

School Year: **2020-21**

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 1, 2020	June 17, 2020

Purpose and Description

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

Schoolwide Program

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

Heritage High School will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Administrators 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Not applicable

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. Heritage High School has had a slight increase in enrollment from the prior year.
2. Increase of 10th graders and 12th graders with a decrease of 9th graders and 11th graders enrolled.
3. Student enrollment by subgroup remains consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

1. English Learners enrollment decreased by 1.9% from prior year.
2. FEP enrollment increased by 2.7% from prior year.
3. RFEP enrollment significantly increased by 11.9% from prior year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. The proficiency rate is 1.7 points below standard. This demonstrates an increase of 32 points as measured by the 2019 administration of the CAASPP in comparison to 34.3 points below standard in 2018.
2. There was an Increase the Dashboard Academic Indicator at Heritage by 32 points as measured by the 2019 spring administration of the CAASPP in comparison to a 44.4 point decrease in the spring of 2018. .

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	667	646	678	639	625	661	639	625	661	95.8	96.7	97.5
All Grades	667	646	678	639	625	661	639	625	661	95.8	96.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2525.	2503.	2522.	2.35	1.76	2.57	14.08	7.84	13.92	26.76	25.76	27.84	56.81	64.64	55.67
All Grades	N/A	N/A	N/A	2.35	1.76	2.57	14.08	7.84	13.92	26.76	25.76	27.84	56.81	64.64	55.67

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.01	3.68	4.84	46.95	38.56	48.26	48.04	57.76	46.90
All Grades	5.01	3.68	4.84	46.95	38.56	48.26	48.04	57.76	46.90

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

Conclusions based on this data:

1. The proficiency rate is 103.5 points below standard. This demonstrates an increase of 19.9 points as measured by the 2019 administration of the CAASPP in comparison to 124 points below standard in 2018.
2. The overall Distance from Standard (scale score) at Heritage decreased by 19 points from 124 points below standard in the spring of 2018 to 103.5 points below standards as measured by the CAASPP in the spring of 2019.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Students overall mean score is approximately around 1553 for all grades 9th through 12th.
2. Speaking domain well developed, however, written and reading are somewhat/moderately.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2875	70.3	13.1	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

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

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






Conclusions based on this data:

- No significant change in student group demographics, however there is a large population of socioeconomically disadvantaged students.
- Similar amount of enrollment for English Learners and Students with Disabilities at 13% and 14% respectively.
- Predominately Hispanic students enrolled at 68.1% with the least amount of .03% American Indian students enrolled.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation Rate indicator maintained a green status from prior year.
2. College/Career indicator decreased from green to orange status from prior year.
3. ELA indicator increased from orange to yellow status and Math indicator increased from red to yellow status from prior year.

School and Student Performance Data

Academic Performance English Language Arts







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











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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 1.7 points below standard Increased Significantly ++32 points 638	<p>English Learners</p>  Red 98.3 points below standard Declined -6.8 points 107	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  Yellow 16.7 points below standard Increased Significantly ++12 points 85	<p>Socioeconomically Disadvantaged</p>  Yellow 12.1 points below standard Increased Significantly ++31.9 points 458	<p>Students with Disabilities</p>  Orange 91.2 points below standard Increased Significantly ++13.3 points 79

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

- All students, including all sub groups with the exception of English Learners, have increased significantly from prior year.
- English Learners declined significantly, by -25.8 points, from prior year.

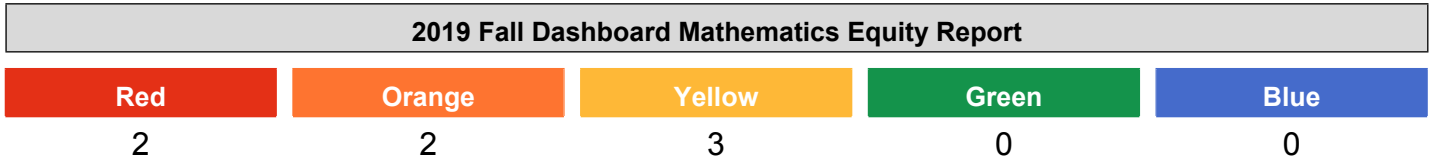
School and Student Performance Data

Academic Performance Mathematics







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











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.

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 115.1 points below standard Increased Significantly ++26.8 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 32.6 points below standard 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 112.5 points below standard Increased Significantly ++17.3 points 462	 No Performance Color 80.5 points below standard Declined -10.1 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 85.6 points below standard Increased Significantly ++21.6 points 84

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

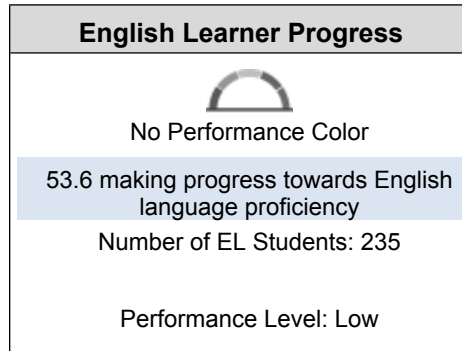
1. All students, with the exception of English Learners, have increased significantly while the homeless population has maintained from prior year.
2. English Learners has declined significantly, by -26.3 points from prior year.
3. African Americans have increased significantly by 26.8 points from prior year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
47	62	19	107

Conclusions based on this data:

- 62 of English Learners have maintained ELPI Level.
- 53.6% of English Learners are making progress towards English language proficiency.

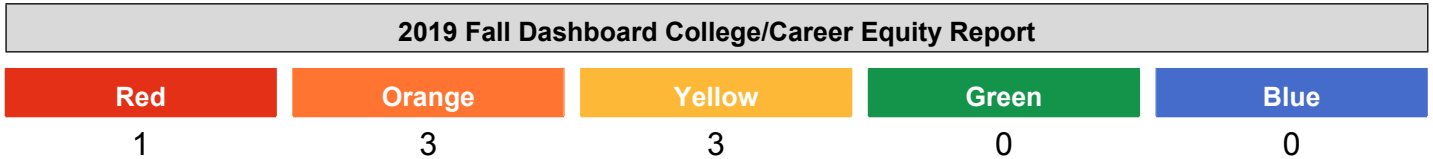
School and Student Performance Data

Academic Performance College/Career







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











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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Orange 31.7 Declined -3.7 589	<p>English Learners</p>  Yellow 13.5 Increased +10 89	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  Yellow 26.3 Increased +12.5 95	<p>Socioeconomically Disadvantaged</p>  Orange 30.1 Maintained -1.6 481	<p>Students with Disabilities</p>  Red 0 Maintained -1.4 87

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 30.6 Increased +2.4 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.7 Declined -2.3 404	 No Performance Color 41.7 Increased Significantly +9.8 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Orange 28.7 Declined -10.9 94

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

2019 Fall Dashboard College/Career 3-Year Performance

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

Conclusions based on this data:

- Out of 589 students, 31.7% were well prepared; 3.7% decrease from prior year.
- 45.8% of students not prepared.
- African Americans increased 2.4, Whites decreased by -10.9 and Hispanics decreased by -2.3.

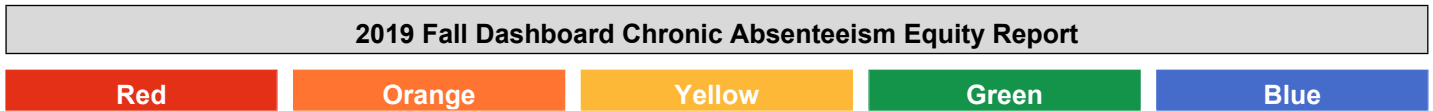
School and Student Performance Data

Academic Engagement Chronic Absenteeism

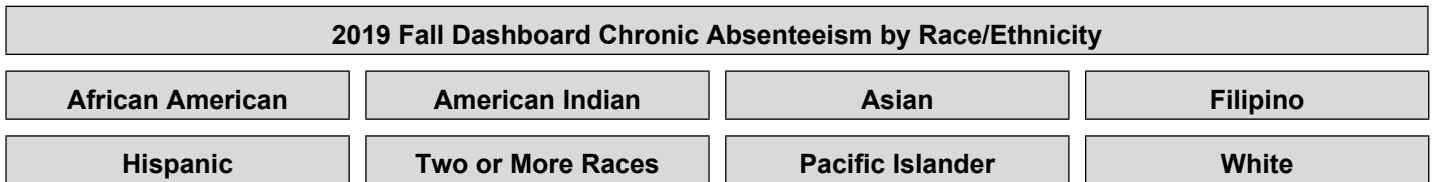
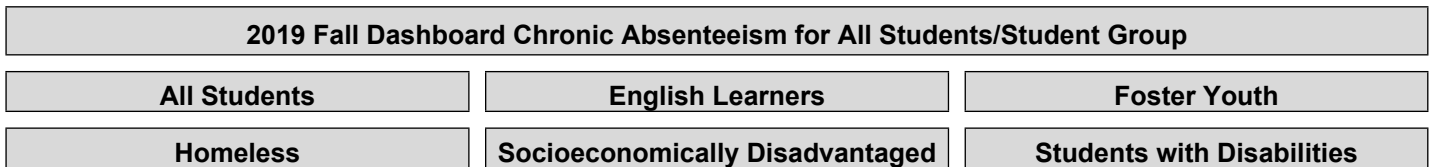
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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.

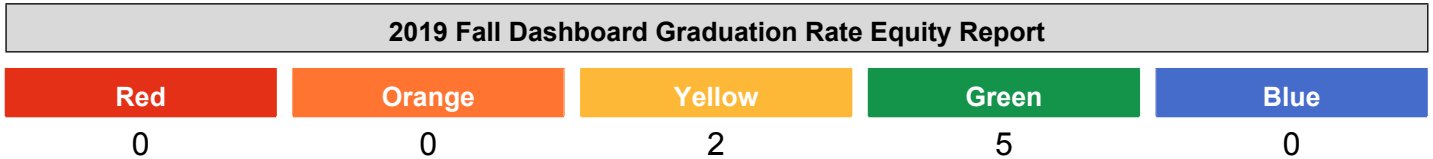
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>93.7</p> <p>Maintained -0.9</p> <p>590</p>	<p>English Learners</p>  <p>Green</p> <p>88.9</p> <p>Increased +7.3</p> <p>90</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p>Homeless</p>  <p>Green</p> <p>93.7</p> <p>Increased +10.4</p> <p>95</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>93</p> <p>Maintained -0.7</p> <p>482</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>85.1</p> <p>Increased +8.7</p> <p>87</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
94.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -3	5	8	10
36			
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 Green
93.1	95.8	Less than 11 Students - Data Not Displayed for Privacy	94.7
Declined -1.6	Maintained +0.4	8	Increased +1.3
404	24		95

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94.7	93.7

Conclusions based on this data:

1. Graduation rate of 93.7% for all students; no significant change from prior year.
2. The following sub groups had significant increases: English Learners, Homeless and Students with Disabilities from prior year.
3. African Americans and Hispanics decreased; Whites increased by +1.3%.

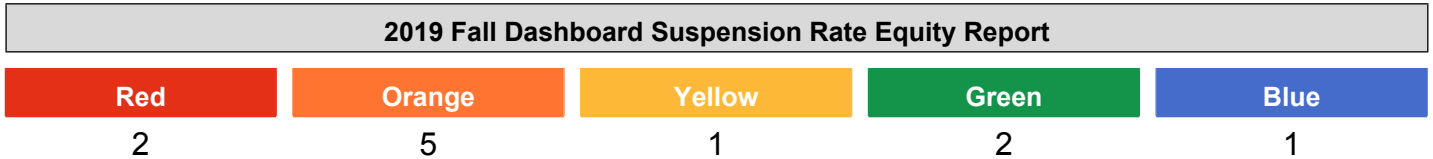
School and Student Performance Data

Conditions & Climate Suspension Rate







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











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.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.4	7.1

Conclusions based on this data:

- Maintained suspension rate for all students from prior year.
- Slight decrease for English Learners and Students with Disabilities from prior year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Proficiency

LEA/LCAP Goal

All students will attain proficiency in ELA and Math.

Goal 1

By June 2021, 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

ELA:

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

Math:

The proficiency rate for Special Education Students demonstrated a slight increase of 23.8 points of 184.4 as measured by the spring administration of the CAASPP in comparison to 212.7 in 2018. Even though there was an increase, special education students are still not working to level of general ed students.

The proficiency rate for EL Students & Homeless students continue to not make any significant gains or increases. This is consistent with the administration of CAASPP from 2018-2019. English Learners declined 9.5 points as measured on the CAASPP in comparison to 2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	<p>2018-19: Overall: 1.7 points below standard Increased 32 Points Dashboard Performance: Yellow</p> <p>English Learner: 98.3 points below standard Declined 6.8 Points Dashboard Performance: Red</p> <p>Students with Disabilities: 91.2 points below standard Increased 43.3 Points</p>	<p>2020-21 Overall: Dashboard Performance: Green</p> <p>English Learner: Dashboard Performance: Orange</p> <p>Students with Disabilities: Dashboard Performance: Yellow</p> <p>African American:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Dashboard Performance: Orange</p> <p>African American: 5.3 points above standard Increased 51.3 Points Dashboard Performance: Green</p> <p>Homeless: 16.7 points below standard Increased 42 Points Dashboard Performance: Yellow</p>	<p>Dashboard Performance: Green</p> <p>Homeless: Dashboard Performance: Yellow</p>
CA Dashboard Academic Indicator Math (Grade 11)	<p>2018-19 Overall: 103.5 points below standard Increased 19.9 Points Dashboard Performance: Yellow</p> <p>English Learner: 181.8 points below standard Declined 9.5 Points Dashboard Performance: Red</p> <p>Homeless: 138.4 points below standard Maintained 1.1 Points Dashboard Performance: Red</p> <p>African American: 115.1 points below standard Increased 26.8 Points Dashboard Performance: Orange</p> <p>Students with Disabilities: 184.4 points below standard Increased 23.8 Points Dashboard Performance: Orange</p>	<p>2020-21 Overall: Dashboard Performance: Green</p> <p>English Learner: Dashboard Performance: Orange</p> <p>Homeless: Dashboard Performance: Orange</p> <p>African American: Dashboard Performance: Yellow</p> <p>Students with Disabilities: Dashboard Performance: Yellow</p>
English Language Proficiency Assessment for CA (ELPAC)	<p>Progressed At Least One ELPI Level: 45.5%</p> <p>Maintained ELPI Level 4: 9%</p> <p>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H: 26.3%</p>	<p>2020-21 Increase the number of students progressing one EPLI level by 3%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Decreased One ELPI Level: 20%	

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)
22,162	Title I 4000-4999: Books And Supplies Instructional materials and supplies to support core curriculum to include, but not limited to: planners, interactive notebooks, assistive technologies, manipulatives, ELD supplies, etc.
3,700	Title I 4000-4999: Books And Supplies Incentives for students' academic performance. Materials and supplies to include, but not limited to: certificates, pins, ribbons, etc.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action 1.2: 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)
17,384	Title I 1000-1999: Certificated Personnel Salaries PD Lead: Release period 1 section release \$17,384
7,154	Title I 3000-3999: Employee Benefits Certificated Employee Benefits
2,030	Title I 1000-1999: Certificated Personnel Salaries Teacher release time to collaborate on student data, instructional strategies, curriculum for student success Sub Cost: 14 days x \$145 = \$2,030

Annual Review

SPSA Year Reviewed: 2019-20

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 2,875 students completing the ELA section of the CAASPP/SBAC, HHS is 1.7 points Below Standard. Math Section of the CAASPP/SBAC, HHS is 103.5 points Below Standard. Although HHS made great gains and saw a commendable increase in both ELA and Math, we continue to be Below Standard. HHS continues to see a decrease with our English Language Learners.

Overall areas of success:

- The district provided multiple training opportunities for teachers to learn the new curriculum and enhance aligned instructional practices to meet student needs within the ELA Department.
- Grade level teams for ELA and provided each time with collaboration time to create pacing guides, common assessments, and disaggregate data.
- Reduce class size to provide instructional support for EL students with ELPAC levels 1-4. Lower class sizes will allow teachers to monitor student progress more effectively, differentiate instruction, communicate more frequently with parents and provide targeted interventions in class.
- The Math Department has had multiple pull out days receiving additional training from the district office with regards to assessments, benchmarks, and deconstructing the standards.

Overall areas for improvement:

Improve intervention programs and identify pre-assessments and formative assessment. Instructional practices are still in need of improvement and teachers need continued training and coaching. Incorporate writing across the curriculum in daily 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.

SPSA Goal #1:

Budget: \$51,760

Estimated Actuals: \$38,742

Net: (\$13,018)

Major Difference include:

Academic Incentives were not ordered (report was not accurate so we did not have correct numbers for what we needed)

Materials and Supplies were not ordered (teachers requesting items did not follow through with their POs and orders)

Subs not properly charged to Title I for teacher release time (need a new system for reporting and tracking subs for Title I)

School closure on March 13 impacted the processing of POs (Due to school closure from COVID-19)

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 will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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 2% in A-G completion and, or participation increase of 2% in CTE pathways or dual enrollment.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College & Career Indicator	<p>2018-19: Overall Dashboard: 35.4% prepared Increased 2.1% Dashboard Performance: Green</p> <p>2019-20 Overall Dashboard: 31.7% Prepared Declined 3.7% Dashboard Performance: Orange</p>	<p>2020-21 Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Yellow</p>
Graduation Rate	<p>2017-18 Graduation Rate: 99% Dashboard Performance: Blue</p> <p>2018-19 Graduation Rate: 93.7%</p>	<p>2020-21 Increase graduation rate between: 93% - 95% Dashboard Performance: Green</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dashboard Performance: Green	
FASFA Completion	2019-20 FAFSA Completion Rate: 89%	2020-21 Increase FASFA completion by 3%
AVID Enrollment	2018-19 AVID Enrollment: 546 2019-20 AVID Enrollment: 543	Maintain AVID enrollment between 500-540
AP Enrollment	2017-18 AP Participation: 354 2018-19 AP Participation: 334	2020-21 Increase AP Enrollment by 3%
A-G Completion Rate	2017-18 A-G Completion Rate: 42.02% 2018-19 A-G Completion Rate: 43.10%	2020-21 Increase A-G Completion Rate by 3%
Dual Enrollment	2018-19 Dual Enrollment: 195 2019-20 Dual Enrollment: 238	2020-21 Increase Dual Enrollment by 2%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.1 Promote college 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)
12,508	Title I 5000-5999: Services And Other Operating Expenditures Professional/Consulting Services: \$8,258 College Trips Transportation: College field trips for AVID and Legacy students Transportation: \$4,250
3,400	Title I 4000-4999: Books And Supplies Materials and supplies to include but not limited to: CAMP Legacy, FAFSA Nights, and College Signing

Annual Review

SPSA Year Reviewed: 2019-20

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
- College Readiness and A-G completion focus in counseling, plans for students
- Increased student knowledge and enrollment in PLTW. Train additional teachers to help support growth.
- A Physics teacher was hired for the 2020-2021 school year. This resource will directly impact student ability to follow the Biology, Physics, Chemistry path increasing each year.

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 #2:

Budget: \$36,000

Estimated Actuals: \$25,669

Net: (\$10,331)

Major Difference include:

- Professional/Consulting Services were cancelled from March 15 through June 4 (due to school closure)
- College Field Trips were cancelled from March 15 through June 4 (due to school closure)
- Supplies and materials for College Signing Day were not ordered (due to school closure)
- School Closure impacted the processing of POs (Due to school closure from COVID-19)

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 will be made to the goal.

Metrics:

- Decrease A-G Completion Rate from 3% to 2%

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safe and Positive School Environment

LEA/LCAP Goal

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

Goal 3

By June 2021, Heritage High School will provide a safe and positive environment for students as evident by CA Dashboard data and local indicators.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	<p>2017-18 Overall: 7.4% suspended at least once Increased 1.3% Dashboard Performance: Orange</p> <p>2018-19 Overall: Overall: 7.1% suspended at least once Maintained -0.2% Dashboard Performance: Orange</p>	<p>2020-21 Overall: decrease students suspended at least once by 2% Dashboard Performance: Yellow</p>
Attendance Rate	<p>2018-19 Attendance Rate: 94.34%</p>	<p>2020-21 Increase Attendance Rate by 1%</p>
CA Healthy Kids Student Survey	<p>2019-20 CA Healthy Kids Survey: no survey due to school closure COVID-19</p>	<p>2020-21 Increase CA Healthy Kids Student Survey responses by 10%</p>
High School Dropout Rate	<p>2018-19: Dropout Rate 4.07%</p>	<p>2020-21 Decrease dropout rate by 1%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expulsion Rate	2017-18 Expulsion Rate: 23% 2018-19 Expulsion Rate: .03%	2020-21 Decrease expulsion rate by .05%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

3.1 Promote school culture and connectedness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,160	Title I 4000-4999: Books And Supplies Materials and supplies to include, but not limited to: Makerspace, attendance/discipline incentives, etc
16,800	Title I 5000-5999: Services And Other Operating Expenditures Provide support services that address the social and emotional and well-being of all students. Guest speakers, drug and alcohol intervention programs, mentoring program
11,459	Title I 4000-4999: Books And Supplies Materials and supplies to support co-curricular and after school activities to include, but not limited to Ag, AVID, GATE, Robotics, etc.

Annual Review

SPSA Year Reviewed: 2019-20

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.

- Improve the participation rate of Students and Parents taking the California Healthy Kids Survey by 50% to increase our student connectedness.
- HHS will monitor and follow-up on student absenteeism in order to decrease the dropout rate.
- HHS will reduce the number of student suspensions by 5%
- HHS will increase parental & community involvement on campus by 5%
- Strategies from SPSA has been effective in decreasing suspension rate.

- 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.

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 #3:

Budget: \$26,696

Estimated Actuals: \$21,315

Net: (\$5,381)

Major Difference include:

- Attendance/Discipline Incentives to be awarded at the end of the year were not ordered (due to school closure)
- Materials and Supplies were not ordered (teachers requesting items did not follow through with their POs and orders)
- Guest Speakers and intervention programs were stopped (due to school closure)
- School Closure impacted the processing of POs (Due to school closure from COVID-19)

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 will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School-Community Involvement

LEA/LCAP Goal

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

Goal 4

By June 2021, 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

-Lack of parent participation and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation: 2,875 as of March 13, 2020 *School closures due to COVID-19 2018-19: Parent Participation: 2,074	2020-21: Increase Parent Participation by 1%
CA Healthy Kids Survey: Parent Survey	2019-20: Not administered due to school closure	2020-21: Increase parent survey responses by 3%
IC Parent Portal	2019-20 Parent Accounts: 2,165	2020-21: Increase parent accounts by 1%
Social Media	2019-20 Facebook followers: 1,721 Twitter followers: 1,049 Instagram: 1,711	2020-21: Increase social media followers by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)
36,383	Title I 2000-2999: Classified Personnel Salaries Community Aide salary and benefits
19,262	Title I 3000-3999: Employee Benefits Classified Employee Benefits
2,975	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: 2019-20

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.

- 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.
- 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 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.
- Established family-friendly volunteer policies to recruit and organize help and support across the campus.
- Expanded trainings/workshops/courses for parents/community members to build capacity and connections that empower, engage, and connect parents to support student academic achievement was successfully implemented.
- Identified and integrating resources and services from the community to strengthen school programs, family practices, and student learning and development has been successful.
- Ensured 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 has been successful. ---Increased use of Social Media by all stakeholders allowed immediate access to school events and student information.

There has been a huge increase in the multiple means that parents receive school communication, including consistent social media posts, autodialers, and a weekly school events calendar.

Parent attendance fluctuated during Coffee with Administration.

Parent participation in evening classes continues to be a struggle.

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 #4:

Budget: \$67,973

Estimated Actuals: \$61,848

Net: (\$6,125)

Major Difference include:

- Materials and supplies for remaining events (8th Grade Orientation / Open House, Coffee with Administrators, ELPAC, AAPAC, PELI, Parent Appreciation and Volunteer Week, etc) were not ordered (events were cancelled due to school closure)
- School Closure impacted the processing of POs (Due to school closure from COVID-19)

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 will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

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	\$163,377.00

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	\$163,377.00

Subtotal of additional federal funds included for this school: \$163,377.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$163,377.00

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	163,377.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,414.00
2000-2999: Classified Personnel Salaries	36,383.00
3000-3999: Employee Benefits	26,416.00
4000-4999: Books And Supplies	51,856.00
5000-5999: Services And Other Operating Expenditures	29,308.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	19,414.00
2000-2999: Classified Personnel Salaries	Title I	36,383.00
3000-3999: Employee Benefits	Title I	26,416.00
4000-4999: Books And Supplies	Title I	51,856.00
5000-5999: Services And Other Operating Expenditures	Title I	29,308.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4

52,430.00
15,908.00
36,419.00
58,620.00

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 Tejada	Principal
Sara Huerta	Classroom Teacher
Renee Garcia	Classroom Teacher
Samantha Avne	Classroom Teacher
Teresa Warrington	Classroom Teacher
Elvira Suazo	Other School Staff
Karen Walls	Parent or Community Member
Jennifer Walker	Parent or Community Member
Keshia Montfleury	Parent or Community Member
Erick Mendivil	Secondary Student
Jorge Marquez	Secondary Student
Tina Pham	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, Sara Huerta 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