

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage High School	07-61721-0107797	10-20-23	11/8/2023

Purpose and Description

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

Schoolwide Program

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

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Liberty Union High School School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Heritage High School's SPSA is developed to align with LCAP goals to meet the needs of Heritage's student population and increase achieve across all areas of the CDE Dashboard performance indicators.

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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).

For the last three school years the MTSS team has send out student, parent and staff survey's at the conclusion of each quarter. These surveys are the primary vehicle for collecting opinions and requests of our school community. We have a high percentage of replies and we distill the data down so we can digest what the community is telling us. Through our various outlets HHS will continue to reach out to students who feel disengaged and will continue to work on SEL, student-staff relationships, and reaching out in to the community by increasing opportunities for parents to participate through any number of events held on the HHS campus.

Classroom Observations

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

Classroom observations were both formal and informal. They align with district, SPSA and department goals. Walkthroughs align with the district foci on learning targets, success criteria, research based best practices and effective assessment. In all observations, it was noted that students are still hesitant to speak and participate in collaborative conversations. It was also noted that phones are a distraction, but many staff members have instituted policies to curtail some of these issues. Further in working with teachers, large academic gaps in student knowledge post COVID have been confirmed. Student academic resilience remains challenging as students are behind and it takes more work for concepts to be learned with missing basic skills.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students benefit from the school's regular analysis of student academic performance data resulting from the California Assessment of Student Programs and Performance (CAASPP) as well as the district quarterly assessments. Department PLC's regularly review testing data in the assessment of student learning outcomes and instructional practices. For the 2023-24 school year the teaching staff will be analyzing grade data broken down by significant sub-group as focused by differentiated assistance (SPED, African American, EL, SED). This data will drive a series of conversations and action plans as the year unfolds.

Counselors review and analyze student academic assessment data in order to place at-risk students into support classes to help improve student achievement. Students are also identified if they are not on track for graduation and meetings are held with interested parties. As getting all students to a diploma is our goal, some students who are not able to meet the credit requirements for graduation at HHS in a timely matter are advised about other educational programs within our district, including an alternative school, independent study program and GED prep program.

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

Department level data is pulled from the common formative assessments and is used to increase student learning by pointing teachers to areas where learning has not been as successful. These common assessments are discussed in PLCs to ensure changes in the delivery of the content and how the material will be retaught. Additionally, departments receive quarter grade analysis to review on their own and as a team. MTSS data is shared at larger staff meetings around behavior, attendance, and school-wide grades.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Heritage High School meet state credentialing requirements.

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

All teachers at Heritage High School are appropriately credentialed. New and updated instructional materials adoptions are adopted through curriculum council and approved by the SBE. Departments are encouraged to review current materials and courses, and submit changes through the curriculum council for SBE approval.

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

Throughout the year, professional development focuses on literacy and intervention strategies teachers will use in their classrooms. HHS will continue to concentrate on creating standards-based common assessments in the various content areas. Quarterly common assessments are given in English, Intensified Algebra, Algebra 1, Geometry, Algebra 2, World History, U.S. History, Living Earth Science, and Chemistry. Staff at HHS utilizes Professional Development Days (PDD) to focus on analyzing student assessment data, incorporating programs that focus on closing the achievement gap and increasing overall student achievement. These meetings can be whole staff or between the content areas, grade levels, or academy communities. On these PDDs, the student school day starts one hour and twenty minutes later than normal. We continue to use this collaboration time to analyze school data and identify areas of needed improvement as it pertains to our WASC action plan.

Three Content Coaches in math, science, and English collaborate with the district office and work with the Principal and department chairs to determine professional development needs on campus and provide site-wide professional development throughout the year. In addition, there is one 1 FTE Teacher on Special Assignment (TOSA) that supports the ELD teachers and EL students.

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

The District provides induction coaches for new teachers. Content Coaches work with teachers on California Standards for the Teaching Profession, providing site-wide professional development and push-in peer observations and coaching in Math, Science, and English Departments. Professional Development is held through the district and throughout the year on site, including through weekly Wednesday professional development day (PDD) time. The school based management team identifies areas where teacher can use additional PD and support. These areas of focus are aligned with the goals of the SPSA. The administration and instructional coaches work with McCrel to prepare PD opportunities for staff in support of these goals. The 3 instructional coaches then work within and outside of their departments to support the application of this learning.

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

Teachers collaborate by department and course-alike teams during the professional development days (PDD) over the course of the school year. Special education teachers also meet with general education teachers in Excel meetings throughout the year. Teachers meet within their departments to handle administrative information and within their PLCs to collaborate around the common goals established in the SPSA.

Teaching and Learning

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

All English and Math teachers have implemented Common Core State Standards in all classes as well as Next Generation Science Standards in science courses. Departments have professional development days to address Standards Based Assessments and Common Core Standards Curriculum, instruction, and materials in HHS' core subjects are aligned to district content and performance standards and the California Content Standards. All curriculum, instructional plans, courses and materials are approved through a multi-step process beginning with a district Curriculum Council comprised of teachers from all sites; then by district administration and ultimately by the School Board. This process assures that there is strict alignment to all LUHSD and State content and performance standards.

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

N/A

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

In 2023-24 HHS has the following in the master schedule: 3 sections of Intensified Algebra, 2 sections of Geometry Support, 1 section of Algebra 2 support, 2 sections of English Fundamentals, 1 section of EL support , 1section of General Education Tutorial Support and 19 sections of Special Education Tutorial Support classes.

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

Standards-based instructional materials are provided to all student groups in all subject areas.

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

All courses at Heritage High School use SBE-adopted and standards-aligned instructional materials and core courses, including intervention classes

Opportunity and Equal Educational Access

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

Air Force Junior Reserve Officer Training Corp (AFJROTC): Heritage High School applied for a JROTC unit in the fall of 2012. The drive for the application came from many students who appealed to site administration and the school board for such a program in our district. In the fall of 2014, the United States Air Force granted and activated a unit located on our campus to serve students from all schools in our district. The program was launched with 70 students for the inaugural year with plans to add more students in future years. Beginning with the 2015-2016 school year, the unit has a teaching staff of two retired Air Force officers, a commissioned Senior Aerospace Science Instructor and a non-commissioned Aerospace Science Instructor. The program has excelled in every area. During the 2016/2017 the Heritage High School Cadet Corps AFJROTC Unit earned the Distinguished Unit Award with Merit. This is the highest possible achievement for the cadet corps. During the school year 2017/2018 the size of the cadet corps grew to 122 students. This was a 70% growth rate over a 3 year period. During the 2019-20 school year, the unit underwent a full one day on site review earning an overall unit assessment score of "Exceeds Standards" which constitutes the highest rating attainable. The AFJROTC academic programs focuses on aerospace science, leadership education, drill and ceremonies (to include uniform wear), and physical fitness. However the largest impact the program has on the school occurs outside normal classroom hours. Over the past four years the cadets average seventeen hours of individual community service each totaling 1700 hours as a unit per year. In addition, the cadets organize and lead several extra-curricular activities to include exhibition drill competition team, color guard presentation team, RC aircraft club, model rocketry club, orienteering club, and a Bataan Death March team. In conclusion, this program fully meets its goal of developing citizens of character dedicated to serving their nation and their community.

Patriot Plus: Patriot Plus, a student intervention/enrichment program, has been in effect since the 2014-15 school year. The program is a result of conversations among staff regarding best practices, student achievement, and achievement gaps. It is a small part of the long-term school-wide culture shift to achieve the goals related to our school's mission, vision, and school-wide learner outcomes. During the 2022-2023 school year, Patriot Plus was modified to run once a week on Thursday's for 50 minutes. This modification in scheduling was put in place as a result of conversations with staff and students. Students can use the period to make up tests, get help from a teacher, catch up on homework, attend workshops, or participate in an enrichment activity. Students use the school website to register for the Patriot Plus session they want to join each week. If a student does not wish to attend another staff members' session, they can opt to stay with their assigned Patriot Plus period teacher.

Improve Your Tomorrow (IYT):

- Over the course of July 2022 to June 2025, The Liberty Union High School District has entered into partnership with Improve Your Tomorrow to implement the IYT College Academy within the districts' three comprehensive high school sites. The mentoring program serves up to fifty male students annually from historically underrepresented groups. Activities and services may include student development, family engagement, mentoring, college tours and tutoring. Overarching goals for students participating in the program, analyzed through data, include: Increased student school engagement, campus belonging, improved campus relationships and college knowledge for all students participating in program, Reduction in the number of D's and F's as compared to the previous semester for students participating in program a minimum of 2 semesters
- Increase in high school graduation rate for students in the program minimum of 2 semesters
- Increase college attendance rates for students in the program a minimum of 4 semesters

CCCOE Social Emotional Learning (SEL) Community of Practice:

For the 2022-23 & 2023-24 school years, Heritage High School has secured a grant through the Contra Costa County Office of Education (CCCOE) to learn about the CASEL Theory of Action on SEL implementation. A team of seven staff members from Heritage High School comprise the team working together with guidance from CCCOE to plan, monitor, and sustain implementation of social emotional learning on the Heritage campus. The team meets monthly with CCCOE staff and other focus schools in addition to meeting as a site team to plan and implement. An over arching goal of the SEL grant implementation at Heritage is to add another layer of Tier 1 support to our MTSS model for student success and intervention.

“Heritage High School has opened a Wellness Center that has been named, “The Zen Den.” The central focus of our Wellness Center is to prioritize our students' mental health and well-being. This center serves as a dedicated space committed to nurturing their academic, emotional, and mental growth. In alignment with the Multi-Tiered System of Supports (MTSS), we integrate Social and Emotional Learning (SEL), Response to Intervention (RTI), Restorative Practices, and a trauma-informed approach to service the meet the students where they are. Our emphasis on student mental health drives our commitment to providing essential life skills and resources to help students navigate the challenges they face in high school and beyond. Additionally, we collaborate closely with outside agencies to ensure we can meet the diverse needs of our student population. By prioritizing student well-being, we aspire to enhance academic achievement, create a culture of belonging, and empower our students for success within and beyond our school community.”

MTSS (Multi-Tiered System of Support) Team:

Funded by the California Scale-Up MTSS Statewide (SUMS) Initiative Technical Assistance grant and coordinated and sponsored by the Liberty Union High School District and the Contra Costa County Office of Education, Heritage High School began the initial stages of implementing the adopted Multi-Tiered System of Supports (MTSS) framework over the summer of 2019. MTSS is intended to improve the academic, emotional and behavioral outcomes of all students employing a continuous, data, team and research validated driven response model. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students. The evidence-based domains and features of the California MTSS framework provide opportunities for school to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students. Heritage High School currently has a task force of teachers, classified staff, counselors, and administrators that will continue to develop, implement, refine, and improve instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success. The task force received six days of professional development related to the MTSS framework (coordinated and sponsored by the school district and the Contra Costa County Office of Education) since summer 2019. The goal of the task force is to have level one system of supports in place in the first year, to identify/develop tier two and three supports for implementation in future years with the ultimate goal of successfully implementing supports to meet the needs of each and every student, allowing all students to participate in the general education curriculum, instruction and activities of their grade level peers.

Evidence-based educational practices to raise student achievement

Parental Engagement

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

Parent University meetings are held multiple times a year targeting specific grade level needs for student and parent supports. 2 Spanish-speaking parent liaisons provide support to EL families to help them navigate school and assist students academically. After school help in math and general homework help are staffed with certificated teachers.

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 Instructional Leadership Team (ILT) at Heritage High School includes content area specialists (department chairs), student activities director, athletic director, lead counselor, assistant principals, and the site principal meets once a month to discuss instructional strategies and practices, department concerns and successes, as well as school wide issues. Additionally, time at ILT meetings is used to study various types of data including: CAASPP, UC a-g proficiency, and ABC rates. The examination of data helps determine the school's areas of strength and areas for improvement as well as provides a forum for initiating discussion on strategies to make changes that will help strengthen areas of need. This format allows all departments to be involved in making positive changes to our school community. Notes are taken at this meeting which are then approved by the group and disseminated to the entire staff. ILT members use this information to facilitate discussions regarding areas of need and improvement among individual departments at monthly department meetings. ILT meetings help ensure that all staff are working from the same base to make Heritage High School the best it can be. This structure allows for a cycle of communication where department chairs can bring input to the next ILT meeting from their individual department members.

All parents/guardians are invited to SST, 504, and IEP meetings. Quarterly report cards and semester grades are distributed to parents. A weekly newsletter is sent to parents highlighting events, supports, and other opportunities for parents and students.

Funding

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

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Advisory Council, Instructional Leadership Team, Administration Team, English Learner Advisory Council, Certificated and Classified staff meetings, Student Campus Climate Committees.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.34%	0.35%	11	9	9
African American	9.5%	9.74%	9.96%	253	255	255
Asian	8.0%	9.32%	11.45%	211	244	293
Filipino	9.4%	9.05%	8.95%	249	237	229
Hispanic/Latino	27.0%	27.23%	27.67%	717	713	708
Pacific Islander	0.8%	0.53%	0.63%	22	14	16
White	38.9%	35.68%	33.76%	1,032	934	864
Multiple/No Response	5.2%	6.99%	5.74%	139	183	147
	Total Enrollment			2,654	2618	2559

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	697	635	648
Grade 10	618	704	652
Grade 11	705	590	692
Grade 12	634	690	567
Total Enrollment	2,654	2,619	2,559

Conclusions based on this data:

1. Asian population continues to increase.
2. White population is decreasing.
3. Hispanic and African American populations remain steady.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	62	81	105	2.30%	3.1%	4.1%
Fluent English Proficient (FEP)	435	449	457	16.40%	17.2%	17.9%
Reclassified Fluent English Proficient (RFEP)	7			11.3%	13.7%	13.8%

Conclusions based on this data:

1. EL enrollment continues to push up.
2. The Fluent English proficient numbers continue to rise.
3. RFEP reclassification percent's continue to be above the state average rate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	674	566	681	0	499	674	0	498	674	0.0	88.2	99.0
All Grades	674	566	681	0	499	674	0	498	674	0.0	88.2	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2629.	2637.		37.35	36.35		32.93	35.91		14.26	17.51		15.46	10.24
All Grades	N/A	N/A	N/A		37.35	36.35		32.93	35.91		14.26	17.51		15.46	10.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		36.75	34.42		50.20	56.53		13.05	9.05
All Grades		36.75	34.42		50.20	56.53		13.05	9.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		38.96	38.72		44.98	47.92		16.06	13.35
All Grades		38.96	38.72		44.98	47.92		16.06	13.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		18.88	17.36		70.08	73.89		11.04	8.75
All Grades		18.88	17.36		70.08	73.89		11.04	8.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		30.92	33.09		60.04	60.98		9.04	5.93
All Grades		30.92	33.09		60.04	60.98		9.04	5.93

Conclusions based on this data:

1. Standards exceeded or met have gone up over the last year.
2. 91% of students taking assessment have exceeded or met standards in understanding literary texts.
3. 94% of students taking assessment have exceeded or met standards in research and Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	674	567	681	0	501	674	0	501	674	0.0	88.4	99.0
All Grades	674	567	681	0	501	674	0	501	674	0.0	88.4	99.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2594.	2598.		18.36	15.88		20.96	27.74		26.35	25.96		34.33	30.42
All Grades	N/A	N/A	N/A		18.36	15.88		20.96	27.74		26.35	25.96		34.33	30.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.56	19.73		44.11	49.55		35.33	30.71
All Grades		20.56	19.73		44.11	49.55		35.33	30.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.96	19.29		61.08	63.06		17.96	17.66
All Grades		20.96	19.29		61.08	63.06		17.96	17.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.76	18.69		63.47	63.65		15.77	17.66
All Grades		20.76	18.69		63.47	63.65		15.77	17.66

Conclusions based on this data:

1. Decreased the percentage of students below standard in mathematics.
2. Increased the overall achievement for all students in mathematics.

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3. Increased the percentage of students who have met or nearly met the standard of concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1612.5	1556.0	1556.4	1633.8	1552.9	1552.5	1590.7	1558.7	1559.9	23	26	41
10	1589.9	1612.0	1585.1	1598.3	1624.0	1596.8	1581.0	1599.7	1572.9	14	21	27
11	*	*	1598.8	*	*	1614.5	*	*	1582.4	6	8	17
12	*	*	*	*	*	*	*	*	*	5	*	5
All Grades										48	58	90

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	43.48	11.54	14.63	39.13	46.15	36.59	17.39	34.62	43.90	0.00	7.69	4.88	23	26	41
10	50.00	42.86	37.04	35.71	38.10	33.33	7.14	19.05	22.22	7.14	0.00	7.41	14	21	27
11	*	*	23.53	*	*	52.94	*	*	23.53	*	*	0.00	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.75	29.31	25.56	37.50	37.93	37.78	10.42	29.31	32.22	8.33	3.45	4.44	48	58	90

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	65.22	26.92	19.51	26.09	46.15	60.98	8.70	15.38	19.51	0.00	11.54	0.00	23	26	41
10	78.57	52.38	51.85	7.14	38.10	33.33	7.14	9.52	7.41	7.14	0.00	7.41	14	21	27
11	*	*	35.29	*	*	64.71	*	*	0.00	*	*	0.00	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	70.83	43.10	34.44	14.58	41.38	52.22	6.25	10.34	11.11	8.33	5.17	2.22	48	58	90

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	21.74	0.00	2.44	39.13	38.46	29.27	30.43	42.31	51.22	8.70	19.23	17.07	23	26	41
10	7.14	28.57	22.22	50.00	42.86	18.52	35.71	23.81	40.74	7.14	4.76	18.52	14	21	27
11	*	*	0.00	*	*	47.06	*	*	41.18	*	*	11.76	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.58	12.07	8.89	39.58	39.66	30.00	33.33	32.76	44.44	12.50	15.52	16.67	48	58	90

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	34.78	0.00	24.39	65.22	88.46	65.85	0.00	11.54	9.76	23	26	41
10	42.86	28.57	22.22	42.86	71.43	70.37	14.29	0.00	7.41	14	21	27
11	*	*	17.65	*	*	70.59	*	*	11.76	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	15.52	22.22	58.33	77.59	68.89	10.42	6.90	8.89	48	58	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	81.82	64.00	80.49	18.18	32.00	19.51	0.00	4.00	0.00	22	25	41
10	78.57	90.48	81.48	21.43	9.52	11.11	0.00	0.00	7.41	14	21	27
11	*	*	100.00	*	*	0.00	*	*	0.00	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78.72	77.19	85.56	17.02	21.05	12.22	4.26	1.75	2.22	47	57	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.91	7.69	14.63	50.00	53.85	58.54	9.09	38.46	26.83	22	26	41
10	28.57	42.86	33.33	50.00	52.38	40.74	21.43	4.76	25.93	14	21	27
11	*	*	17.65	*	*	58.82	*	*	23.53	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.79	20.69	22.22	51.06	53.45	51.11	19.15	25.86	26.67	47	58	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.35	0.00	0.00	91.30	80.00	97.56	4.35	20.00	2.44	23	25	41
10	7.14	0.00	7.41	85.71	95.24	77.78	7.14	4.76	14.81	14	21	27
11	*	*	11.76	*	*	88.24	*	*	0.00	*	*	17
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	7.02	4.44	83.33	80.70	90.00	8.33	12.28	5.56	48	57	90

Conclusions based on this data:

1. Increased percentage of students in the well developed category of listening skills.
2. Increased the percentage of students in the well developed category of reading domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,616	16.0	3.1	0.0
Total Number of Students enrolled in Heritage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	3.1
Foster Youth	1	0.0
Homeless	23	0.9
Socioeconomically Disadvantaged	420	16.0
Students with Disabilities	275	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	255	9.7
American Indian	9	0.3
Asian	244	9.3
Filipino	237	9.1
Hispanic	713	27.2
Two or More Races	183	7.0
Pacific Islander	14	0.5
White	934	35.7

Conclusions based on this data:

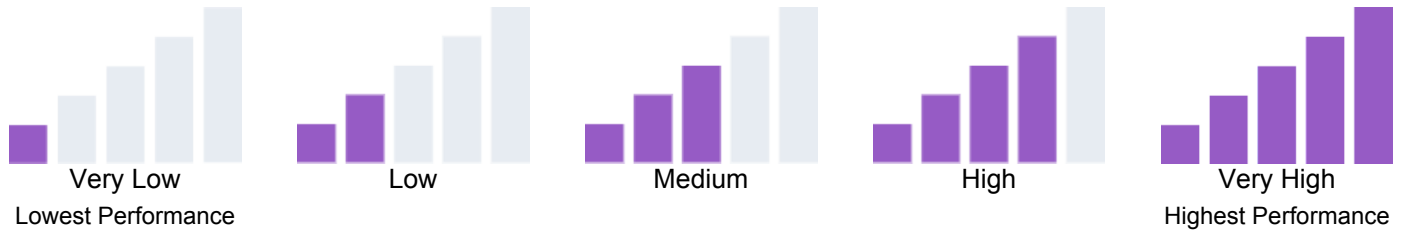
1. African American population is continuing to rise.
2. Asian population continues to rise.
3. EL population continues to rise.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

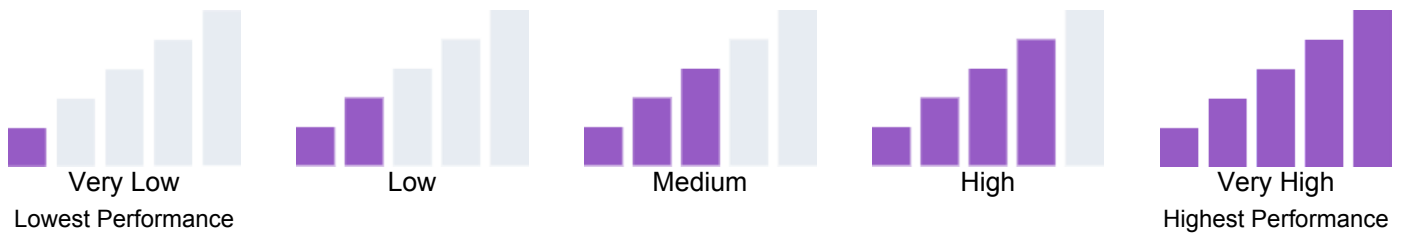
1. Very High Graduation rate
2. Need to continue to improve English and math scores by using IAB more frequently in the classroom
3. Continue to lower suspension rates.

School and Student Performance Data

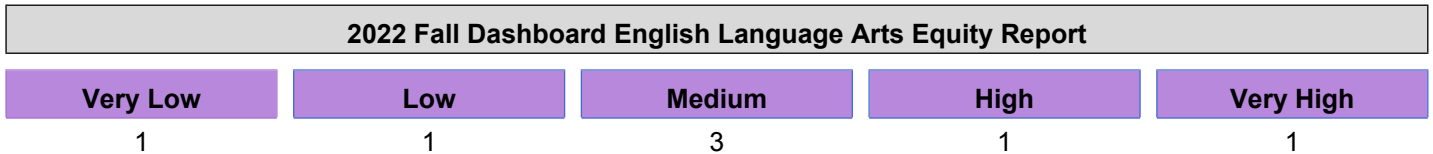
Academic Performance English Language Arts

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

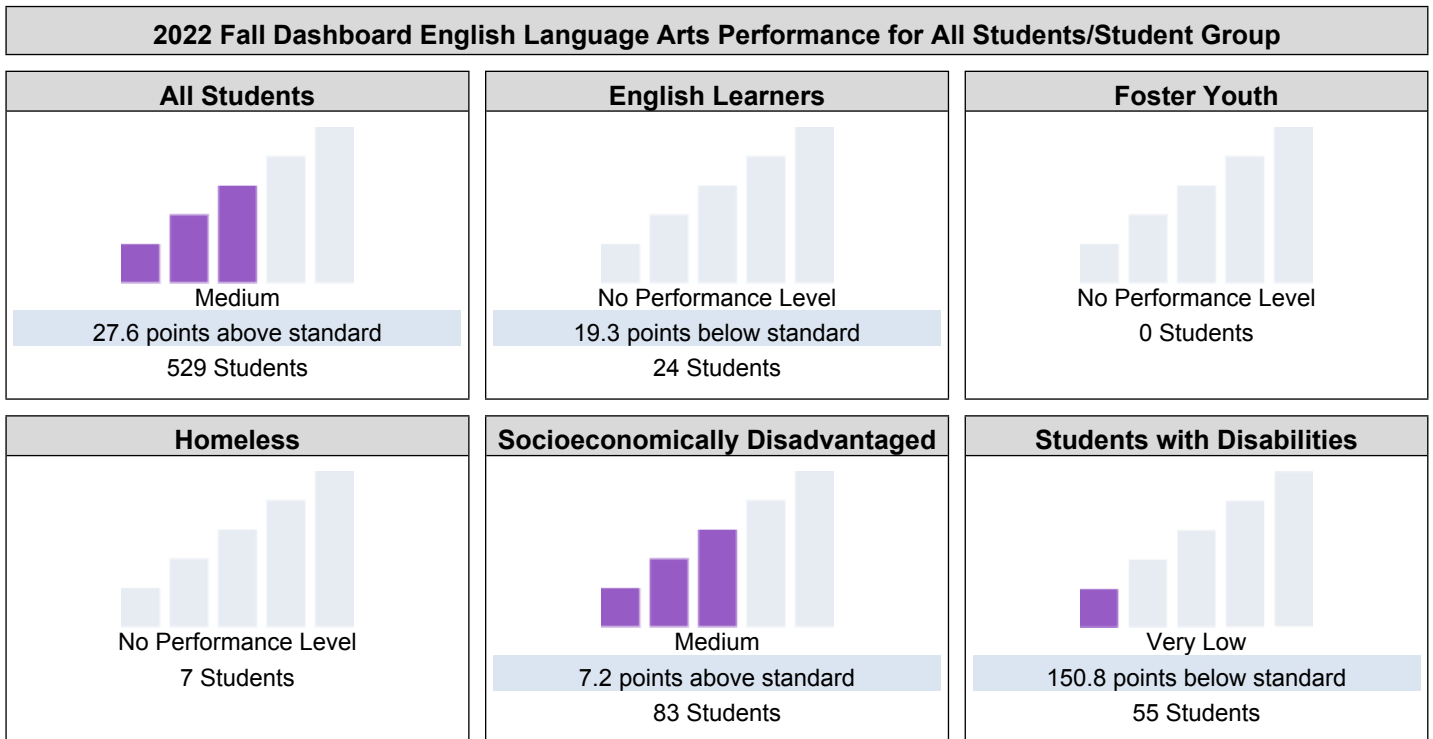
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



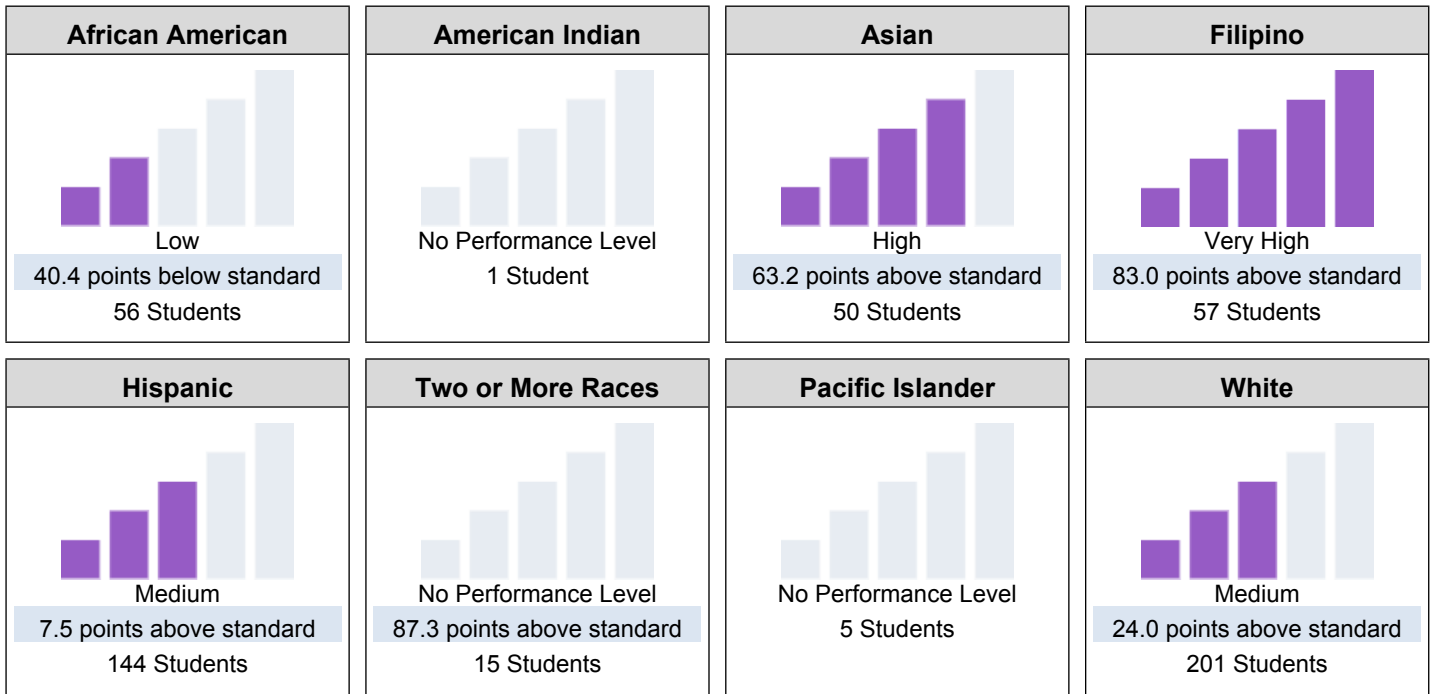
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	7.5 points above standard 17 Students	21.0 points above standard 430 Students

Conclusions based on this data:

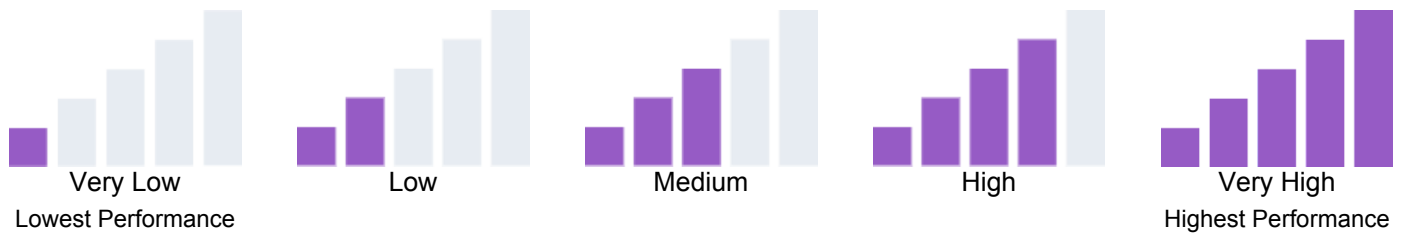
- African American students below standard. Need to continue the mentorship programs to continue improvement.
- RFEP students scored 7.5 points above standard.
- All students groups aside from African American showed significant improvement.

School and Student Performance Data

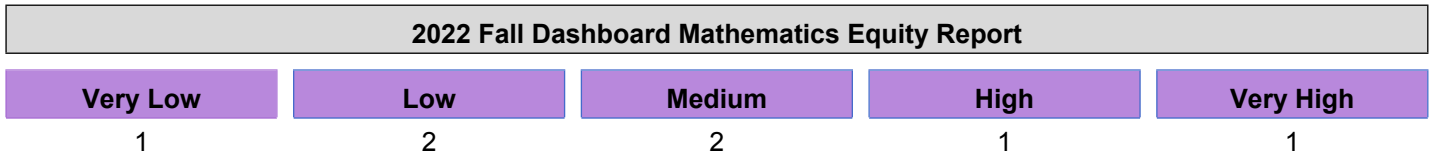
Academic Performance Mathematics

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

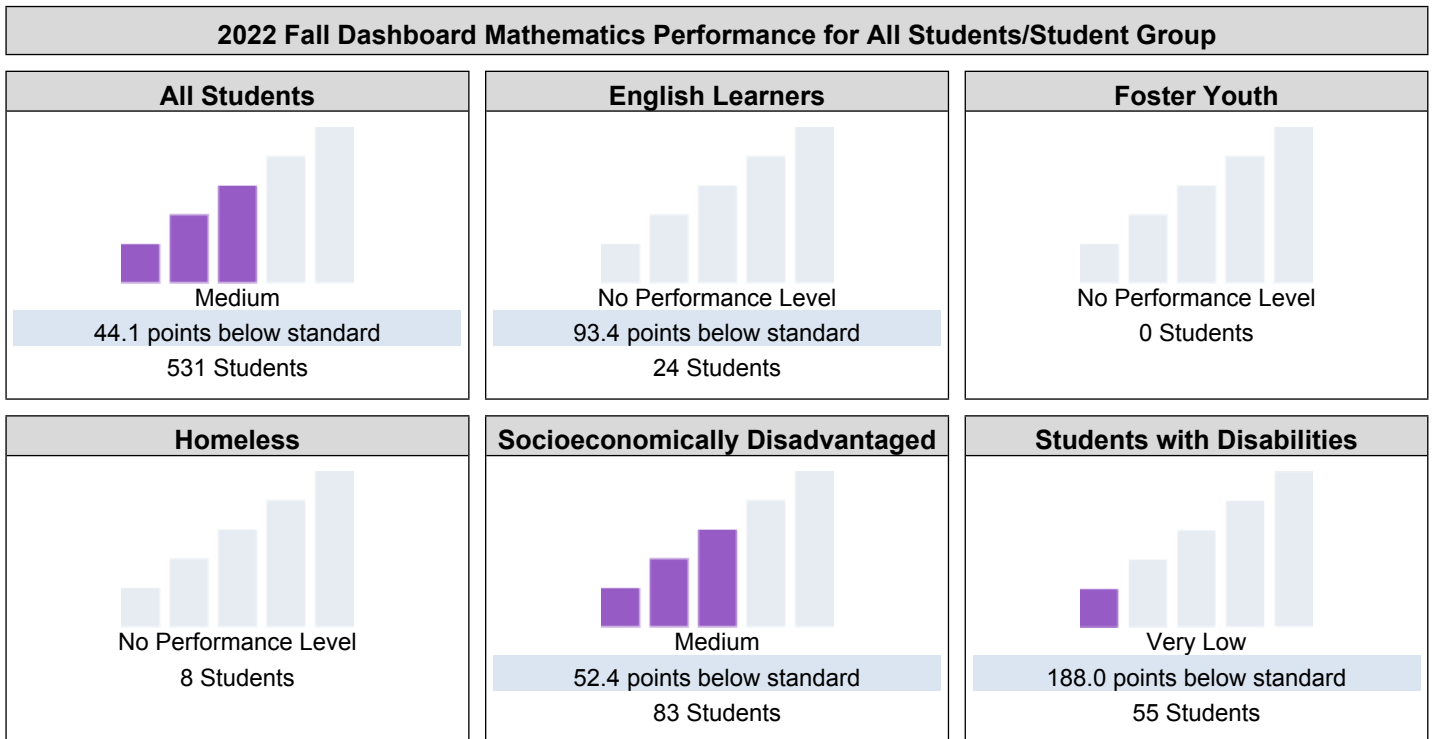
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



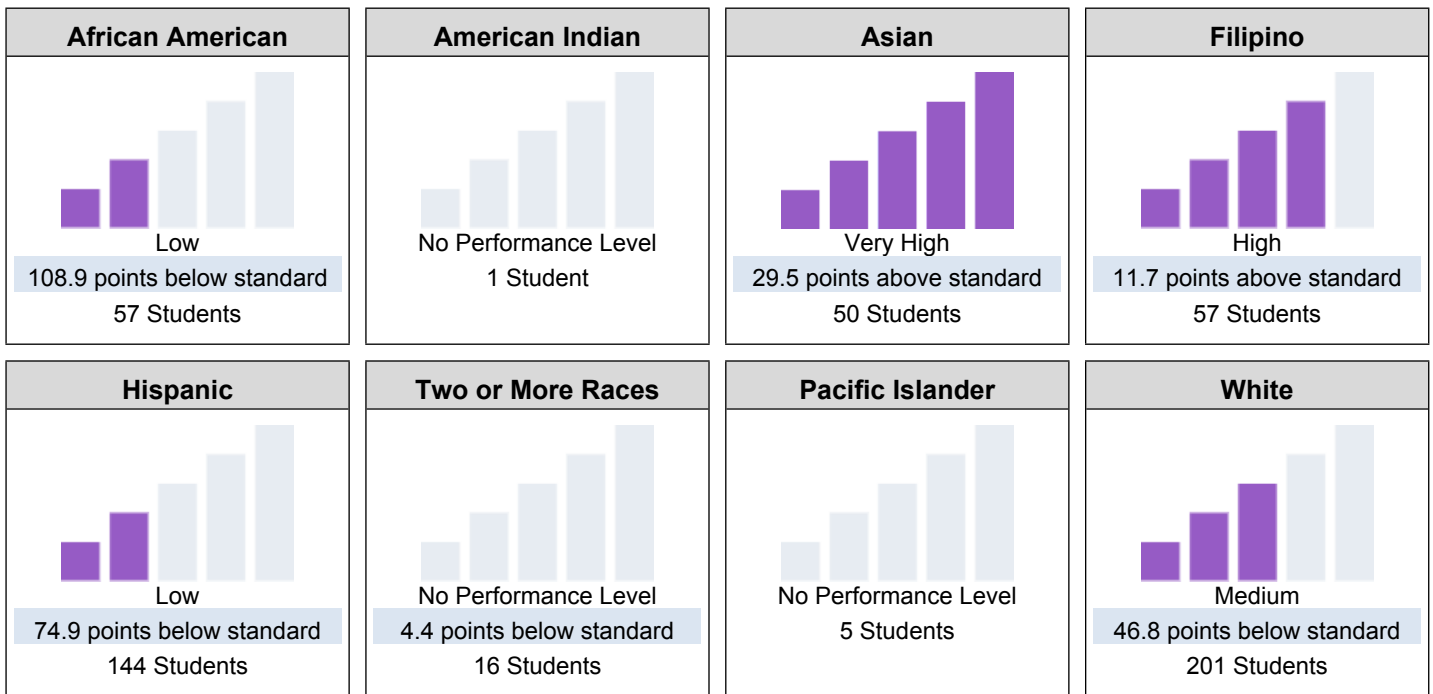
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	<p style="background-color: #e6f2ff;">55.6 points below standard</p> <p>17 Students</p>	<p style="background-color: #e6f2ff;">50.8 points below standard</p> <p>432 Students</p>

Conclusions based on this data:

1. African American, students with disabilities, and Hispanic students scored significantly lower in mathematics.
2. Asian and Filipino groups scored significantly higher.

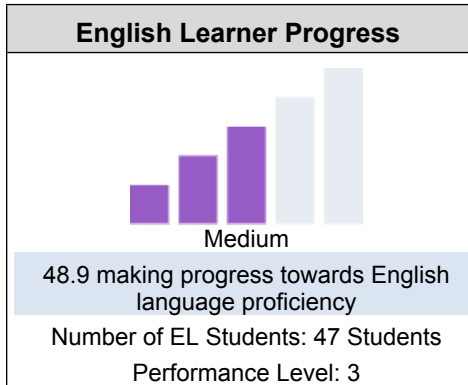
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.8%	21.3%	12.8%	36.2%

Conclusions based on this data:

1. We continue to be in the medium grouping toward progress in English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

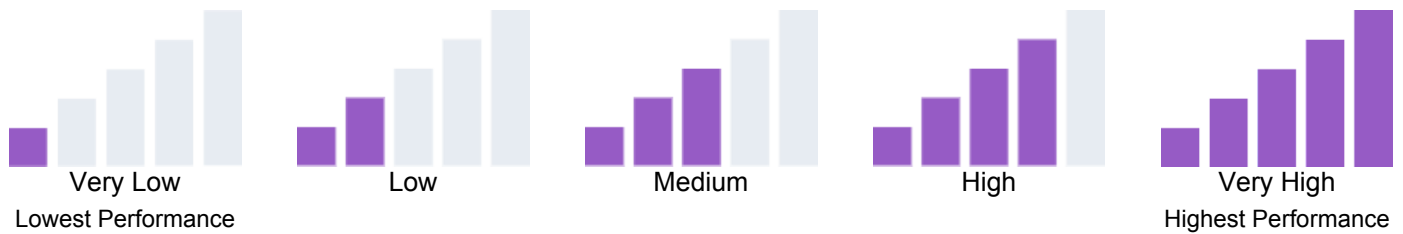
Conclusions based on this data:

1. 681 students were enrolled in career academy pathways which is a 3.8% increase over the previous year.
2. 59.18% of graduates were UC/CSU a-g eligible which is a 0.28% increase from the previous year.

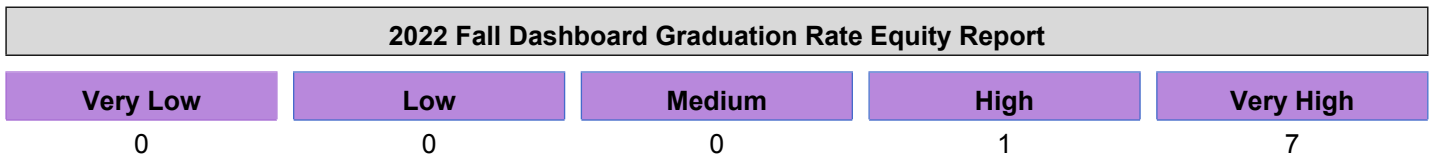
School and Student Performance Data

Academic Engagement Graduation Rate

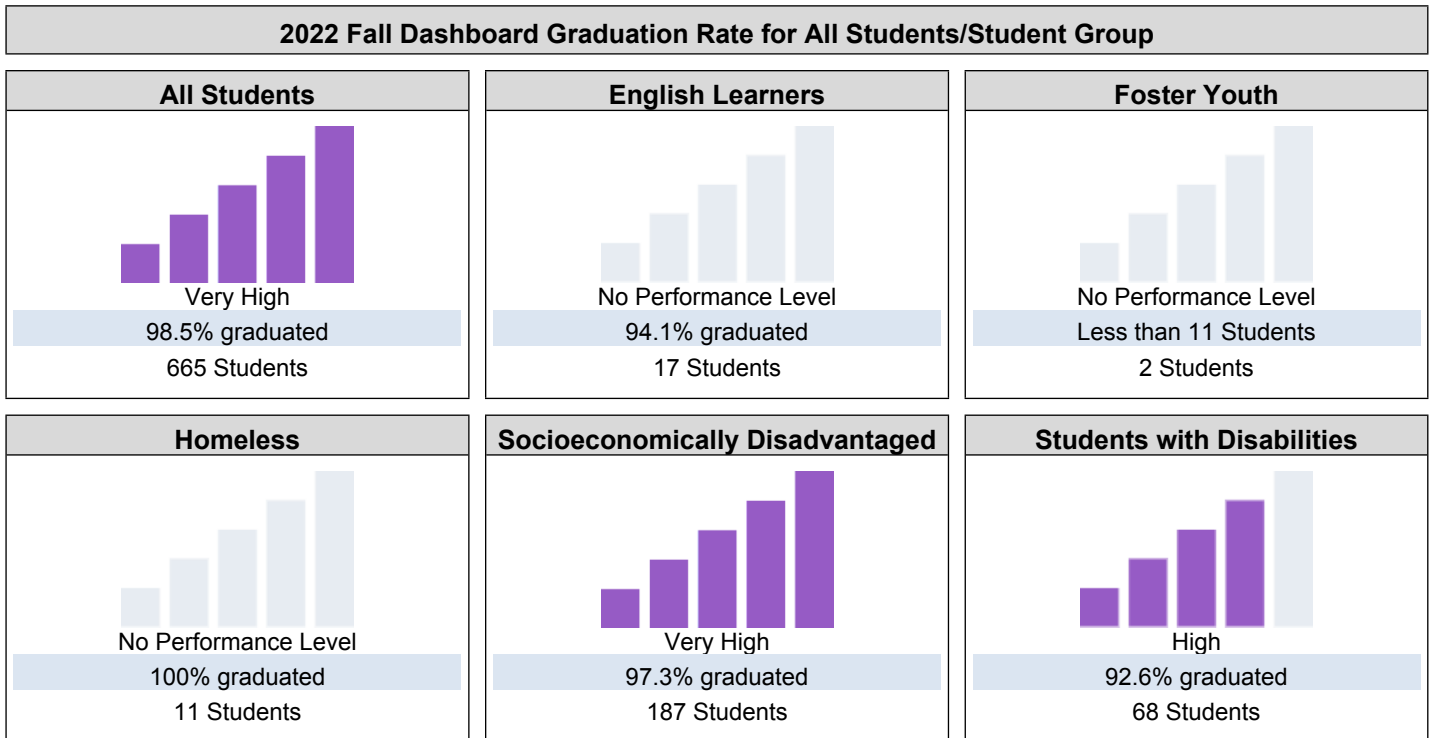
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



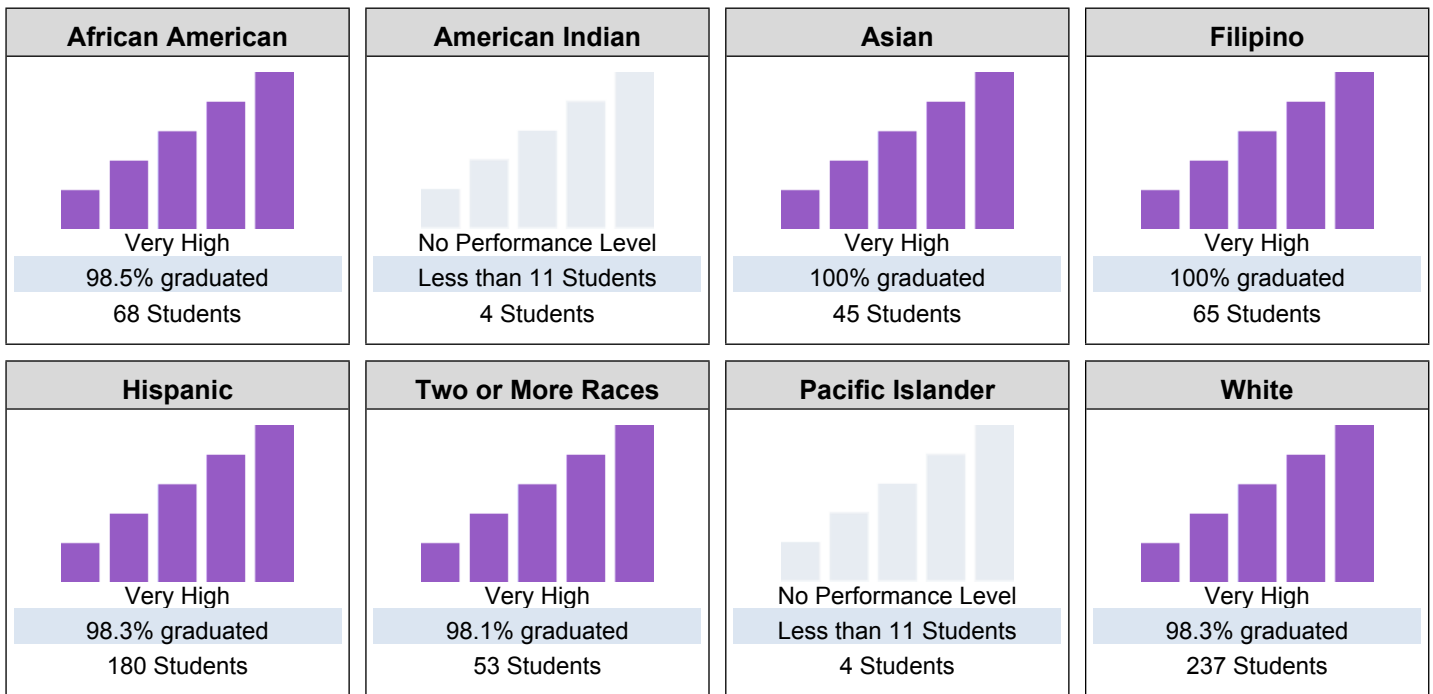
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

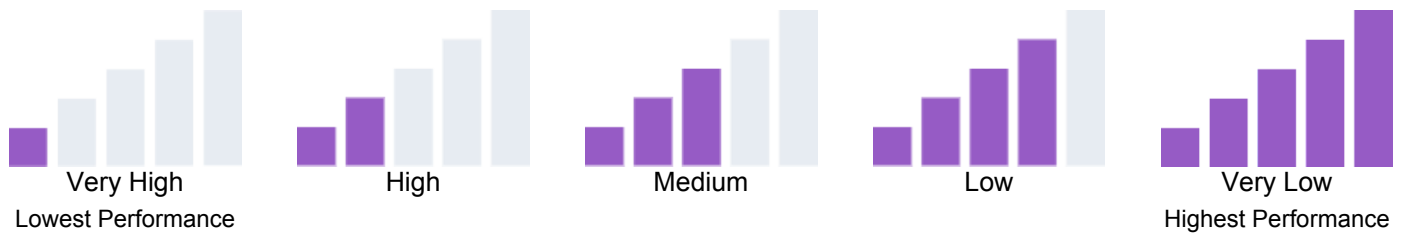
1. All subgroups showed improvement in graduation rate.
2. Heritage has a very high graduation rate of 98.5%.

School and Student Performance Data

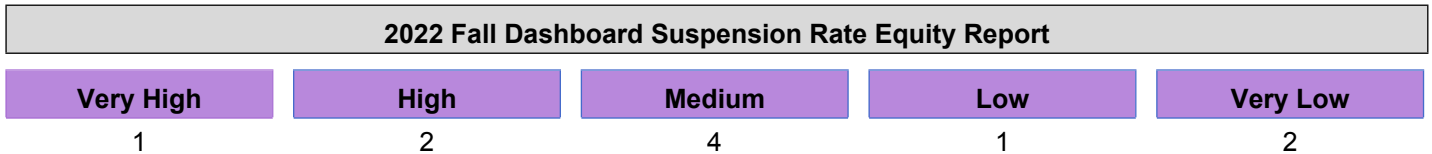
Conditions & Climate Suspension Rate

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

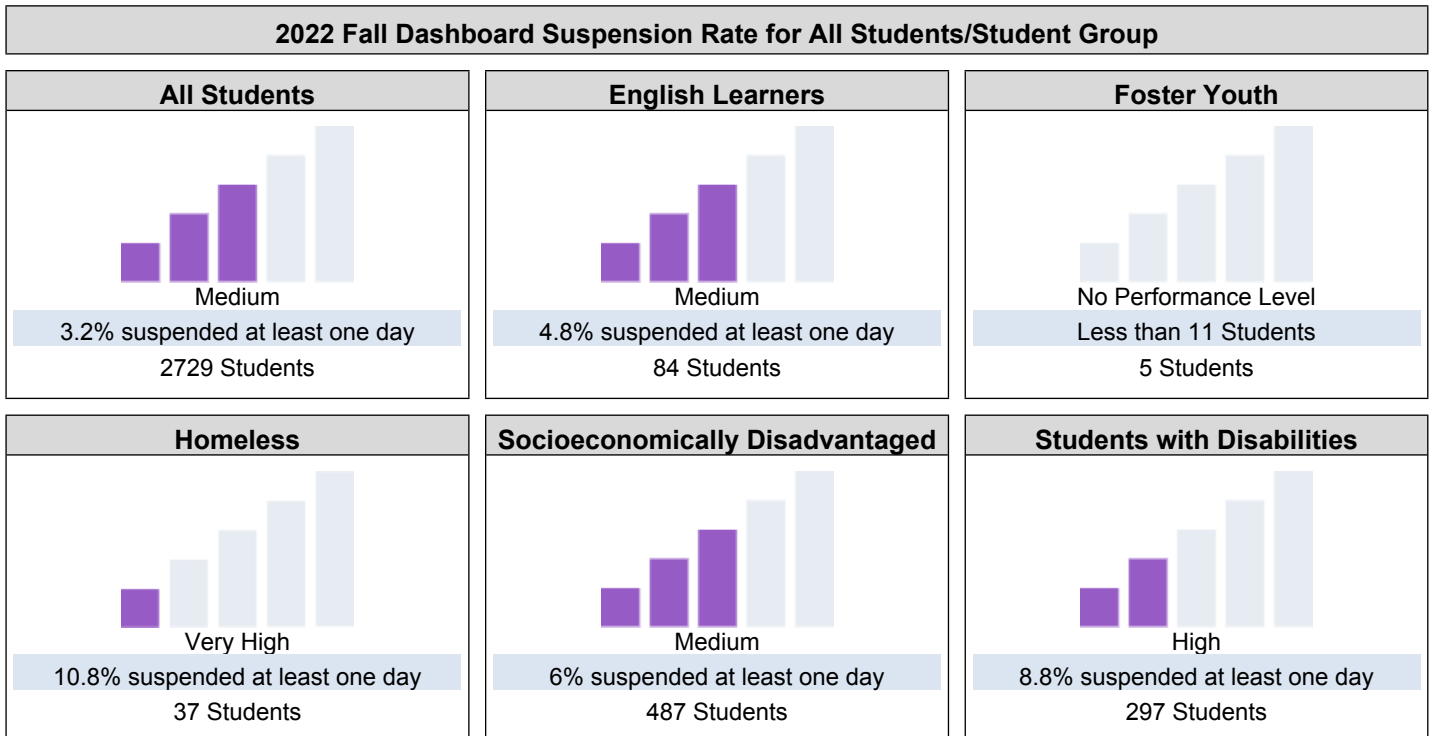
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



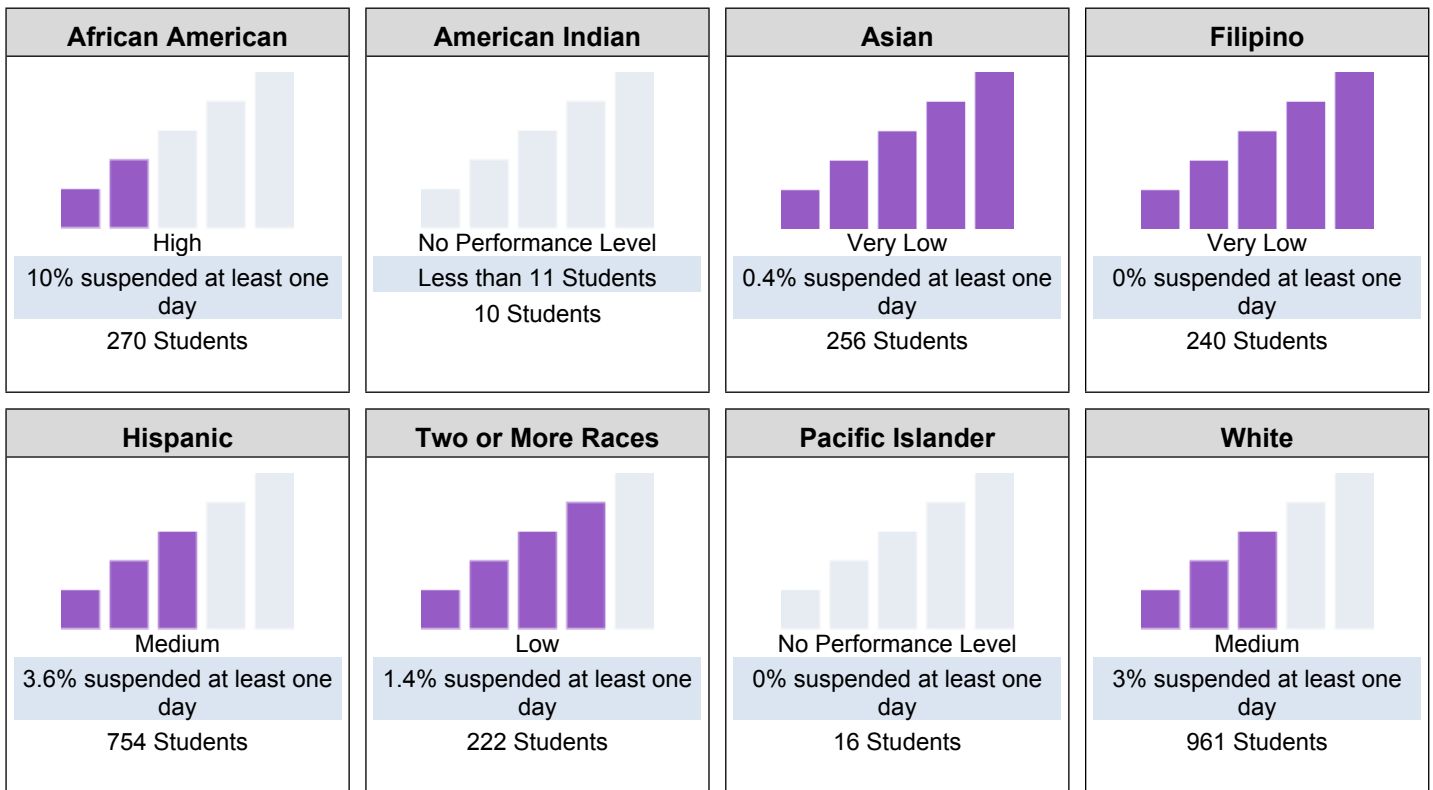
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension percentage for African Americans remains high.
2. Percent of Homeless and students with disabilities are very high. Continued preemptive interventions need to be accessed.

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

LEA/LCAP Goal

Goal 1

Positive Learning Environment: focusing on providing a physically and emotionally supportive school environment which supports student learning as well as stakeholder involvement and partnerships.

Identified Need

Create a positive learning environment for students that promotes safety and collaboration among all stakeholders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions: State Dashboard Indicators for local suspension/expulsion data SARC	<p>Total unduplicated student suspensions:</p> <p>2018-19 (73) = 0.0%</p> <p>2019-20 (65) = 11% decrease</p> <p>2020-21 = *</p> <p>2021-22 (73) = 11% increase</p> <p>2022-23 (90)= 23% increase</p> <p>Sub-group suspension data:</p> <p>21/22 22/23</p> <p>African American:</p> <p>1.6% 2.7%</p> <p>Hispanic:</p> <p>0.6% 4.2%</p> <p>SED:</p> <p>0.3% 2.7%</p> <p>SWD</p> <p>1.5% 0.0%</p> <p>Homeless</p> <p>3.7% 0.0%</p> <p>:% decrease in sub-group suspensions</p> <p>*data currently unavailable</p> <p>Actual</p> <p>12% increase</p>	<p>1% decrease in overall suspensions rates, and 0.5 % decrease for identified significant sub-groups [Hispanic, African-American, Socioeconomically disadvantaged (SED) and Special Education students (SWD)].</p> <p>Expulsion data statistically insignificant</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome						
Absenteeism: California Dashboard for chronic absenteeism for indicated significant subgroups	<p>Overall Chronic Absentees 2018-19=8.6% 2019-20=* 2020-21=5.6% 2021-22= 20.4% 2022-23= 14.2%</p> <p>Significant Sub-group Absentees</p> <table border="1"> <tr> <td>20/21</td> <td>21/22</td> </tr> <tr> <td>African American: 7.9</td> <td>26.7</td> </tr> <tr> <td>Hispanic: 6.8</td> <td>24.4</td> </tr> </table> <p>6.0% decrease in significant sub-group absenteeism *data suspended SB 98</p> <p>Data suspended by SB98</p>	20/21	21/22	African American: 7.9	26.7	Hispanic: 6.8	24.4	<p>1% decrease in chronic absenteeism school wide over previous year. 1% decrease in chronic absenteeism for identified significant sub-groups.</p>
20/21	21/22							
African American: 7.9	26.7							
Hispanic: 6.8	24.4							
Positive Attendance: California Dashboard attendance rates	<p>(2018-19) 95.9% attendance 1.09% increase (2019-20) 95.9% attendance no change (2020-21) Data Suspended (2021-22) Unavailable (2022-23) 93.8%</p> <p>2% decrease from 2019-20</p>	<p>0.5% increase in attendance rate for all students</p>						
Parental Involvement: Site Calendar	<p>6 opportunities per quarter</p>	<p>ELAC, African-American parent night, senior parent night, Back to school Night, Open House,</p>						
Annual Williams Act: School Facility Rating SARC	<p>2022-23 All school facilities are maintained in good repair.</p>	<p>All school facilities are maintained in good repair.</p>						
California Healthy Kids Survey: School connectedness and safety	<p>2021-22 School connectedness – Average reporting “Agree” or “Strongly Agree”</p> <table border="1"> <tr> <td>2021-22</td> <td>2022-23</td> </tr> <tr> <td>56%</td> <td>54%</td> </tr> </table>	2021-22	2022-23	56%	54%	<p>Improve the school climate by increasing School Connectedness and Safety survey results on the next CHKS (2022-23) School Connectedness 60%</p>		
2021-22	2022-23							
56%	54%							

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	School Safety – Average reporting “Safe” or “Very Safe” 2021-22 2022-23 65% 62%	School Safety 70%

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)

Hispanic, African-American, Socio-Economically Disadvantaged (SED), Special Education students

Strategy/Activity

Monitor disaggregated discipline data quarterly, analyze data to identify external factors leading to each suspension, investigate strategies to help mitigate these factors, implement BASE modules for student behavior modifications as alternative to suspension, continue DEIB equity training for staff in dealing with student issues, evaluate strategies used to lower suspension rates, create a network of parents and school staff to provide support for students.

To address Additional Targeted Support and Improvement (ATSI) with regard to Homeless suspensions; Identify and monitor Homeless sub-group with Targeted Counselor to ensure strategies and interventions are adequately used with regard to academics and discipline.

Gather input and feedback from various student groups on campus to monitor and improve campus climate including general campus climate committee, as well as, African American, Hispanic, Middle Eastern, 9th grade, and LGBTQ + campus climate groups. Work with the District Diversity Coordinator with concerns needing to be addressed by identified student group meetings.

Continue to implement programs and activities that celebrate diversity, equity, and inclusion and promote positive behavior and good attendance, reduce chronic absenteeism, and foster an atmosphere of respect and civility among all students.

Continue to refine and implement multi-tier system of supports (MTSS) and continue to educate and communicate with staff the available supports and processes for accessing and implementing those supports.

Continue to implement and promote a Positive Attendance Program to students and parents through Heritage Broadcast News, school website, and social media. Initiate SART/SARB process earlier in school year. Develop and maintain connectedness between school and students through leadership programs, extra-curricular activities, and positive interactions with staff.

Develop regular meetings with all parents of students in identified significant sub-groups, implement a parent education program so parents can better support students’ success, increase outreach to parents via social media and traditional outlets, invite more parents and community

members to participate in school activities as chaperones or test proctors. Explore new opportunities for parental involvement including evening events with College/Career Center, significant sub-groups, and Brentwood police department. Explore and implement multi-cultural events with students, staff, parents and community members.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000

Annual Review

SPSA Year Reviewed: 2022-23

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.

Suspension data reviewed quarterly and action plans were created to address data. Continue to develop and implement parental involvement goals especially with sub-groups. Parental involvement goal should be more defined and in accordance with site goals. Continue aggressive approach to chronic absenteeism.

The implementation of targeted on-campus suspension program, which includes restorative justice modules on computer program, has helped with lowering off-campus suspensions for low level offenses. The creation of mentorship programs for sub-groups, has increased student awareness and accountability. Positive attendance decreased by 2% from pre-pandemic levels, however, through a more aggressive approach to the Student Attendance Review Board policy, and increase review of student attendance, positive attendance should begin to increase.

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

No difference

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.

Strategic mentorship groups are formed at the beginning of each school year for targeted students (including groups focused on Hispanic and African-American students) to help decrease suspensions, develop school connection, and increase attendance. Implementation of SART/SARB process will continue to occur earlier in the year to help increase positive attendance and ultimately reduce chronic absenteeism.

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/Career Readiness

LEA/LCAP Goal

Goal 2: The Liberty Union High School District will prepare students for career and college by providing a rigorous and stimulating curriculum and instructional program by:

- A. Meeting state and federal accountability measures.
- B. Demonstrating student proficiency in all content standards.
- C. Increasing percentage of students who are college ready and UC/CSU eligible.
- D. Providing relevant curriculum, and instruction to expand, enrich, and support career opportunities

Goal 2

Student Achievement: with a focus on preparing for students for college and career readiness by providing a rigorous and stimulating curriculum and instructional program.

Identified Need

Increase student achievement, proficiency, and those prepared for successful entry into college and career options by meeting state and federal accountability measures and performance indicators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC: State reclassification rate average of 11%	Percent of EL students reclassified: 2018-19 = 29.6% 2019-20 = 35.8% 2020-21 = 13.1%% 2021-22 = 13.4% 2022-23 =13.8%	Heritage High School will have a yearly EL student reclassification rate of at least 12%.
CAASPP: State proficiency level for math and ELA for all subgroups	CAASPP Scores (ELA) 2018-19 = 83% 2019-20 = N/A Pandemic 2020-21 = Data suspended 2021-22 = 70.28% 2022-23 = 72.58% CAASPP Scores (Math) 2018-19 = 55% 2019-20 = N/A Pandemic 2020-21 = Data suspended 2021-22 = 39.32%	2% increase in students meeting or exceeding standards in ELA 3% increase in students meeting or exceeding standards in Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-23 = 43.55%	
D/F Rate: Local indicators including grading reports, attendance, and discipline District Assessments (Benchmarks)	2017-18=11.9%-decrease 0.2% 2018-19 =10.9% -decrease 1% 2019-20 =9.85% -decrease 1.05% 2020-21=17.27% -increase 7.42% 2021-22 = 12% -decrease 5.27% 2022-23 = 12.9% -increase 0.9%	0.5% decrease in D/F rate for all students.
The UC/CSU a-g requirements: as identified by College Board?	Percentage of students eligible: 2017-18 (59.6%)=2.1% increase 2018-19 (49.03%)=10.57% decrease 2019-20 (56.0%)=6.97% increase 2020-21 (59.4%)= 3.4% increase 2021-22 (58.9%)= 0.5% decrease 2022-23 (59.18%) = 0.28% increase	3% increase in the percentage of students meeting UC/CSU a-g requirements?
College/Career Readiness: California Dashboard Indicator	Percentage students by CCI Level of "Prepared": 2018=67.0% 2019=67.0% 2020=69.6% 2021= No data 2022= No data	
AP: class enrollment at local site?	Percent of students enrolled: 2018-19 (23.5%) : 1031 exams taken= 7.8% decrease 2019-20 (26.3%) : 1292 exams taken = 20.2% increase 2020-21 (24.8%) : 1380 exams taken= 5.9% increase	2% increase in the percentage of students enrolled in AP courses? 2% increase in percentage of exams taken?

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 (24.3%): 1040 exams taken= 24% decrease 2022-23 (26.6%): 1102 exams taken= 6% increase	
AP: pass rates from College Board?	AP Pass rate: 2018-19 (79.3%)= 3.9% increase 2019-20 (79.4%) = 0.1% increase 2020-21 (63.4%)=16% decrease 2021-22 (77.9%)=14.5% increase 2022-23 (76.5%) = 1.4% decrease	1% increase in the percentage of students passing AP exams?
Student enrollment: in site level career academy pathways?	Number of students enrolled: 2018-19: 745- 28.8%= 0.5% increase 2019-20: 931-35.6% = 6.8% increase 2020-21: 813- 25% = 10.6% decrease 2021-22: 655= 25.82% = 0.82% increase. 2022-23: 681= 3.8% increase	2% increase in student enrollment in career academy pathways?
SAT/ACT	SAT: Percent meeting both benchmarks 2016-17 (343 tests) 70% 2017-18 (357 tests) 61% 2018-19 (466 tests) 70.8% 2019-20 (345 tests) 72.8% ACT: Percent of scores >=21 2016-17 (194 tests) 76.8% 2017-18 (135 tests) 73.3% 2018-19 (112 tests) 77.7% 2019-20 (115 tests) 75.7%	

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, including sub groups as identified by the CDE

Strategy/Activity

Create common learning targets for subject alike collaborative groups based on CCSS and state content standards, create common formative and summative assessments, analyze data from common assessments to determine student needs, align assessments and grading to reflect content standards.

Identify underperforming subgroups, increase staff development on diversity and equity awareness to support students, create targeted interventions and supports for underperforming subgroups with development and assistance of MTSS team, analyze subject area D/F rates at the end of each quarter and semester, identify contributing factors to low grades, effectively utilize Patriot Plus to schedule and ensure students with D/F rates are attending sessions to help them be more successful, continue to utilize SST process, quarterly, as a tool for struggling students.

Explore and implement programs to increase the number of students taking UC/CSU a-g classes, AP classes, increase UC/CSU eligibility, and student pass rates on AP exams.

Activities include: increasing student awareness of UC/CSU a-g requirements during completion of 4-year student plans led by counselors, freshmen counseling presentations in class, district college night, Patriot Plus intervention to help students get a C or better for increased UC/ a-g eligibility, 8th grade student presentations on UC/CSU a-g requirement, research possible grade improvement through EdGenuity, identify and counsel junior and senior students who are in reach of meeting requirements.

Increase student awareness of state CTE and HHS career academy pathways and discuss the benefits of completing and being a part of these pathways. Advertise pathways and enrollment benefits at course selection assemblies, 8th grade parent night, and freshman parent meeting.

Implementation of early registration for AP exams to increase overall number of students taking exams.?

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)

None

Annual Review

SPSA Year Reviewed: 2022-23

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.

The reclassification of English Learner students has continued to increase above state averages over the last 4 years due to the implementation of targeted curriculum and programs targeted to increase reclassification rate. Students were given quarterly district assessments in math and English that are modeled after the state CAASPP, which has helped to familiarize them with the state assessment program. A targeted math action plan was implemented district-wide to increase student awareness of common core standards. A change in the format of testing was also used to help increase participation in the math portion of the CAASPP. Common learning targets, as well as, common formative and summative assessments, for subject alike groups were created within math and English departments. Analysis of subject area D/F rates will be done after each quarter in administration and ILT meetings to determine course of action. Identification of contributing factors attributed to students' low grades is done quarterly by administrators and counselors, with follow-up SST's for identified students.

Efforts were consistently made to increase student awareness of UC/CSU a-g requirements. Counselors completed 4 year plans with students to assess and determine UC/CSU a-g eligibility, Patriot Plus was used as a tool to help students achieve success in UC/CSU a-g classes, parent and incoming 9th grade student presentations were made to increase understanding of a-g requirements. Parents and students were offered an information night on AP class offerings and requirements before course selection process. Career academy pathway information was posted on the school website and posters were made and posted for student access. Early sign-up for students to take AP exams in October, more AP classes available, students are encouraged to try class with longer drop time.

Strategies for reclassification continue to be effective as measured by the reclassification rate of the site compared to the state rate. The use of the strategies used, particularly in math, have helped to increase the proficiency rate as measured by the state. Ongoing early analysis for struggling students will continue to decrease the D/F rate. The implementation of Patriot Plus has been moderately effective with students that have a "D" or "F".

Greater awareness regarding UC/CSU a-g requirements has helped increase the overall school percentage of students meeting the requirements. Continued revision of Patriot Plus sessions should be considered to help students struggling in UC/CSU a-g courses. Strategies used to increase enrollment in career academy pathways has been extremely successful. Greater awareness, availability and early commitment to exams have increased desired outcomes in AP statistical data.

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

No difference

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.

Increased collaboration in subject alike groups, including frequent student exposure to IAB practice assessments. Continue refinement and implementation of the math action plan and monitor for effectiveness. A continuation of the district common assessments use to increase familiarity of CAASPP will be utilized. Departments will continue to explore and refine instructional practices and strategies to foster student success.

Continued use of the strategies outlined above will be implemented. Increased attention will be given to strategies to promote career academy pathway enrollment.

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

Increase the percentage of students meeting the UC/CSU a-g requirements

- Increase student awareness of a-g requirements,
 - o Counselors will do 4 year plans, meet with students yearly to check a-g requirements,
 - o Freshman presentation in class
 - o District College Night
 - o Patriot Plus intervention to help students get a C or better for a-g eligibility,
 - o Update school website for better access for students to get information on a-g requirements
 - o 8th grade student's presentations on a-g requirements.

- Increase parent awareness of a-g requirements,
 - o College Parent Workshop
 - o Freshman Parent Night
 - o 8th grade Parent Night
 - o Seminars at District College Fair

o Updating school website for better access for parents to get information on a-g requirements.

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)

[Empty box for Amount(s)]

Source(s)

None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Increase the percentage of students taking AP courses and the percentage of students passing AP exams

- Educating students about individual AP classes and the benefits of taking them,
 - o AP information night
 - o Information about individual AP classes at course selection assemblies

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)

[Empty box for Amount(s)]

Source(s)

[Empty box for Source(s)]

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Increase student enrollment in career academy pathways

- Increase student awareness of Career Pathways and the benefits of being a part of the Career Pathways.
- Advertising Career Pathways and benefits at Course Selection assemblies
- Increase information about Career Pathways and benefits at 8th grade parent night.
- Increase information about Career Pathways during Freshman Parent meeting.

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)

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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.

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	\$3,000.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$3,000.00

Subtotal of state or local funds included for this school: \$3,000.00

Total of federal, state, and/or local funds for this school: \$3,000.00

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
	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,000.00

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
- 3 Other School Staff
- 1 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Casey Lewis	Principal
David Guerrero	Classroom Teacher
Gianna Alexander	Classroom Teacher
Matt Petures	Classroom Teacher
Martha White	Classroom Teacher
Nuhamin Aklilu	Secondary Student
Smantha Chao	Secondary Student
Rohan Tyagi	Secondary Student
Ashley Vallamdas	Secondary Student
Katharina Wallace	Secondary Student
Tamara Weber	Parent or Community Member
Nickie Johnson	Other School Staff
Maureen Bradley	Parent or Community Member
Ahmad Mohmand	Other School Staff
Hugh Bursch	Other School Staff
	Other School Staff

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

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 .

Attested:

Principal, Casey Lewis on 10-20-23

SSC Chairperson, David Guerrero on 10-20-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

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