

The Single Plan for Student Achievement

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

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Heritage High School's Vision and Mission Statements

School Mission

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

School Vision

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

The Legacy of Heritage High School

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

Positive Behavior Support Plan has added the following to LEGACY.

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

Is it APPROPRIATE?

Is it RESPONSIBLE?

Is it EXEMPLARY?

School Profile

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

The Heritage campus consists of over 90 classrooms, a 1600-seat doublewide gymnasium, a 492-seat theater, a 4800-seat artificial turf football stadium, two baseball fields, three softball fields and two soccer fields. The Heritage Agriculture Department has a state-of-the-art Land Laboratory for over 600 students enrolled in Agriculture at HHS, which is one of largest chapters in the United States. At over 6,000 square feet, the Agriculture Science Laboratory includes structures for egg production, rabbit production, a Greenhouse, Shade house, breeding facilities and pastures for swine, sheep, cattle and the Capriculture (goat production) projects. There are also multiple areas for growing plants for Floral Design, fruit and nut trees, Olericulture (vegetables) and citrus areas,

making the HHS Agricultural Research Center one of the most advanced among high schools in the nation. Furthermore, solar-paneled shade structures were installed in both the student and staff parking lots during the 2017-2018 school year. A parent-center was added to the main building and now various workshops are offered to parents.

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

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

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

Since Heritage's beginnings in 2006, Heritage has added several positions to round out the staff for a larger population of students. Heritage opened its doors in 2007 with a principal, an assistant principal, and an athletic director. HHS has since expanded to add two more assistant principals. In addition, the other staff has nearly doubled to meet the needs of a student population that began with 1180 students and grew to 2685 in the next three years. The current population is just over 2800 and is expected to stay close to that level until the new PUHSD high school is opened (date to be determined). Projections suggest it will not affect Heritage as much as our high school to the south, where the new high school is planned. With the new STEM building, and available classrooms on campus, Heritage can accommodate 3000 students.

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

Counseling has developed programs to address conflict mediation, anger management, grief-awareness programs, and additional support programs as the need arises. CELDT boot-camp programs have been run annually since 2013 for all EL students who have yet to score Advanced on portions of the CELDT. ELD also added EDGE and HMH as another measure of reading level to be able to set specific bi-annual goals with the EL program. In Spring 2016, the ELD program added a new curriculum to improve EL CELDT levels and was rewarded in Spring 2017 with the highest CELDT growth since 2010. However, since CELDT has now been replaced by English Language Deficiency Presentation for California (ELPAC), and its initial administration began in the Spring of 2018.

Almost 72% in 2017 of Heritage's population is Title I and it seems to rise every year. 13% percent of our students are English Language Learners, with another 22% who are R-FEP. Nearly 13% percent are in Special Education. The statistically significant ethnicities are Hispanic (63%), White (21%) and African American (7%). Heritage has focused on all students continuing to achieve, as evidenced by a growing percent of graduates (higher than the state in all subcategories) and those who successfully complete A-G, but has set in place intensive 2-hour English and ELD classes for those who are far below the 9th-grade level in reading. College and Career Foundations was added in 2015, for all 9th-grade students who are not in AVID, as a support for success. This class uses AVID strategies, including tutors and AVID tutorials, to support students in all content areas. In 2012, Heritage became a Title I Achievement School and proudly displays this status on the front of the school.

LEGACY and the ideas of Leadership, Excellence, Generosity, Academics, Character and Yes to opportunity have permeated the culture of Heritage High School. In 2007, Athletics started the LEGACY celebration of family, teachers, and community coming

together to place the decals on football helmets. LEGACY has become part of the Spring Fine Arts Fair, with a number of students designing LEGACY-themed chalk drawings on the concrete and on banners. A number of teachers have LEGACY assignments related to their content standards, such as LEGACY assignments in the senior portfolio, a LEGACY advertising campaign, and connecting LEGACY to mental health issues in Psychology. It has become so prominent that there was controversy as we considered modifying and changing the ESLRs, as many considered LEGACY to be an inherent piece of HHS culture. LEGACY is so much a part of HHS culture that it is included in the alma mater and the fight song posted in the gymnasium.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

End-of-level testing scores, State achievement test scores, benchmark tests in the core areas, and teacher-designed projects and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. 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, Haiku and Google Forms for formative assessments that provide real-time feedback.

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

Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development (ELD) program classifies students by level of proficiency. There are four levels of assessments using the CELDT, and 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.

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

State assessments, district-wide benchmarks, teacher-level assessments, and tickets-out-the-door are used to monitor student achievement and modify instruction. Teachers also create and use Google Classroom, Haiku and Google Forms for formative assessments that provide real-time feedback. Some teachers use 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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

The following are specific uses of categorical funds:

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

9. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

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

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

Funding

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

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

The following are specific uses of categorical funds:

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

13. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	658	622	667	640	592	642	634	589	641	97.3	95.2	96.3
All Grades	658	622	667	640	592	642	634	589	641	97.3	95.2	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2577.4	2576.1	2590.7	18	18	20.75	33	31	34.95	25	28	25.12	23	23	19.19
All Grades	N/A	N/A	N/A	18	18	20.75	33	31	34.95	25	28	25.12	23	23	19.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	24	23	27.15	51	54	49.61	25	24	23.24
All Grades	24	23	27.15	51	54	49.61	25	24	23.24

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	26	28.39	49	42	48.67	26	32	22.93
All Grades	25	26	28.39	49	42	48.67	26	32	22.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	16	14	16.54	62	66	67.55	21	20	15.91
All Grades	16	14	16.54	62	66	67.55	21	20	15.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	31	32	32.92	50	50	50.08	19	18	17.00
All Grades	31	32	32.92	50	50	50.08	19	18	17.00

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	658	622	667	633	595	639	626	591	639	96.2	95.7	95.8
All Grades	658	622	667	633	595	639	626	591	639	96.2	95.7	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2529.2	2534.6	2525.7	5	5	2.35	17	14	14.08	24	28	26.76	53	53	56.81
All Grades	N/A	N/A	N/A	5	5	2.35	17	14	14.08	24	28	26.76	53	53	56.81

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	9	12	8.45	34	29	24.88	57	60	66.67	
All Grades	9	12	8.45	34	29	24.88	57	60	66.67	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	8	5.01	49	49	46.95	41	43	48.04
All Grades	10	8	5.01	49	49	46.95	41	43	48.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	8	7	5.01	52	58	56.96	40	35	38.03
All Grades	8	7	5.01	52	58	56.96	40	35	38.03

Conclusions based on this data:

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

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

School and Student Performance Data

CELDT (Annual Assessment) Results

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

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	6	10	10	45	38	47	32	32	35	8	12	8	9	8	1
10	14	15	17	45	35	43	25	32	26	8	5	7	8	13	7
11	18	8	18	39	44	50	28	28	20	6	10	8	10	10	4
12	17	10	12	29	29	36	29	37	40	10	15	10	15	10	2
Total	13	11	15	42	37	45	29	32	29	8	9	8	10	10	4

Conclusions based on this data:

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

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Proficiency
LEA GOAL:
All students will attain proficiency in English Language Arts and math.
SCHOOL GOAL #1:
By June 2019, 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.
Data Used to Form this Goal:
SBAC Math and ELA, CELDT/ELPAC
Findings from the Analysis of this Data:
In 2016-2017, 23.5% of EL students were reclassified fluent English Proficient. This is the most growth ELD has demonstrated in 5 years. CELDT will no longer be used, and has since been phased out with ELPAC as the replacement. On the SBAC/CAASPP in 2016-17, Math scores reflected that 17% of students were meeting or exceeding Math standards, 93 points under the state goal. In 2016-17, ELA scores reflected that 55.7% of students were meeting or exceeding ELA standards, 3.8 points under the state goal. Each year the results of these exams have not met the state's nor the school's expectation of meeting Common Core State Standards in Math and ELA.
How the School will Evaluate the Progress of this Goal:
ELA and Math departments will develop SMART goals to address these issues and monitor learning during the course of the year through SBAC practice and IAB tests.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement further levels of intervention and support within the master schedule, provide teacher training for Math Core and support, offer opportunities for reteaching and remediation.	August 2018 - June 2019	Administration Counseling	Extra Duty - May include training, after school and Saturday school tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000.00
			Professional Development/conference	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8,000.00
			Materials and Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
			Release time - sub pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,000.00
			Transportation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,000.00
Work with Ed Services to ensure appropriate Math support classes and alignment of teaching practices to Common Core standards.	August 2018 - June 2019	Counseling Math Lead Administration	Materials and Supplies	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	200.00
Continue to implement strategies for EL success in classroom pedagogy and test prep. Analyze benchmark data as part of the PLC process and implement a plan for remediation. Plan and implement a ELPAC preparation program for students.	August 2018- June 2019	ELAC Counseling Administration	Release time--sub pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
			Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Extra duty--After school, Saturday school	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500.00

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: College and Career Readiness
LEA GOAL:
All students will graduate from high school prepared for post-secondary and career options.
SCHOOL 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.
Data Used to Form this Goal:
A-G Completion Rate: EAP College Readiness and Conditionally Ready, AVID numbers, D-F rate
Findings from the Analysis of this Data:
A-G completion rate has decreased in 2017 - 2018, 48% to 35%; however, HHS has increased their pathway options as another measure of College Career Readiness. AVID numbers have grown to just under 500 students with 98% of these being A-G complete at graduation. The D-F rate has risen incrementally in both Math and ELA, with 25% of students scoring a D or F at the semester, with the goal being to reduce this rate every year.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Counselors will monitor student enrollment and completion each semester. Teacher will look at student success and make SMART goals to diminish the D/F rates in their department.2. An increase of 3% in A-G completion and, or CTE pathway or dual enrollment3. An increase in students meeting Conditionally and, or College Ready in EAP Assessment in English/Math

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents, as well as feeder schools, about impact of SAI classes, access to Core and 30-day review Train teachers for effective pedagogy for SWD	August 2018 - June 2019	Administration Counseling Case Managers Special Education Staff	Release time and training	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00
			Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
			Speakers/trainers for PD	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000.00
Continue to work with teachers and Ed Services department to push students for reclassification. Appropriately address the needs of EL students within the General Ed population. Continue to implement Academic English Development classes and train teachers in best EL teaching practices through workshops and conferences (e.g. CABE, PD Sessions)	August 2018 - June 2019	Administration Counseling Academic Teachers EL Teachers Teachers of EL students	Release time and training	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00
			Services and Consultation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,000.00
			Speaker	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3,000.00
			Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	2,000.00
Continue to implement effective tutoring and intervention practices (support classes, Saturday school, etc...). Continue to expand Professional Development for best teaching practices.	August 2018 - 2019	Administration Certificated Staff	Release time and hourly pay	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	9,000.00
			Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
			Speaker	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9,000.00
			Transportation, services and consultation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Safe School Environment
LEA GOAL:
All departments and sites will provide a safe and positive environment for staff and students.
SCHOOL GOAL #3:
By June 2019, Heritage High School will increase school safety and positive connectedness as evidenced by: a decrease in incidents of conflict/fighting; and positive school morale, and an increase in the number of mentoring and intervention programs available to students.
Data Used to Form this Goal:
Student, Parent and Staff; Suspension/expulsions by category; Average Daily Attendance; list/schedule of available mentoring and interventions for students.
Findings from the Analysis of this Data:
Truancy rates have bounced up and down especially with the advent of a 7-period day and an increase in drug incidents. Suspensions/Expulsions for conflict/fighting are a primary measure for school safety. Student, Parent and staff surveys point to a need for positive connections, and an increase in morale. In 2016-2017, the truancy rate was 18.8%, drug related violations were 69 referrals and 45 suspensions, and the rate for conflict/fighting was 101 referrals and 70 suspensions .
How the School will Evaluate the Progress of this Goal:
The Safety/Attendance and Discipline will monitor suspensions/expulsions and average daily attendance. District attendance personnel will make home visits to encourage attendance by communicating consequences, and dropping of students who are no longer in the district. Administration will maintain a list/schedule of mentoring and intervention programs available on campus. Monitored by survey as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide an intervention plan and partner with agencies and groups to support students.</p> <p>Create an action plan for an effective and consistent drug and mental health awareness campaign.</p> <p>Implement a mentoring program with release time to counsel students.</p>	August 2018 - June 2019	Administration PBIS team Counseling	Contract with Mental Health and Drug Intervention Programs - Outside Agencies that meet periodically with students on campus	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5000.00
			Drug and Mental Health Awareness Monthly Campaign activities (supplies and materials) through FNL and PLUS	4000-4999: Books And Supplies	Title I Part A: Allocation	1500.00
			Release Time for Mentoring Program meetings with students (expenses for subs)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500.00
			Student camps and conferences for peer leadership purposes for drug intervention and Mental Health (transportation, registration, teacher subs)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5000.00
<p>HHS will work with Pupil Services to come up with effective site level program for intervention (e.g. Attention to Attendance Site Level Committees, effective use of incentives, positive attendance program)</p>	August 2018 - June 2019	Administration Counseling Site Level Committees (attendance)	Incentives for positive attendance program (supplies, materials)	4000-4999: Books And Supplies	Title I Part A: Allocation	2500.00
			Release time for site SARB Committee for intervention meetings (expenses for subs)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500.00

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: School-Community Involvement
LEA GOAL:
4a. Establish family friendly volunteer policies to recruit and organize help and support from parents. 4b. Expand trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement. 4c. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. 4d. Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.
SCHOOL GOAL #4:
By June 2019, 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.
Data Used to Form this Goal:
Haiku statistics showing parent usage; Infinite Campus reports showing parent usage; Number of visitors to HHS website; Number of followers on ASB, Principal, Administration, Athletics, HHS parents for Facebook, Twitter and Instagram; 2017-18 sign in sheets from PTSA, ELAC, SSC, PELI, and AAPAC
Findings from the Analysis of this Data:
For Infinite Campus, 78.4% of students' parents accessed Infinite Campus in 2017-18. This is an increase of over 20 percent compared to 2016-2017.
How the School will Evaluate the Progress of this Goal:
Heritage High School will monitor parent usage by charting official school websites and number of social media followers. Heritage will monitor parent-involved committees by charting numbers of parent participants and parent guests in PTSA, ELAC, SSC, PELI, AAPAC, and other school functions; such as, AVID nights, Freshmen nights, but not limited to these.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318(c)(1))	August 2018 - June 2019	Title I lead Administration	During Back to School Night or a separate meeting	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
B. Offer a flexible number of meetings. (20 U.S.C. § 6318(c)(2))	August 2018 - June 2019	Community Liaison Principal Title I Lead	Meetings after school, during school hours if necessary.	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	250.00
C. Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318(c)(3))	August 2018 - June 2019	Community Liaison Principal Title I Lead	Back to School Night School Site Council Meetings other Parent Advisory Meetings Coffee with the Principal	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	250.00
D. Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318(c)(4)(A).)	August 2018 - June 2019	Principal Title I Lead	Back to School Night School Site Council	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
E. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318(c)(4)(B))	Administration Title I Lead	August 2018 - June 2019	School Site Council Meetings ELAC AAPAC Coffee with the Principal	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318(c)(4)(C))	Administration Principal Title I Lead School Site Council Community Liaison	August 2018 - June 2019	Present to parent advisory meetings	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
Building Capacity: A. Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318(e)(1))	Counseling TOSA of Technology Title I Lead School Site Council Community Liaison Teachers	August 2018 - June 2019	Targeted Workshops Meetings Conferences Back-to-School Open House	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	150.00
B. Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318(e)(2))	Title I Lead Principal Community Liaison TOSA Counseling	August 2018 - June 2019	Targeted Workshops Meetings Conferences Back-to-School	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	150.00
C. Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318(e)(3))	Title I Lead Principal Community Liaison PELI Counseling	August 2018 - June 2019	PLCs PD Fridays Materials	4000-4999: Books And Supplies	Title I Part A: Allocation	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318(e)(4))	Administration Community Liaison PELI Title I Lead	August 2018 - June 2019	Parent/Community Liaison to implement and oversee: PELI Meetings Parent Symposium Workshops School Site Council ELAC AAPAC	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	57,906.00
E. Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318(e)(5))	Administration Community Liaison Counseling Title I Lead	August 2018 - June 2019	PELI Meetings Parent Symposium Workshops School Site Council ELAC AAPAC	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
F. Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318(e)(14))	Administration Community Liaison Counseling Title I Lead	August 2018 - June 2019	Workshops Conferences Meetings Parent Advisories <ul style="list-style-type: none"> in languages other than English when necessary. 	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
G. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under 20 U.S.C. Section 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318(f).)	Administration Community Liaison Counseling Title I Lead	August 2018 - June 2019	Workshops Conferences Meetings Parent Advisories <ul style="list-style-type: none"> in languages other than English when necessary. 	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
H. Pay reasonable and necessary expenses associated with parental involvement activities, i.e., childcare, transportation, home visits, etc. as needed.	Administration Community Liaison Title I Lead	August 2018 - June 2019	Necessary expenses associated with activities:	4000-4999: Books And Supplies	Title I Part A: Allocation	150.00
			<ul style="list-style-type: none"> • workshops • conferences 	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	300.00
				5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	900.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	57,906.00
4000-4999: Books And Supplies	Title I Part A: Allocation	11,700.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	15,300.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	28,700.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Title I Part A: Allocation	144,306.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,700.00
2000-2999: Classified Personnel Salaries	57,906.00
4000-4999: Books And Supplies	11,700.00
5000-5999: Services And Other Operating Expenditures	15,300.00
5800: Professional/Consulting Services And Operating	28,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,200.00
Goal 2	42,000.00
Goal 3	19,000.00
Goal 4	62,106.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Frank Arce	X				
Carrie Waeldin		X			
Natalia Orndoff		X			
Samantha Avne		X			
Lourdes Medrano		X			
Alejandra Garcia			X		
Kelly Burt				X	
Zaima Gonzalez				X	
Shira Fox				X	
Alicia Parrish					X
Carina Williams					X
Andrea Rachel Avila					X
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

School Site Council

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 16, 2018.

Attested:

Frank Arce

Typed Name of School Principal

Signature of School Principal

Date

Carrie Waeldin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date