

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		June 19, 2019

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.

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 approach to planning described here is a continuous improvement model framed around the sections of the LCAP and School Plan. Figure 1 illustrates a suggested sequence of planning stages, which begins with the identification of resource inequities, as applicable, and a review of past performance as addressed in the Analysis sections of each plan.

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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 site principal has had continuous conversations and held meetings with administrative team, site cabinet members, leadership team, and School Site Council to discuss the SPSA priorities and any revisions necessary. Furthermore, the Principal has met with the Title 1 Coordinator to discuss changes, needs, and revisions of the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.42%	0.35%	11	12	10
African American	6.0%	5.62%	5.46%	167	159	157
Asian	1.2%	1.10%	1.08%	32	31	31
Filipino	2.2%	2.40%	2.3%	62	68	66
Hispanic/Latino	66.8%	67.71%	68.07%	1,855	1917	1,957
Pacific Islander	0.9%	0.92%	0.97%	24	26	28
White	18.4%	17.38%	16.87%	511	492	485
Multiple/No Response	%	%	%			
Total Enrollment				2,779	2831	2,875

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	740	749	798
Grade 10	726	747	748
Grade 11	714	682	719
Grade 12	599	653	610
Total Enrollment	2,779	2,831	2,875

Conclusions based on this data:

1. Total enrollment is 2831; enrollment increases at Heritage High School.
2. Increase of 9th graders, 10th graders, and 12th graders with a decrease of 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	363	365	377	13.1%	12.9%	13.1%
Fluent English Proficient (FEP)	790	840	824	28.4%	29.7%	28.7%
Reclassified Fluent English Proficient (RFEP)	43	28	8	12.2%	7.7%	2.2%

Conclusions based on this data:

1. English Learners enrollment decreased by 1% from 2016-2017 to 2017-2018.
2. FEP enrollment increased by 1.3 %.
3. RFEP enrollment significantly decreased by 3.4 %.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	622	667	645	592	642	623	589	641	621	95.2	96.3	96.6
All Grades	622	667	645	592	642	623	589	641	621	95.2	96.3	96.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2576.	2590.	2548.	18	20.75	12.40	31	34.95	28.18	28	25.12	28.18	23	19.19	31.24
All Grades	N/A	N/A	N/A	18	20.75	12.40	31	34.95	28.18	28	25.12	28.18	23	19.19	31.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	27.15	17.55	54	49.61	48.31	24	23.24	34.14
All Grades	23	27.15	17.55	54	49.61	48.31	24	23.24	34.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	28.39	17.23	42	48.67	46.54	32	22.93	36.23
All Grades	26	28.39	17.23	42	48.67	46.54	32	22.93	36.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	16.54	12.88	66	67.55	64.09	20	15.91	23.03
All Grades	14	16.54	12.88	66	67.55	64.09	20	15.91	23.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	32	32.92	19.65	50	50.08	51.69	18	17.00	28.66
All Grades	32	32.92	19.65	50	50.08	51.69	18	17.00	28.66

Conclusions based on this data:

1. Although the growth of the ELA SBAC is greater than the state average, the SBAC scores do not reflect the growth of A-G completion and college-readiness apparent at Heritage High School.
2. The ELA SBAC scores are between 28% to 31% below standard with a participation rate of .3% and 20 students more tested than last year in Literacy.
3. Nearly 72% tested at, near, or above standard and 29% below state standard.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	622	667	646	595	639	625	591	639	625	95.7	95.8	96.7
All Grades	622	667	646	595	639	625	591	639	625	95.7	95.8	96.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2534.	2525.	2503.	5	2.35	1.76	14	14.08	7.84	28	26.76	25.76	53	56.81	64.64
All Grades	N/A	N/A	N/A	5	2.35	1.76	14	14.08	7.84	28	26.76	25.76	53	56.81	64.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	8.45	4.00	29	24.88	21.44	60	66.67	74.56
All Grades	12	8.45	4.00	29	24.88	21.44	60	66.67	74.56

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	5.01	3.68	49	46.95	38.56	43	48.04	57.76
All Grades	8	5.01	3.68	49	46.95	38.56	43	48.04	57.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	5.01	2.88	58	56.96	51.20	35	38.03	45.92
All Grades	7	5.01	2.88	58	56.96	51.20	35	38.03	45.92

Conclusions based on this data:

1. The SBAC Math scores does not reflect the growth of A-G completion and college-readiness.
2. Decrease of SBAC Math proficiency from last year by 7% and increased testing by 14 students.

3. Decline in achieving Math proficiency with a greater increase in standard not met. The trend indicates that instructional and assessment practices may be focused with the goal of continuing to increase student achievement at the above standard level.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1547.9	1544.0	1551.4	81
Grade 10	1562.5	1557.3	1567.2	93
Grade 11	1581.7	1571.3	1591.6	82
Grade 12	1553.4	1541.5	1564.8	53
All Grades				309

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	18	22.22	35	43.21	21	25.93	*	*	81
Grade 10	37	39.78	29	31.18	19	20.43	*	*	93
Grade 11	35	42.68	34	41.46	*	*	*	*	82
Grade 12	14	26.42	21	39.62	13	24.53	*	*	53
All Grades	104	33.66	119	38.51	62	20.06	24	7.77	309

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	37	45.68	25	30.86	11	13.58	*	*	81
Grade 10	45	48.39	22	23.66	22	23.66	*	*	93
Grade 11	53	64.63	21	25.61	*	*	*	*	82
Grade 12	20	37.74	24	45.28	*	*	*	*	53
All Grades	155	50.16	92	29.77	44	14.24	18	5.83	309

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	22	27.16	27	33.33	26	32.10	81
Grade 10	17	18.28	30	32.26	25	26.88	21	22.58	93
Grade 11	15	18.29	39	47.56	21	25.61	*	*	82
Grade 12	*	*	19	35.85	19	35.85	12	22.64	53
All Grades	41	13.27	110	35.60	92	29.77	66	21.36	309

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	32	39.51	40	49.38	*	*	81
Grade 10	41	44.09	41	44.09	11	11.83	93
Grade 11	40	48.78	37	45.12	*	*	82
Grade 12	18	33.96	32	60.38	*	*	53
All Grades	131	42.39	150	48.54	28	9.06	309

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	45	55.56	29	35.80	*	*	81
Grade 10	53	56.99	34	36.56	*	*	93
Grade 11	62	75.61	18	21.95	*	*	82
Grade 12	34	64.15	14	26.42	*	*	53
All Grades	194	62.78	95	30.74	20	6.47	309

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	31	38.27	40	49.38	81
Grade 10	20	21.51	39	41.94	34	36.56	93
Grade 11	16	19.51	51	62.20	15	18.29	82
Grade 12	*	*	30	56.60	21	39.62	53
All Grades	48	15.53	151	48.87	110	35.60	309

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	16	19.75	59	72.84	*	*	81
Grade 10	25	26.88	61	65.59	*	*	93
Grade 11	36	43.90	44	53.66	*	*	82
Grade 12	18	33.96	34	64.15	*	*	53
All Grades	95	30.74	198	64.08	16	5.18	309

Conclusions based on this data:

1. Students overall mean score is approximately around 1550 for all grades 9th through 12th.
2. Speaking domain well developed, however, written and reading are somewhat/moderately.

3. Reading domain has the highest percentage in beginning level.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,831	74.7%	12.9%	1.0%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	365	12.9%
Foster Youth	27	1.0%
Homeless	214	7.6%
Socioeconomically Disadvantaged	2,115	74.7%
Students with Disabilities	362	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	159	5.6%
American Indian	12	0.4%
Asian	31	1.1%
Filipino	68	2.4%
Hispanic	1,917	67.7%
Two or More Races	126	4.5%
Pacific Islander	26	0.9%
White	492	17.4%







Conclusions based on this data:

1. No significant change in student group demographics from 2017-2018 to 2018-2019, however, have a large population of socioeconomically disadvantaged students.
2. Similar amount of enrollment for English Learners and Students with Disabilities at 12%.
3. Predominately Hispanic students enrolled at 67.7% with the least amount of .04% American Indian students enrolled.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. College/Career and Graduation Rate scored the highest performance for 2018-2019.
2. English, Math, and Suspension Rates scored the lowest performance and a increase of suspension from 2017-2018.
3. Support services and instructional practices to improve overall performance achievement in English and Math, as well as, behavioral intervention strategies for reduction in the suspension rate.

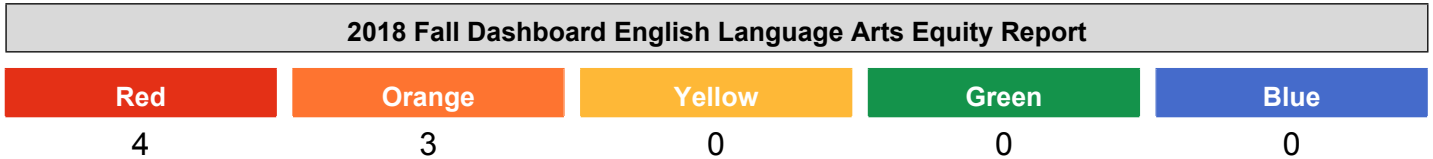
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 34.3 points below standard Declined -44.4 points 599 students	<p>English Learners</p>  Red 94.8 points below standard Declined -15.7 points 101 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  Red 58.7 points below standard Declined -23.2 points 53 students	<p>Socioeconomically Disadvantaged</p>  Orange 44.8 points below standard Declined -46.1 points 448 students	<p>Students with Disabilities</p>  Red 137.9 points below standard Declined -32 points 77 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 46 points below standard Declined -55.1 points 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.7 points below standard Declined -46.8 points 417 students	 No Performance Color 3.8 points above standard Declined -15.3 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Orange 11.5 points below standard Declined -31.4 points 95 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.3 points below standard Declined -14.4 points 84 students	42.6 points below standard Declined -22.9 points 17 students	23.6 points below standard Declined -47.4 points 332 students

Conclusions based on this data:

1. The data shows that students are between 35 to 137 points below standard grade levels behind in English Language Assessment and the school needs to focus on schoolwide strategies that will support reading comprehension specifically in the Students with Disabilities and English Learners subgroups which demonstrated the least amount of students meeting or exceeding the standards.
2. Students in each group declined in points for English Language Assessment performance.

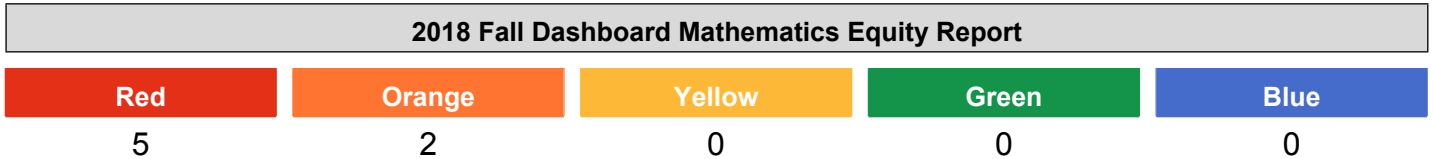
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 124 points below standard Declined -24.2 points 599 students	<p>English Learners</p>  Red 175.7 points below standard Maintained 1.7 points 102 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  Orange 139.5 points below standard Increased 3.7 points 55 students	<p>Socioeconomically Disadvantaged</p>  Red 131.7 points below standard Declined -25 points 450 students	<p>Students with Disabilities</p>  Red 212.7 points below standard Declined -3.9 points 74 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 141.8 points below standard Declined -44.7 points 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 130.6 points below standard Declined -21.8 points 418 students	 No Performance Color 70.4 points below standard Increased 19.1 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Orange 110.3 points below standard Declined -15.2 points 95 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.2 points below standard Increased 8.1 points 85 students	158.1 points below standard Declined -28.9 points 17 students	115.4 points below standard Declined -28.9 points 332 students

Conclusions based on this data:

1. All students scored in below standard with no significant increase from 2017-2018.
2. Socioeconomically Disadvantaged and Students with Disabilities scored the lowest out of the subgroups.
3. African American students scored the lowest rate below standard among the ethnic groups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
309	33.7%	38.5%	20.1%	7.8%

Conclusions based on this data:

1. According to the data, 70% met the standard in the English Language whereas 30% did not.
2. 20% are somewhat developed.

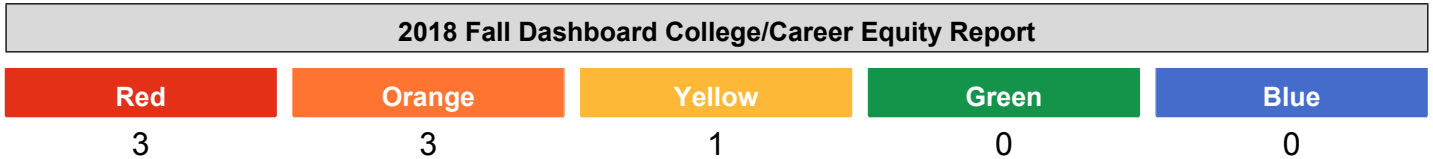
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Green 35.4% prepared Increased 2.1% 632 students	<p>English Learners</p>  Red 3.5% prepared Declined -8.1% 85 students	<p>Foster Youth</p>  No Performance Color 18.2% prepared 11 students
<p>Homeless</p>  Red 13.8% prepared Declined -16.6% 65 students	<p>Socioeconomically Disadvantaged</p>  Orange 31.7% prepared Maintained 1.5% 514 students	<p>Students with Disabilities</p>  Red 1.4% prepared Declined -3.6% 69 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.2% prepared Maintained -1.1% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 68.2% prepared Increased 5.7% 22 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33% prepared Increased 4.3% 427 students	 No Performance Color 31.8% prepared Declined -8.2% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 39.6% prepared Declined -2.6% 106 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
39.3% Prepared	33.4 Prepared	35.4 Prepared
19.5% Approaching Prepared	20.9 Approaching Prepared	20.3 Approaching Prepared
41.1% Not Prepared	45.7 Not Prepared	44.3 Not Prepared

Conclusions based on this data:

1. Out of 632 students, 35.4% were well prepared; 1.4% decrease from 2017-2018.
2. 44.3% of students not prepared.
3. 28% African Americans, 39% Whites, and 33% Hispanics were prepared.

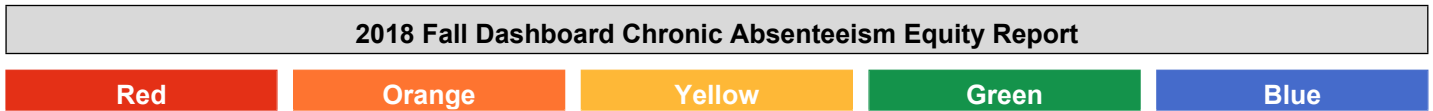
School and Student Performance Data

Academic Engagement Chronic Absenteeism

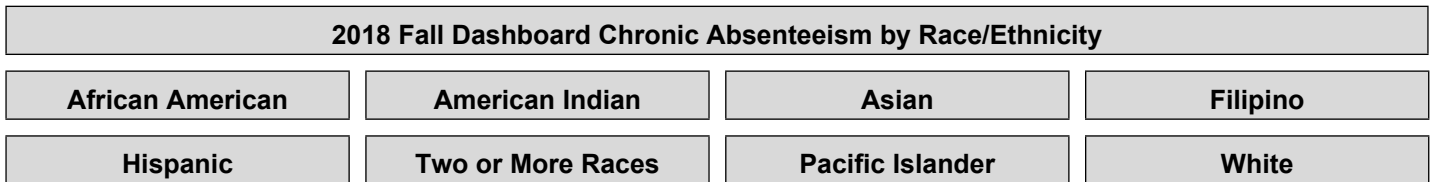
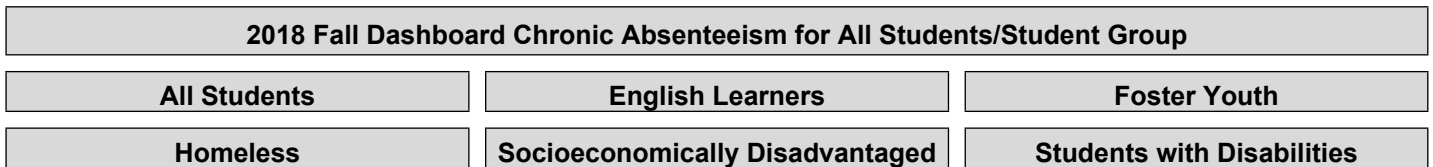
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.



Conclusions based on this data:

1. No data presented.

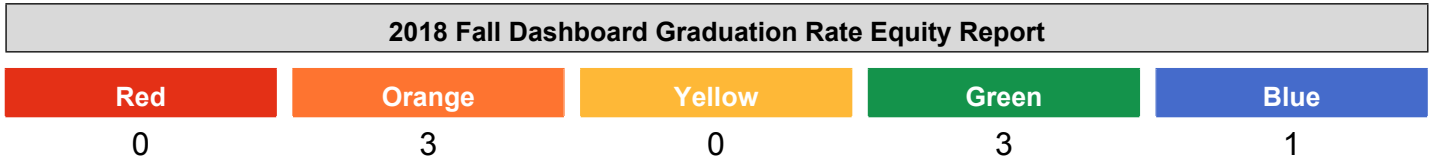
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Green 94.6% graduated Maintained -0.2% 632 students	<p>English Learners</p>  Orange 81.2% graduated Declined -7.2% 85 students	<p>Foster Youth</p>  No Performance Color 72.7% graduated 11 students
<p>Homeless</p>  Orange 83.1% graduated Declined -12.6% 65 students	<p>Socioeconomically Disadvantaged</p>  Green 93.6% graduated Maintained -0.9% 514 students	<p>Students with Disabilities</p>  Orange 75.4% graduated Declined -4.6% 69 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 97.4% graduated Maintained -0.1% 39 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 100% graduated Maintained 0% 22 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.6% graduated Maintained 0% 427 students	 No Performance Color 95.5% graduated Declined -4.5% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 93.4% graduated Increased +1.2% 106 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.8% graduated	94.6% graduated

Conclusions based on this data:

1. Graduation rate of 94% for all students; no significant change from 2017-2018.
2. 75% of students with disabilities graduated; decrease of -4.6% from 2017-2018.
3. African Americans and Hispanics maintained; Whites increased by +1.2%.

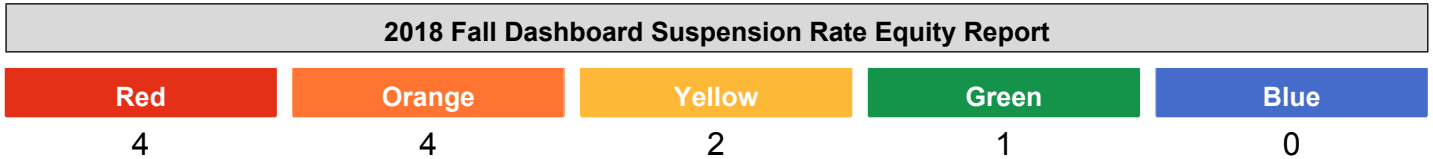
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 7.4% suspended at least once Increased 1.3% 3107 students	<p>English Learners</p>  Red 12.3% suspended at least once Increased 3% 439 students	<p>Foster Youth</p>  Orange 21.8% suspended at least once Declined -10.1% 55 students
<p>Homeless</p>  Red 10.3% suspended at least once Increased 2.9% 263 students	<p>Socioeconomically Disadvantaged</p>  Orange 8.1% suspended at least once Increased 1.3% 2305 students	<p>Students with Disabilities</p>  Red 12.6% suspended at least once Increased 0.4% 404 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 8.6% suspended at least once Declined -1.2% 185 students	 No Performance Color 0% suspended at least once Maintained 0% 12 students	 Orange 9.1% suspended at least once Increased 3% 33 students	 Green 1.4% suspended at least once Maintained -0.2% 74 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7% suspended at least once Increased 1% 2102 students	 Yellow 7.2% suspended at least once Declined -1.5% 139 students	 No Performance Color 0% suspended at least once Declined -17.9% 26 students	 Red 9.5% suspended at least once Increased 5.1% 536 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.6% suspended at least once	6.1% suspended at least once	7.4% suspended at least once

Conclusions based on this data:

1. Increase of suspension for all students of 1.3% in orange performance level from 2017-2018.
2. Subgroups for EL, Homeless, and Disabilities performed in the red level.
3. Increase of suspensions from Hispanics, Asians, and Whites with a decrease for African Americans.

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 English Language Arts and Math.

Goal 1

By June 2020, Heritage High School will increase the percent of students who score proficient and above annually, as evidenced by one of the following: 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.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	<p>2017-18 Overall: 34.3 points below standard Declined 44.4 Points Dashboard Performance: Orange</p> <p>African American: 46 points below standard Declined 55.1 Points Dashboard Performance: Red</p> <p>English Learner: 94.8 points below standard Declined 15.7 Points Dashboard Performance: Red</p> <p>Homeless: 58.7 points below standard Declined 23.2 Points Dashboard Performance: Red</p> <p>Students with Disabilities: 137.9 points below standard Declined 32 Points</p>	<p>2019-20 Overall: 19.3 points below standard Dashboard Performance: Yellow</p> <p>African American: 31 points below standard Dashboard Performance: Yellow</p> <p>English Learner: 79.8 points below standard Dashboard Performance: Orange</p> <p>Homeless: 43.7 points below standard Dashboard Performance: Yellow</p> <p>Students with Disabilities: 122.9 points below standard Dashboard Performance: Orange</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Red	
CA Dashboard Academic Indicator Math (Grade 11)	<p>2017-18 Overall: 124 points below standard Declined 24.2 Points Dashboard Performance: Red</p> <p>African American: 141.8 points below standard Declined 44.7 Points Dashboard Performance: Red</p> <p>English Learner: 175.7 points below standard Maintained 1.7 Points Dashboard Performance: Red</p> <p>Hispanic: 130.6 points below standard Declined 21.8 Points Dashboard Performance: Red</p> <p>Homeless: 58.7 points below standard Declined 23.2 Points Dashboard Performance: Red</p> <p>Socioeconomically Disadvantaged: 131.7 points below standard Declined 25 Points Dashboard Performance: Red</p> <p>Students with Disabilities: 212.7 points below standard Declined 3.9 Points Dashboard Performance: Red</p>	<p>2017-18 Overall: 109 points below standard Dashboard Performance: Orange</p> <p>African American: 126.8 points below standard Declined 44.7 Points Dashboard Performance: Orange</p> <p>English Learner: 160.7 points below standard Maintained 1.7 Points Dashboard Performance: Orange</p> <p>Hispanic: 115.6 points below standard Declined 21.8 Points Dashboard Performance: Orange</p> <p>Homeless: 124.5 points below standard Declined 23.2 Points Dashboard Performance: Orange</p> <p>Socioeconomically Disadvantaged: 116.7 points below standard Declined 25 Points Dashboard Performance: Orange</p> <p>Students with Disabilities: 197.7 points below standard Declined 3.9 Points Dashboard Performance: Orange</p>
English Language Proficiency Assessment for CA (ELPAC)	<p>Level 4 - Well Developed 33.7%</p> <p>Level 3 - Moderately Developed 38.5%</p>	<p>Increase the number of students scoring Level 4 - Well Developed by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 2 - Somewhat Developed 20.1% Level 1 - Beginning Stage 7.8%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action 1.1: Provide academic support and intervention for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40,000	Title I 1000-1999: Certificated Personnel Salaries 2 Math Class Size Reduction (CSR) sections Approx. \$20,000/section x 2 = \$40,000
13,975	Title I 4000-4999: Books And Supplies Instructional materials & supplies to support core curriculum to include but limited to: i.e. Planners, interactive notebooks, assistive technologies, manipulative, ELD supplies, etc = \$13,975
2,000	Title I 4000-4999: Books And Supplies Incentives for students for academic performance Materials and supplies to include but limited to: certificates, pins, ribbons,

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action 1.2: Provide staff professional development

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)
24,000	Title I 1000-1999: Certificated Personnel Salaries PD Lead: Release period 1 section release \$24,000
2,900	Title I 1000-1999: Certificated Personnel Salaries Teacher release time to collaborate on student data, instructional strategies, curriculum for student success Sub Cost: 20 days x \$145 = \$2,900

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

With 2,831 students completing the ELA section of the CAASPP/SBAC, HHS is 34.3 points Below Standard which is a 44.4 point decline from the previous year. Math Section of the CAASPP/SBAC, HHS is 124.0 points Below Standard which is a 24.4 point decline from the previous year.

The report from the '18 school year shows students continue to place 95 points below the level 3 threshold closing the gap by 3 to less than 15 points.

Based on the results from the data report, math team will work towards having students move over to increasing 15 points or more on the SBAC to move over a column from where students are currently placed. The following strategies will help guide the math department in preparing students to become successful on the SBAC.

- Instructional strategies(Checking for understanding, think-ink-pair-share)
- Performance Task practice in classroom.
- Teaching students how to use the tools in SBAC system.

- Practice justifying answers with students through modeling.
- Continue to embed vocabulary in lessons so students learn to use vocabulary effectively in writing.
- Interpreting assessment data to determine needs of students.
- Students are challenged by complex texts; most feel readings are too difficult which results in lack of effort/focus.
- Students are challenged by citing evidence that support claims.
- Chronic tardiness and absenteeism leads to low academic performance and inconsistent exposure to academic concepts and instruction.

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

Action #1

Budgeted: \$21,200

Estimated Actuals: \$9,000

Net: \$12,200

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to Goal: No changes to the goal

Changes to the Annual Outcomes: No changes to annual outcomes

Changes to Metrics: No changes to metrics

Changes to Strategies/Activities:
New Strategies/Activities are:

Action 1.1: Provide academic support for students

Action 1.2: Provide staff professional development

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

Heritage High School will increase student preparedness for college and career options as evidenced by 1) an increase of 3% in A-G completion and, or participation increase of 3% in CTE pathways or dual enrollment.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate	A-G Completion Rate: 45.5%	Increase A-G Completion Rate by 3% from 45.5% to 48.5%
College & Career Indicator	2017-18 Students Dashboard Performance: Green Prepared: 35.4% Approaching Prepared: 20.3% Not Prepared: 44.3%	Increase CCI Prepared Indicator by 3% from 35.4% to 38.4%
FASFA Completion	FASFA completion Rate: 79%	Increase FASFA completion by 3% from 79% to 82%
AVID Enrollment	AVID Enrollment Rate: 523	Maintain AVID enrollment between 500-540
AP Enrollment	AP Enrollment: 604	Increase AP Enrollment from 604 to 625

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 and career readiness and college going culture that includes on/off-campus activities and events, test preparation options to educate and prepare students for college and careers.

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)
5,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures College Trips: 1 bus per grade level per semester (8 college day trips) in addition to college field trips for Legacy students Transportation: \$8,000
4,000.00	Title I 4000-4999: Books And Supplies Materials and supplies to include but not limited to: CAMP Legacy, FAFSA Nights, and College Signing Materials and supplies: \$5,000

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

With 2,831 students completing the ELA section of the CAASPP/SBAC, HHS is 34.3 points Below Standard which is a 44.4 point decline from the previous year. Math Section of the CAASPP/SBAC, HHS is 124.0 points Below Standard which is a 24.4 point decline from the previous year.

The report from the '18 school year shows students continue to place 95 points below the level 3 threshold closing the gap by 3 to less than 15 points.

Based on the results from the data report, math team will work towards having students move over to increasing 15 points or more on the SBAC to move over a column from where students are currently placed. The following strategies will help guide the math department in preparing students to become successful on the SBAC.

- Instructional strategies(Checking for understanding, think-ink-pair-share)
- Performance Task practice in classroom.
- Teaching students how to use the tools in SBAC system.
- Practice justifying answers with students through modeling.
- Continue to embed vocabulary in lessons so students learn to use vocabulary effectively in writing.
- Interpreting assessment data to determine needs of students.
- Students are challenged by complex texts; most feel readings are too difficult which results in lack of effort/focus.
- Students are challenged by citing evidence that support claims.
- Chronic tardiness and absenteeism leads to low academic performance and inconsistent exposure to academic concepts and instruction.

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

Action 2.1

Budgeted: \$21,200

Estimated Actuals: \$9,000

Net: \$12,200

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to Goal: No changes to the goal

Changes to the Annual Outcomes: No changes to annual outcomes

Changes to Metrics: No changes to metrics

Changes to Strategies/Activities:

New Strategies/Activities are:

Action 2.1: Promote college and career readiness and college going culture that includes on/off-campus activities and events, test preparation options to educate and prepare students for college and careers.

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 environment for staff and students.

Goal 3

By June 2020, Heritage High School will provide a safe and positive environment for students as evident by CA Dashboard data and local indicators.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	<p>Suspension Rate (15/16): All Students: 6.6%</p> <p>2016-17 Suspension Rate: All Students: 6.1%</p> <p>2017-18 Suspension Rate: All Students: 7.4%</p> <p>Dashboard Performance: Orange</p> <p>English Learners: 12.3% Dashboard Performance: Red</p> <p>Homeless: 10.3% Dashboard Performance: Red</p> <p>Students with Disabilities: 12.6% Dashboard Performance: Red</p> <p>White: 9.5% Dashboard Performance: Red</p>	<p>Decrease Suspension Rate by 1.5% for all Red Dashboard Performance levels.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance Rate (17/18): 93.79%	Increase attendance rate by 1.21% from 93.79% to 93.80%
School Climate Survey	CA Healthy Kids Survey (17/18): Student Responses xxxx CA Healthy Kids Survey (18/19): Student Responses xxxx	Increase student & staff response by xx from xx to xx
Chronic Absenteeism	Chronic Absenteeism Rate: xx	Decrease chronic absenteeism by xx from xx to xx
Expulsion Rate	Expulsion Rate: .23%	Decrease expulsion rate by .05%
High School Dropout Rate	Dropout Rate: 3.8% (24 students)	Decrease dropout rate 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

3.1 Promote school culture and connectedness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,600.00	Title I 4000-4999: Books And Supplies Materials and supplies to include but limited to: Makerspace, attendance/discipline incentives, etc
8,000.00	Title I 4000-4999: Books And Supplies Provide support services that address the social and emotional and well-being of all students. Guest speakers, drug and alcohol intervention programs, mentoring program

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Schoolwide focus on research-based instructional strategies (e.g. Leadership team focus on PLC & AVID strategies).

Middle school/feeder schools conversation with AVID coordinators and students for recruitment.

Middle school/feeder schools Special Education conversations regarding appropriate levels and placement for Special Education students during transition meetings.

Appropriate data collection for Special Education students at transition meetings with feeder schools to ensure appropriate services, supports and placement.

Math tutoring and PLC discussions regarding instructional strategies.

College Readiness and A-G completion focus in counseling, plans for students.

Train AP Coordinator in strategies to push for enrollment in program of rigor courses and grow interventions and supports for AP students.

Increase communication efforts to dispel college myths.

Increase student knowledge and enrollment in PLTW. Train additional teacher to help support growth.

Increased FAFSA Completion

Increased A-G completion

Increased Dual-Enrollment Classes

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

Action #2

Budgeted: \$42,000

Estimated Actuals: \$14,402

Net: \$27,598

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to Goal: No changes to the goal

Changes to the Annual Outcomes: No changes to annual outcomes

Changes to Metrics: No changes to metrics

Changes to Strategies/Activities:

New Strategies/Activities are:

Action 3.1: Promote school culture and connectedness

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 2020, Heritage High School will increase opportunities for parent involvement and school-community communication as evidenced by 1) an increase in followers on official school Social Media, 2) an increase in opportunities for parent engagement activities fostered through our Community Aide and the Prestige program outreach, 3) an increase in number of participants for various committees (e.g. ELAC, SSC, PELI, AAPAC), and 4) the continued participation of the PTSA organization on campus.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2017-18 Parent Participation: 3,036	Parent Participation: 2,304 (doesn't include months of April and May)
CA Healthy Kids Survey: Parent Survey	2017-18 CA Healthy Kids Parent Survey:	TBD
IC Parent Portal	Parent Accounts: 2,165	IC Parent Accounts: 2,831
Social Media	Facebook followers: 968 Twitter followers: 344 Instagram: 289	Facebook followers: 1,263 Twitter followers: 807 Instagram: 983

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 Increase family and community engagement

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)
59,473.00	Title I 2000-2999: Classified Personnel Salaries Community Aide salary and benefits
3,500.00	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.

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

By June 2020, Heritage High School will increase opportunities for parent involvement and school-community communication as evidenced by 1) an increase in followers on official school Social Media, 2) an increase in opportunities for parent engagement activities fostered through our Community Aide and the Prestige program outreach, 3) an increase in number of participants for various committees (e.g. ELAC, SSC, PELI, AAPAC), and 4) the continued participation of the PTSA organization on campus.

Will continue to publicize the multiple social media sites for positive promotion of our school. We are in the process of creating systems for official club and athletic pages to promote HHS. Continued growth with tweeting and Facebook is an area of improvement on the HHS's official social media pages.

Establish family friendly volunteer opportunities and practices that encourage all parents to participate. Trainings on multiple facets of parent workshops that allow them to participate in parent groups that educate and empower towards the success of their own students through parent groups, meetings and empowerment.

HHS will use the MakerSpace to create Parent Videos as PSA & invitation to parents for the various committees HHS has in place. HHS has also explored different meeting times to encourage parent attendance to these committee meetings. Promotion of these committees is done through BlackBoard Connect, Peach Jar, and social media.
HHS will continue to encourage teacher, parent and community participation in PTSA.

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

SPSA Goal: Goal #4
Budgeted: \$62,106
Estimated Actuals: \$56,150
Net: \$5,956

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to Goal: No changes to the goal

Changes to the Annual Outcomes: No changes to annual outcomes

Changes to Metrics: No changes to metrics

Changes to Strategies/Activities:
New Strategies/Activities are:

Action 4.1: Increase family and community engagement

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	\$172,448.00

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	\$172,448.00

Subtotal of additional federal funds included for this school: \$172,448.00

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: \$172,448.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	172,448.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	66,900.00
2000-2999: Classified Personnel Salaries	59,473.00
4000-4999: Books And Supplies	41,075.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	66,900.00
2000-2999: Classified Personnel Salaries	Title I	59,473.00
4000-4999: Books And Supplies	Title I	41,075.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,875.00

Goal 2	9,000.00
Goal 3	17,600.00
Goal 4	62,973.00

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
Erika Tejeda	Principal
Carrie Waeldin	Classroom Teacher
Natalia Orndoff	Classroom Teacher
Samantha Avne	Classroom Teacher
LaDawn Johnson	Classroom Teacher
Alejandra Garcia	Other School Staff
Zaima Gonzalez	Parent or Community Member
Amelia Tracy	Parent or Community Member
Tara Fox	Parent or Community Member
Emilee Woodward	Secondary Student
Emmily Hercules	Secondary Student
Camila Castaneda	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

Attested:

Principal, Erika Tejeda on
SSC Chairperson, LaDawn Johnson on

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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