3. African Americans and Hispanics decreased; Whites increased by +1.3%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	5	1	2	1
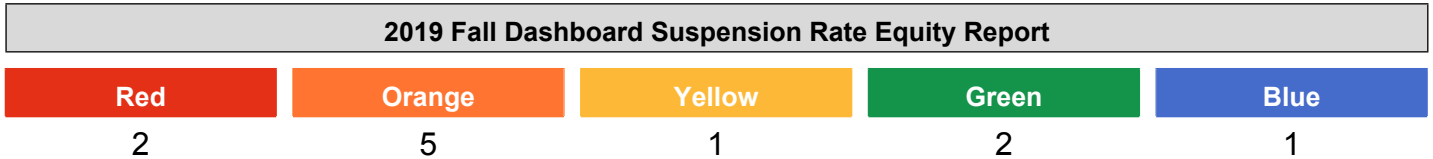
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Red
7.1	10.4	25.8
Maintained -0.2	Declined -1.9	Increased +4
3267	422	31

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
10.4	8.1	11.6
Maintained +0.2	Maintained 0	Declined -1
383	2243	456

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	Green
8.6	18.2	0	1.4
Maintained 0	Increased +18.2	Declined -9.1	Maintained 0
186	11	33	73
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Yellow
7.2	4.6	6.9	8
Maintained +0.2	Declined Significantly -2.6	Increased +6.9	Declined -1.5
2222	152	29	561

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.4	7.1

Conclusions based on this data:

1. Maintained suspension rate for all students from prior year.

2. Slight decrease for English Learners and Students with Disabilities from prior year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Proficiency

LEA/LCAP Goal

All students will attain proficiency in ELA and Math.

Goal 1

By June 2022, 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 scoring Early Advanced and Advanced based on the ELPAC: 2) an increase in the number of students Meeting or Exceeding standards in the SBAC ELA: and 3) an increase in the number of students Meeting or Exceeding standards in the SBAC math. Students will demonstrate proficiency in science as measured by the CAST standardized testing. This science data will establish the baseline for measuring progress. Students will increase proficiency in all content areas as measured by common assessments.

Identified Need

ELA:
EL Learners saw a decline of 6.8 points in 2019 compared to the scores on the 2018 CAASPP.

Math:
The proficiency rate for Special Education Students demonstrated a slight increase of 23.8 points of 184.4 as measured by the spring administration of the CAASPP in comparison to 212.7 in 2018. Even though there was an increase, special education students are still not working to level of general ed students.
The proficiency rate for EL Students & Homeless students continue to not make any significant gains or increases. This is consistent with the administration of CAASPP from 2018-2019.
English Learners declined 9.5 points as measured on the CAASPP in comparison to 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	2018-19: Overall: 1.7 points below standard Increased 32 Points Dashboard Performance: Yellow English Learner: 98.3 points below standard Declined 6.8 Points Dashboard Performance: Red	2021-22 Overall: Dashboard Performance: Green English Learner: Dashboard Performance: Orange Students with Disabilities: Dashboard Performance: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Students with Disabilities: 91.2 points below standard Increased 43.3 Points Dashboard Performance: Orange African American: 5.3 points above standard Increased 51.3 Points Dashboard Performance: Green Homeless: 16.7 points below standard Increased 42 Points Dashboard Performance: Yellow Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	African American: Dashboard Performance: Green Homeless: Dashboard Performance: Yellow
CA Dashboard Academic Indicator Math (Grade 11)	2018-19 Overall: 103.5 points below standard Increased 19.9 Points Dashboard Performance: Yellow English Learner: 181.8 points below standard Declined 9.5 Points Dashboard Performance: Red Homeless: 138.4 points below standard Maintained 1.1 Points Dashboard Performance: Red African American: 115.1 points below standard Increased 26.8 Points Dashboard Performance: Orange Students with Disabilities: 184.4 points below standard Increased 23.8 Points	2021-20 Overall: Dashboard Performance: Green English Learner: Dashboard Performance: Orange Homeless: Dashboard Performance: Orange African American: Dashboard Performance: Yellow Students with Disabilities: Dashboard Performance: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Orange Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	
English Language Proficiency Assessment for CA (ELPAC)	Progressed At Least One ELPI Level: 45.5% Maintained ELPI Level 4: 9% Maintained ELPI Level 1, 2L, 2H, 3L, or 3H: 26.3% Decreased One ELPI Level: 20% Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	2021-22 Increase the number of students progressing one EPLI level by 3%

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. School-Wide planners are used to support AVID strategies for all students. Heritage High School is an AVID demonstration school embracing these strategies. Digital platforms were subscribed for science and Language Arts. Math kits were prepared for student use at home as all students do not have these materials. Student classroom supplies support in person instruction.

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)
78,816	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, ELD supplies, etc.

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

All Students

Strategy/Activity

Action 1.2: Targeted instruction to address learning loss and provide academic supports to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following: before and after school tutoring

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)
24,140	Title I 1000-1999: Certificated Personnel Salaries Data Lead: Release period 1 section release $17,384
26,689	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Duty

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 3% in A-G completion and, or CTE pathway or dual enrollment 2) an increase in students meeting Conditionally and/or College Ready in EAP Assessment in English and Math.

Identified Need

- College and Career preparedness decreased by 3.7%
- The high percentage of the student population who are in the special education population and are unable to take A-G courses and complete them.
- Sections a lotted to allow students to enter CTE and Career Pathway courses are limited due to staffing issues.
- Graduation rate decreased by 0.9%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College & Career Indicator	2018-19: Overall Dashboard: 35.4% prepared Increased 2.1% Dashboard Performance: Green 2019-20 Overall Dashboard: 31.7% Prepared Declined 3.7% Dashboard Performance: Orange Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	2021-22: Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2018-19 Graduation Rate: 93.7% Dashboard Performance: Green Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	2021-22 Increase graduation rate between: 93% - 95% Dashboard Performance: Green
FASFA Completion	2019-20 FAFSA Completion Rate: 89% 2020-21 FAFSA Completion Rate:	2021-22 Increase FASFA completion by 3%
AVID Enrollment	2019-20 AVID Enrollment: 543 2020-21 AVID Enrollment:	2021-22: Maintain AVID enrollment between 500-540
AP Enrollment	2019-20 AP Enrollment: 334 2020-21 AP Enrollment:	2021-22 Increase AP Enrollment by 3%
A-G Completion Rate	2019-20 A-G Completion Rate: 43.10% 2020-21 A-G Completion Rate: TBD	2021-22 Increase A-G Completion Rate by 3%
Dual Enrollment	2019-20 Dual Enrollment: 238 2020-21 Dual Enrollment:	2021-22 Increase Dual Enrollment by 2%

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 Promote college, vocational opportunities and armed services by field trips to schools and bases. Sub costs for teacher release to support school and industry visits. Promotes college and career readiness with ongoing events and entrance preparation.

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

Amount(s)	Source(s)
8,515	Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation
1,000	Title I 1000-1999: Certificated Personnel Salaries Materials and supplies to include but not limited to: CAMP Legacy, FAFSA Nights, and College Signing

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 academic achievement with Honor Roll and academic incentives.

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

Amount(s)	Source(s)
9,515	Title I 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Promote college preparation by participating in UCR Readiness field trips increasing success on AP exams as well as familiarity with the school going environment.

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

Amount(s)	Source(s)
9,516	Title I 4000-4999: Books And Supplies Materials and Supplies for College Prep

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 2022, Heritage High School will increase school safety and positive connectedness as evidenced by: a decrease in incidents of conflict/fighting; and positive school morale, and an increase in the number of mentoring and intervention programs available to students.

Identified Need

-Social media has been the root of many behavioral incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2017-18 Overall: 7.4% suspended at least once Increased 1.3% Dashboard Performance: Orange 2018-19 Overall: Overall: 7.1% suspended at least once Maintained -0.2% Dashboard Performance: Orange Due to COVID-19 school closure, Spring 2019-2020 Assessments were not administered and 2020-2021 data is not available.	2021-22 Overall: decrease students suspended at least once by 2% Dashboard Performance: Yellow
Attendance Rate	2019-20: Attendance Rate: 94.34% 2020-21: Attendance Rate:	2021-22 Increase Attendance Rate by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Student Survey	2019-20 CA Healthy Kids Survey: no survey due to school closure COVID-19	2021-22 Increase CA Healthy Kids Student Survey responses by 10%
High School Dropout Rate	2019-20: Dropout Rate 4.07% 2020-21: Dropout Rate: Data not available	2021-22 Decrease dropout rate by 1%
Expulsion Rate	2019-20: Expulsion Rate: 23% 2020-21: Expulsion Rate: Data not available	2021-22 Decrease expulsion rate by .05%

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

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

All Students

Strategy/Activity

3.1 Promote school culture and connectedness. Equity and MTSS committee will participate in conferences and training to address school culture. Equity Team will participate in the RCOE Equity Conference. MTSS will attend PBIS training to improve/ increase behavioral supports.

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)
3,500	Title I 1000-1999: Certificated Personnel Salaries Sub costs

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. Teacher release periods to analyze data and monitor progress of interventions.

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)
3,500	Title I 1000-1999: Certificated Personnel Salaries Teacher Release Periods / Sub Costs

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
2,299	Title I 4000-4999: Books And Supplies Materials and Supplies for peer mentoring and other intervention services
3,000	Title I 5000-5999: Services And Other Operating Expenditures Leadership Conferences and Transportation
15,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Contracts with Mentoring and Intervention Services

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 2022, 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 and Prestige Program outreach, 3) an increase in number of participants for various committees (e.g. ELAC, SSC, PELI, AAPAC), and 4) the continued participation of the parent organizations on campus.

Identified Need

-Lack of parent participation and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation: 2,875 as of March 13, 2020 *School closures due to COVID-19 2020-21 Parent Participation: 2,875 as of March 13, 2020	2021-22: Increase Parent Participation by 1%
CA Healthy Kids Survey: Parent Survey	2019-20: Not administered due to school closure 2020-21: CA Healthy Kids Survey: Parent Survey to be administered May 2021	2021-22: Increase parent survey responses by 3%
IC Parent Portal	2019-20 Parent Accounts: 2,165 2020-21:	2021-22: Increase parent accounts by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	IC Parent Portal:	
Social Media	2019-20 Facebook followers: 1,721 Twitter followers: 1,049 Instagram: 1,711 2020-21 Facebook followers: 1,721 Twitter followers: 1,049 Instagram: 1,711	2021-22: 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. Recruit and train parent volunteers to lead parent involvement committees,

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)
1,800	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)

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)
4,719	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.
1,600	Title I 5000-5999: Services And Other Operating Expenditures Field Trips

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	$193,609.00

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	$193,609.00

Subtotal of additional federal funds included for this school: $193,609.00

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: $193,609.00

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	193,609.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,829.00
4000-4999: Books And Supplies	104,865.00
5000-5999: Services And Other Operating Expenditures	14,915.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	58,829.00
4000-4999: Books And Supplies	Title I	104,865.00
5000-5999: Services And Other Operating Expenditures	Title I	14,915.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	15,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,645.00

Goal 2	28,546.00
Goal 3	27,299.00
Goal 4	8,119.00

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
Mark Harrell	Principal
Samantha Avne	Classroom Teacher
Renee Garcia	Classroom Teacher
Sara Huerta	Classroom Teacher
Teresa Warrington	Classroom Teacher
Elvira Suazo	Other School Staff
Michelle Juanengo	Parent or Community Member
Aracely Ortiz	Parent or Community Member
Laura Salcido	Parent or Community Member
Jorge Marquez	Secondary Student
Tina Pham	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
Natalia Vandolf	English Learner Advisory Committee
LaDawn Johnson	Other: African American Parent Advisory Committee (AAPAC)

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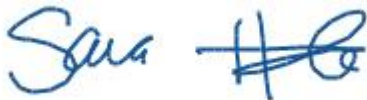
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 19, 2019.

Attested:

Mark Harrell	Principal, Mark Harrell on 5/28/2021
Sara H	SSC Chairperson, Sara Huerta on 05/28/2021

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.

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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/

Developed by the California Department of Education, January 2019