School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage Oak Elementary School	31-66803-6108963	May 22, 2024	June, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Heritage Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
School Vision and Mission 3
School Profile 3
Educational Partner Involvement 4
Comprehensive Needs Assessment Components 5
    California School Dashboard (Dashboard) Indicators 5
    Other Needs 5
School and Student Performance Data 6
    Student Enrollment 6
    CAASPP Results 8
    ELPAC Results 14
    California School Dashboard 18
Goals, Strategies, & Proposed Expenditures 31
    Goal 1 31
    Goal 2 45
Budget Summary 50
    Budget Summary 50
    Other Federal, State, and Local Funds 50
Budgeted Funds and Expenditures in this Plan 51
    Funds Budgeted to the School by Funding Source 51
    Expenditures by Funding Source 51
    Expenditures by Budget Reference 51
    Expenditures by Budget Reference and Funding Source 51
    Expenditures by Goal 52
School Site Council Membership 53
Recommendations and Assurances 54
Instructions 55
Appendix A: Plan Requirements 62
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 65
Appendix C: Select State and Federal Programs 68

Plan Description

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

This plan is being used by Heritage Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success.

n/a

School Vision and Mission

Heritage Oak Elementary School is an educational community that works collaboratively to reach the following goals:

- Meet the social and emotional needs of all students
- Develop and maintain programs and an environment that supports positive student engagement and school-wide success
- Build staff support and collaboration
- Integrate and utilize technology to improve the educational experience for all students
- Create programs and opportunities to nurture growth academically and emotionally
- Implement programs for academic success and social growth
- Establish communication between all stakeholders that involves active listening, problem solving and the careful consideration of student needs

At Heritage Oak we strive to provide an optimal learning environment for the social, emotional and academic development and success of our students. We continually work to enrich the lives of all students through meaningful learning activities which promote self-esteem, responsible behavior and academic success. Our mission cannot be accomplished without every student having the opportunity to meet their potential.

School Profile

Heritage Oak Elementary School, home of the Huskies, is an award-winning school (CA Distinguished School 2002, 2010, Silver Medal for PBIS implementation 2017) serving Roseville/Dry Creek community since 1992.

At Heritage Oak, we support students both academically and social-emotionally. We believe all students can achieve academic success. It is our belief that all students have special talents and skills that should be celebrated and a part of our job is to discover those assets in our students. The Heritage Oak staff has high expectations and strives to encourage all students to reach their goals.

While a school's main priority is to educate students and provide them with the academic skills necessary to be successful in our society, it is equally important for schools to help students reaqch their full potential in regqrds to, character as well as academics. At Heritage Oak, we have multiple social-emotional supports to aid students in understanding and managing their own emotional, social, and academic success. We are also continually refining our school-wide implementation of PBIS (Positive Behavioral Intervention Systems) in which we focus on creating a climate of respect and trust on campus. This year we are infusing our Trauma Informed Schools training with PBIS. Heritage Oak has implemented Restorative Practices to give our students the ability to repair harm and restore relationships when harm has occurred. This year we created a Husky Restorative Room for staff and students to use for restorative conversations, conflict management, and counseling groups. Staff and students work together to create a culture of kindness, care, and respect here at Heritage Oak. Our highly qualified and caring staff explicitly model and teach our three school-wide school expectations: Be Safe, Be Respectful, Be Responsible. Students who exhibit these expectations are acknowledged by receiving Husky Tickets for behavior. These tickets can be redeemed for a variety of tangible items and nontangible privileges. Our positive school culture is felt the moment our students step on campus. Our staff is consistent at mplementing positive strategies and healthy conversations into all aspects of teaching. We are continuing the previous year's theme, Be the Difference. As a school we are educating our students on how we can all be the difference at home, at school and in our community. We use our Motivational Monday's to have conversations

and teach lessons about empathy, compassion and kindness. A video or quote is sent to staff to read/show to students on Motivational Mondays and they use this as a tool to begin each week. Staff and students are encouraged to wear motivational t-shirts on Monday as well. This year a talented group of teachers are implementing conflict managers. Our 4th and 5th grade conflict managers will support students with issues that occur at recess and lunch. The Conflict Managers undergo training and regular check-ins with supporting staff. Conflict Managers are visible on campus by their specific sash that is worn when they are on duty. This program is another way our staff works to build student leaders.

Parents are an integral part of our school community as partners in the education of their students. Volunteers serve to assist teachers and students inside and outside of the classroom. Parents also have opportunities to engage in school through participation in the School Site Council, PTA, Art, Music, PE Docent program, ELAC meetings, Watch D.O.G.S., and multiple family events throughout the school year.

Heritage Oak Elementary School is proud of its commitment to ensuring that all students are respected, cared for, and nurtured academically and socially. There are so many ways to engage students in learning and we are honored to work as a community towards that endeavor. Heritage Oak students, parents and staff possess the ability and drive to forge new and innovative programs to develop a balanced and effective education for all students. The staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Staff are GLAD trained and utilize GLAD strategies in all subject areas to infuse GLAD strategies in lessons throughout the week and have planning time with their team.

Our site is focusing on intentional, explicit Tier 2 Interventions this year. Professional development for staff will continue throughout the year so interventions can continue to meet the needs of all students. Through PLC meetings, SEL team meetings, PBIS team meetings and Collaborative Conferences we are working together to ensure academic and SEL interventions take place with consistency and fluidity based on student need. This year as a staff we are growing professionally with extracurricular and enrichment opportunities that include Student Advisory, Cross Country, Battle of the Books, after school reading tutoring. We currently have 3 SDC classes on our campus and teacher teams meet monthly to collaborate on inclusion.

Staff professional development this year will also focus on Differentiation of Instruction in combination with our continued work on improving our Multi-Tiered Systems of Support. As a staff we will work together to complete our MTSS pyramid as our programs grow both academically and social-emotionally.

Heritage Oak Elementary is one of nine elementary schools in the Dry Creek Joint Elementary School District. The curriculum is focused on Language Arts, English Language Development, Mathematics, Social Studies, and Twig science. All certificated staff is GLAD (Guided Language Acquisition & Design) certified. We emphasize a proactive problem-solving atmosphere and promote 21st Century learning in which students are able to collaborate with one another, problem solve and critically reason. Heritage Oak is refining our use of the adopted ToolBox program and Zones of Regulation to support children in understanding and managing their emotions, social, and academic strengths and areas to improve.

Heritage Oak serves a diverse population of 636 students in Transitional Kindergarten through 5th grade.
Below is a snapshot of the Heritage Oak student population demographics:
Ethnicity: 57% White, 27% Hispanic/Latino, 3% African American, 7% Other Asian, 0.5% Asian Indian, 0% Other Pacific Islander, and 5.5% Other
English Language Learners: 9% of student population
Socio-economically Disadvantaged: 17% of student population

Educational Partner Involvement

How, when, and with whom did Heritage Oak Elementary 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

At Heritage Oak, we believe that all engagement partners should be involved in the development, maintenance, and review of all school goals and programs. On an ongoing basis, the school staff, the Site Leadership Team, ELAC committee, and the School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our engagement partners and the ever changing needs of our student population.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange.
ELA: Socioeconomically Disadvantages (orange), Students with Disabilities (red), and Hispanic (orange).
Math: Socioeconomically Disadvantages (orange), Students with Disabilities (orange), and Hispanic (orange).
English Learner Progress:
We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Socioconomically Disadvantages (orange)
Chronic Absenteeism: Students with Disabilities (orange)
We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups are two or more performance levels below the "all student" performance category.
ELA: Students with Disabilities
Math:
English Learner Progress

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Students with Disabilities
Chronic Absenteeism:
We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Heritage Oak Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0%	0.31%	2	0	2
African American	2.30%	3.19%	3.12%	14	20	20
Asian	5.58%	6.7%	7.17%	34	42	46
Filipino	2.63%	3.03%	3.43%	16	19	22
Hispanic/Latino	28.24%	25.84%	24.61%	172	162	158
Pacific Islander	0.16%	0.16%	0.16%	1	1	1
White	50.08%	47.37%	47.51%	305	297	305
Multiple/No Response	10.67%	13.72%	13.55%	65	86	87
			Total Enrollment	609	627	642

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	123	129	76
Grade 1	99	97	121
Grade 2	115	105	105
Grade3	102	112	107
Grade 4	79	98	110
Grade 5	91	86	98
Total Enrollment	609	627	642

Conclusions based on this data:

1. Enrollment longevity data shows increased enrollment over the last three years from 507 students in 2020-2021 to 627 students in 2023. This does not include our SDC students.
2. Heritage Oak serves a diverse community of learners.
3. Longevity data shows that Heritage Oak's enrollment has been in a steady state of increase over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50	46	60	6.90%	8.2%	9.3%
Fluent English Proficient (FEP)	15	26	21	2.60%	2.5%	3.3%
Reclassified Fluent English Proficient (RFEP)	11	6		8.6%	22%	

Conclusions based on this data:

1. During the 2022-2023 school year 7.3% of students at Heritage Oak were English Learners.
2. Heritage Oak's Reclassification rate decreased by 9% compared to the 21/22 school year.
3. This data will serve as a baseline for future years as we compare enrollment history and analyze our student's needs.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	62	101	115	56	100	111	56	100	111	90.3	99.0	96.5
Grade 4	82	77	100	81	77	97	81	77	97	98.8	100.0	97.0
Grade 5	86	93	91	84	93	88	84	93	88	97.7	100.0	96.7
All Grades	230	271	306	221	270	296	221	270	296	96.1	99.6	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2451.	2430.	2432.	42.86	25.00	31.53	21.43	32.00	27.03	14.29	18.00	17.12	21.43	25.00	24.32
Grade 4	2475.	2463.	2465.	20.99	28.57	26.80	34.57	18.18	27.84	22.22	23.38	15.46	22.22	29.87	29.90
Grade 5	2515.	2513.	2510.	29.76	26.88	27.27	28.57	32.26	27.27	21.43	21.51	19.32	20.24	19.35	26.14
All Grades	N/A	N/A	N/A	29.86	26.67	28.72	28.96	28.15	27.36	19.91	20.74	17.23	21.27	24.44	26.69

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	33.93	29.00	24.32	48.21	52.00	59.46	17.86	19.00	16.22
Grade 4	25.93	19.48	23.71	54.32	64.94	58.76	19.75	15.58	17.53
Grade 5	19.05	26.88	28.41	70.24	64.52	54.55	10.71	8.60	17.05
All Grades	25.34	25.56	25.34	58.82	60.00	57.77	15.84	14.44	16.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	28.57	15.00	16.22	53.57	57.00	61.26	17.86	28.00	22.52
Grade 4	13.58	16.88	14.43	70.37	55.84	52.58	16.05	27.27	32.99
Grade 5	17.86	16.13	13.64	55.95	58.06	56.82	26.19	25.81	29.55
All Grades	19.00	15.93	14.86	60.63	57.04	57.09	20.36	27.04	28.04

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	25.00	15.00	12.61	64.29	71.00	66.67	10.71	14.00	20.72
Grade 4	12.35	15.58	18.56	80.25	77.92	64.95	7.41	6.49	16.49
Grade 5	23.81	16.13	19.32	67.86	75.27	71.59	8.33	8.60	9.09
All Grades	19.91	15.56	16.55	71.49	74.44	67.57	8.60	10.00	15.88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	26.79	20.00	18.02	60.71	62.00	62.16	12.50	18.00	19.82
Grade 4	14.81	14.29	21.65	80.25	66.23	64.95	4.94	19.48	13.40
Grade 5	23.81	15.05	22.73	55.95	69.89	61.36	20.24	15.05	15.91
All Grades	21.27	16.67	20.61	66.06	65.93	62.84	12.67	17.41	16.55

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. 2022-23 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in the area of English Language Arts to be 58%. This reflects an increase (1%) in the percentage of students meeting or exceeding standard when compared to previous year (57%). This will be an area of focus for 22-23.

2. Analysis of claims contributes in the development of school/grade level SMART goals. Last year, Heritage Oak had continued growth in the area of Reading - demonstrating understanding of literary and non-fictional texts (57% were above or near standard in 2022, compared to 58% in 2023). Grades 4 and 5 had an increase in the percentage of students who fell below standard in Reading, with 3rd grade had a 3% decrease. Writing continues to be the claim the most percentage of students are below standard: 28.04% which is an increase from 2022 of 1%. The claim of listening had the lowest percentage of students below standard with only 15.88% of students in this category. The claim of Research/Inquiry showed a 1% decrease in the number of students below standard.

3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test (96.7%). The results above will be instrumental in the coming years to determine steady growth in the area of English Language Arts and Literacy. A continued focus on SMART goal practices and responding to areas targeted at Writing and Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	62	101	115	56	101	113	56	101	113	90.3	100.0	98.3
Grade 4	82	77	100	80	77	100	80	77	100	97.6	100.0	100.0
Grade 5	86	93	91	84	93	91	84	93	91	97.7	100.0	100.0
All Grades	230	271	306	220	271	304	220	271	304	95.7	100.0	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 3	2442.	2453.	2439.	25.00	29.70	22.12	28.57	37.62	38.05	23.21	19.80	19.47	23.21	12.87	20.35
Grade 4	2497.	2472.	2477.	23.75	16.88	19.00	41.25	31.17	35.00	20.00	28.57	25.00	15.00	23.38	21.00
Grade 5	2492.	2515.	2496.	17.86	21.51	24.18	21.43	23.66	18.68	27.38	34.41	20.88	33.33	20.43	36.26
All Grades	N/A	N/A	N/A	21.82	23.25	21.71	30.45	31.00	31.25	23.64	27.31	21.71	24.09	18.45	25.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	25.00	33.66	24.78	51.79	48.51	57.52	23.21	17.82	17.70
Grade 4	35.00	22.08	25.00	50.00	57.14	50.00	15.00	20.78	25.00
Grade 5	22.62	21.51	21.98	44.05	53.76	45.05	33.33	24.73	32.97
All Grades	27.73	26.20	24.01	48.18	52.77	51.32	24.09	21.03	24.67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	28.57	34.65	30.97	51.79	47.52	46.90	19.64	17.82	22.12
Grade 4	26.25	14.29	21.00	56.25	58.44	60.00	17.50	27.27	19.00
Grade 5	7.14	19.35	19.78	63.10	61.29	54.95	29.76	19.35	25.27
All Grades	19.55	23.62	24.34	57.73	55.35	53.62	22.73	21.03	22.04

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 3	33.93	39.60	25.66	46.43	46.53	56.64	19.64	13.86	17.70
Grade 4	23.75	22.08	19.00	63.75	61.04	60.00	12.50	16.88	21.00
Grade 5	16.67	16.13	13.19	58.33	66.67	57.14	25.00	17.20	29.67
All Grades	23.64	26.57	19.74	57.27	57.56	57.89	19.09	15.87	22.37

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The 2022-23 CAASPP shows 52% of overall students scoring in the area of "Standard Exceeded" or "Standard Met". When compared to the 2022 overall percentage of 54%, this represents a schoolwide decrease of 2% from the prior year. An area of strength is that 60% of 3rd grade students showed were in the area of "Standard Exceeded" and "Standard Met." The percentage of students in the area of "Standard Not Met" in all grade levels fell 7% for all grade levels as compared to the previous year. Math will be a continued focus for our staff.

2. An area of strength seemed to be in Communicating Reasoning, with 76% of our students at or near standard or above. 4th Grade students were in the 60 percentile in both Problem Solving and Communicating Reasoning. 3rd Graders were at the lowest percentiles below standard at 17% in both Concepts and Procedures and Communicating Reasoning. On average, about 52% of our students are "at or near standard," so with continued focus on improvement and addressing the needs of our students, we hope these numbers will decrease and the number of students at the "Above Standard" will increase in 23-24.

3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test (99.3%). The results above will be instrumental in the coming years to determine steady growth in the area of Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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
K	*	1466.8	1439.9	*	1460.3	1439.7	*	1482.3	1439.9	7	12	15
1	*	*	*	*	*	*	*	*	*	8	8	9
2	*	1490.8	*	*	1490.4	*	*	1490.6	*	8	11	5
3	*	*	*	*	*	*	*	*	*	4	8	7
4	*	*	*	*	*	*	*	*	*	7	*	7
5	*	*	*	*	*	*	*	*	*	*	6	4
All Grades										37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	41.67	26.67	*	16.67	46.67	*	33.33	6.67	*	8.33	20.00	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.03	42.55	25.53	40.54	27.66	29.79	24.32	17.02	10.64	8.11	12.77	34.04	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	41.67	20.00	*	25.00	40.00	*	25.00	20.00	*	8.33	20.00	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.95	53.19	27.66	32.43	21.28	25.53	10.81	14.89	17.02	10.81	10.64	29.79	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	33.33	13.33	*	16.67	46.67	*	41.67	33.33	*	8.33	6.67	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	17.02	6.38	35.14	40.43	40.43	43.24	23.40	19.15	10.81	19.15	34.04	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	33.33	46.67	*	58.33	33.33	*	8.33	20.00	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.84	44.68	31.91	54.05	42.55	48.94	8.11	12.77	19.15	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	41.67	13.33	*	50.00	66.67	*	8.33	20.00	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.65	53.19	29.79	40.54	34.04	38.30	10.81	12.77	31.91	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	41.67	13.33	*	50.00	73.33	*	8.33	13.33	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	27.66	12.77	72.97	51.06	51.06	16.22	21.28	36.17	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	*	50.00	53.33	*	25.00	40.00	*	25.00	6.67	*	12	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.92	40.43	25.53	72.97	40.43	46.81	8.11	19.15	27.66	37	47	47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. This data provides information Heritage Oak's English Language students (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Of the 47 students tested, the data shows that 25.53% of the EL students (K-5) are at the highest English Proficiency, Level 4. Students at this level have well developed English Skills. The data reflects the other 29.79% of students are at Level Proficiency 3. Students at this level have moderately developed English skills. Both Level 3 and Level 4 are within the Bridging proficiency levels. 10% of students scored in the proficiency Level 2 and 34% in the lowest proficiency Level 1.
2. In the domain data sets, the data shows the Listening domain to be the strongest domain with 31% of students scoring Well Developed. The area with the lowest Level 4 performance was the Written Language domain with 6%. Overall, the number of students who scored in the beginning performance categories with: 19.15% Listening, 31.91% Speaking, 36% Reading, and 27.66% Writing. The Listening Domain had the highest number of students score Well Developed performance with 31.91%.
3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language Proficiency of our English Learners.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
627	**30.1**	**7.3**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Heritage Oak Elementary 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	46	7.3
Foster Youth		
Homeless	6	1
Socioeconomically Disadvantaged	189	30.1
Students with Disabilities	97	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	3.2
Asian	42	6.7
Filipino	19	3
Hispanic	162	25.8
Two or More Races	86	13.7
Pacific Islander	1	0.2
White	297	47.4

Conclusions based on this data:

1. Out of 609 students, 25.9% are Socioeconomically disadvantaged and 8.2 % are English Learners.

2. There are 93 students with disabilities, which represents 15.3% of our student population.
3. Heritage Oak's largest race/ethnicity groups are White (50.1%) and Hispanic (28.2%).

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Academic Performance indicators in English Language Arts and Mathematics fell within the medium range for performance.
2. Heritage Oak places a strong emphasis on the importance of attending school regularly. We partner with families who are struggling to send their child to school and intervene on student's behalf. Our chronic absenteeism shows that we are very high. We are currently looking at our procedures and protocols for improving this area.

3. The Conditions and Climate indicator fell within the low range.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	9.5 points below standard	Less than 11 Students
1 points above standard	Maintained +1.9 points	0 Students
Maintained -0.4 points	22 Students	
285 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
3 Students	32.8 points below standard	79.3 points below standard
	Decreased -9.6 points	Decreased -7 points
	96 Students	56 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	35.5 points above standard Increased Significantly +33.4 points 18 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 30.6 points below standard Decreased -8.6 points 83 Students	11.9 points above standard Increased +12.6 points 33 Students	 No Performance Color 0 Students	 Green 18.9 points above standard Increased +3.2 points 133 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.8 points below standard Decreased Significantly -87.7 points 11 Students	63.8 points above standard Increased Significantly +50 points 12 Students	0.1 points below standard Maintained -2.6 points 253 Students

Conclusions based on this data:

1. Heritage Oak analyzes student formative and summative assessments and provides targeted intervention to assist students who are Socioeconomically Disadvantaged bridge the achievement gap. Students of low socioeconomic status fell within the low range for the 21/22 school year. Heritage Oak staff diligently analyzes data and responds to need with appropriate interventions for every student. We continue to commit to this high standard of rigor and intervention for every student.
2. Heritage Oak continues to focus on meeting the needs of Students with Disabilities and provide them support and services they need to be successful. Our Students with Disabilities fell with the very low range. Our staff is continuing to find ways to help these students with test taking strategies.
3. Our Reclassified English Learners were 13.8 points above standard, however, our current English Learners were 31.1 points below standard.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	7.5 points below standard	Less than 11 Students
8.3 points below standard	Maintained -2.1 points	0 Students
Decreased -7.7 points	23 Students	
286 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
3 Students	38.7 points below standard	78 points below standard
	Decreased -7.9 points	Decreased -9.2 points
	97 Students	56 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	 No Performance Color 0 Students	11.5 points above standard Increased +5.1 points 18 Students	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 34.4 points below standard Decreased -12.8 points 83 Students	8.2 points above standard Increased +3.3 points 33 Students	 No Performance Color 0 Students	 Green 8.3 points above standard Maintained -2.3 points 134 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
43.3 points below standard Decreased Significantly -21.3 points 11 Students	25.3 points above standard Increased +9.5 points 12 Students	9.1 points below standard Decreased -8.7 points 253 Students

Conclusions based on this data:

1. Overall, the Mathematics performance indicator for all students was within the medium range. Both the Socioeconomically Disadvantaged students and Students with Disabilities fell in the low range.
2. When looking at race/ethnicity results, our Hispanic students were in the medium range (21.6 points below standard), and our White students scored in the high range (10.6 points above standard).
3. The 2022 Dashboard provides Mathematics data comparisons for English Learners. Current English Learners scored 22 points below standard, while our Reclassified English Learners were 15.7 points above standard.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
55% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

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.

2023 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
2	7	4	7

Conclusions based on this data:

1. Heritage Oak staff provides daily instruction to our English Learners along with opportunities for students to interact and collaborate in order to give our English Learners opportunities to practice their skills and become fluent in the English language. Although there was only 29 students in this group, 79.3% are making progress towards English language proficiency.
2. While 10.3% of our EL students maintain an ELPI Level 4, 69% of our EL students progressed at least one ELPI level.
3. This data serves as a baseline for Heritage Oak students.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	Less than 11 Students
15.6% Chronically Absent	8.8% Chronically Absent	2 Students
Declined Significantly -14.8	Declined -28.5	
660 Students	57 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
7 Students	24.9% Chronically Absent	26.4% Chronically Absent
	Declined Significantly -19.4	Declined -11.3
	237 Students	125 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
39.1% Chronically Absent			26.3% Chronically Absent
Declined -14.2	No Performance Color	Yellow	Increased 2.8
23 Students	0 Students	13.3% Chronically Absent	19 Students
		Declined -23.3	
		45 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
Yellow	Yellow	1 Student	Yellow
17.8% Chronically Absent	12.4% Chronically Absent		13.1% Chronically Absent
Declined Significantly -15.8	Declined -15.8		Declined Significantly -14.2
169 Students	89 Students		314 Students

Conclusions based on this data:

1. Attendance is an area that Heritage Oak is looking to improve. During the 21/22 school year, 30.4% of our 644 students were chronically absent.
2. Chronic Absenteeism for Socioeconomically Disadvantaged students fell within the very high range (44.3%). Heritage Oak is committed to working with every student to provide resources and support in the area of attendance. Students with Disabilities were also in the very high range, with 37.7% of the 122 students being chronically absent.
3. Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard. Hispanic students scored within the very high range (33.5% of 179 students). Students with two or more races and Asian students also were in the very high range (28.2% compared to 36.6%).

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	4

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	Less than 11 Students
0.6% suspended at least one day	0% suspended at least one day	4 Students
Maintained -0.2	Maintained 0	
667 Students	58 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
7 Students	1.3% suspended at least one day	2.3% suspended at least one day
	Increased 0.3	Maintained -0.1
	240 Students	128 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
4.3% suspended at least one day			0% suspended at least one day
Increased 4.3	No Performance Color	Blue	Maintained 0
23 Students	0 Students	0% suspended at least one day	19 Students
		Maintained 0	
		46 Students	

Hispanic	Two or More Races	Pacific Islander	White
		Less than 11 Students	
Green	Blue	1 Student	Blue
1.2% suspended at least one day	0% suspended at least one day		0.3% suspended at least one day
Declined -0.5	Declined -1.3		Maintained 0
173 Students	91 Students		314 Students

Conclusions based on this data:

1. Overall, Suspension Rates for all students were within the low range (.8%). Socioeconomically Disadvantaged students were in the low range (1%) while Students with Disabilities were in the medium range (2.4%).
2. Suspension Rates are disaggregated by race/ethnicity on the Dashboard. Hispanic students received an indicator score within the medium range (1/6%). Students who identify as Two or More Races scored within the medium range (1.3%). Both White and Asian students were within the very low range.
3. We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1:
At Heritage Oak, student achievement in ELA will improve by students demonstrating at least one year's growth at Heritage Oak as measured by increased proficiency levels on classroom, district and state assessments.
At Heritage Oak, student achievement in Math will improve by students demonstrating at least one year's growth at Heritage Oak as measured by increased proficiency levels on classroom, district and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified Need:
The following subgroups have an overall performance level of red or orange.
ELA: Hispanic, Socioeconomically Disadvantaged
Math: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
English Learner Progress:
We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten ELA and Math Assessments	ELA: Upper Case ID: 100% proficient (20/26 letters) Lower Case ID: 100% proficient (20/26 letters) Letter Sounds: 96% proficient (20/26 sounds) Math: Counting 1:1 correspondence: 100% proficient (11/11) Counting to 30: 96% proficient (30/30)	ELA: All TK students will identify at least 20/26 uppercase letters. All TK students will identify at least 20/26 lowercase letters. All TK student will be able to identify the beginning sounds of words. All TK students will be able to demonstrate an understanding of the organization and basic features of print. Math: By May 2024, all TK students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments that require students to know the following essential standards: All TK students will know number names and the count sequence by ones and by tens. (TK.CC.1) All TK students will count to tell the number of objects and understand the relationship between numbers and quantities; connect counting to cardinality to 30 (TK.CC.4)
Kinder ELA and Math Assessments	ELA Upper Case ID: 96% proficient (24/26 letters) Lower Case ID: 96% proficient (24/26 letters) Letter Sounds: 92% proficient (28/31 sounds) Comprehension: Main Topic/Detail (Informational Text): Assessed 3rd trimester: 92% Comprehension: Character/Setting/Beginning/Middle/End (Literature): Assessed 3rd trimester 96% Math: Number recognition: 94% proficient (21/21) Counting to 100: 89% proficient (100/100) Performance Task Trimester 3: 85% proficient	ELA: All Kindergarten students will identify all capital and lowercase letters. All Kindergarten students will know consonants and vowel sounds (short and long). All Kindergarten students will decode CVC words. All Kindergarten students will read target high-frequency words. All Kindergarten students will identify the main topic and key details of a text. All Kindergarten students will retell a familiar story using beginning /middle/end. All Kindergarten students will identify the characters and setting of a story. All Kindergarten students will write a narrative. Math: All Kindergarten students will identify numbers to 20 and write numbers to 20. All Kindergarten students will count by ones to 100. All Kindergarten students will count groups up to 20.

		All Kindergarten students will solve addition and subtraction to 10. All Kindergarten students will analyze and compare 2D and 3D shapes.
First Grade ELA and Math Assessments	ELA: Running Record: 83% Proficient DCEL: 82% proficient Comprehension (Informational Text) 81% proficient End of Triimester 3 Comprehension (Literature): 72% proficient End of Trimester 3 Math: At/Above Benchmark: 79% On Watch: 8 % Intervention: 9% Urgent Intervention: 4% Performance Task Trimester 3: 92% proficient	ELA: All 1st grade students will describe characters/setting/major events in a story using key details. All 1st grade students will identify the main topic and retell key details of a text. All 1st grade students will know and apply grade-level phonics. Math: All 1st grade students will use a variety of strategies to add and subtract within 20. All 1st grade students will use the relationship between addition and subtraction to solve problems. All 1st grade students will understand that numbers to 120 are made up of tens and ones. All 1st grade students will organize/represent/interpret data.
Second Grade ELA and Math Assessments	ELA: STAR scores At/above benchmark: 90.64% On Watch: 10% Intervention: 8% Urgent Intervention: 18% Comprehension (Informational Text) 24% proficient Comprehension (Literature): 81% proficient Math: STAR scores At/above benchmark: 70% On Watch: 13% Intervention: 7% Urgent Intervention: 9% Performance Task Trimester 3: 64% proficient	ELA: All 2nd grade students will know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text. All 2nd grade students will read with sufficient accuracy and fluency to support comprehension. All 2nd grade students will ask and answer such questions as who/what/where/when/why/how to demonstrate an understanding of key details in a text. All 2nd grade students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. All 2nd grade students will compare and contrast the most important points presented by two texts on the same topic. Math: All 2nd grade students will understand that three digits of a three-digit number represent hundreds/tens/ones. All 2nd grade students will add and subtract within 100 to solve one and two step word problems. All 2nd grade students will solve word problems involving bills and coins and use the dollar and cent signs appropriately.

		All 2nd grade students will add and subtract within 1,000 using different strategies. All 2nd grade students will select the correct measurement tool to measure the length of an object.
Third Grade ELA and Math Assessments	ELA: STAR scores At/above benchmark: 71% On Watch: 10% Intervention: 8% Urgent Intervention: 11% Comprehension (Informational Text/Literature): 40% proficient Math: STAR scores At/above benchmark: 75% On Watch: 8% Intervention: 10% Urgent Intervention: 7% Performance Task Trimester 3: 65%	ELA: All 3rd grade students will describe characters in a story and explain how their actions contribute to the sequence of events. All 3rd grade students will read and comprehend literature, including stories, dramas, and poetry independently and proficiently. All 3rd grade students will determine the main idea of a text, recount the key details and explain how they support the main idea. All 3rd grade students will compare and contrast the most important points and key details presented in two texts on the same topic. Math: All 3rd grade students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. All 3rd grade students will know from memory all products of two one-digit numbers. All 3rd grade students will solve two-step word problems using the four operations. All 3rd grade students will measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). All 3rd grade students will add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, to represent the problem. All 3rd grade students will relate area to the operations of multiplication and addition. All 3rd grade students will develop understanding of fractions as numbers. All 3rd grade students will reason with shapes and their attributes.
Fourth Grade ELA and Math Assessments	ELA: STAR scores: At/above benchmark: 64% On Watch: 16% Intervention: 11% Urgent Intervention: 9%	ELA: All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

	Comprehension (Informational Text/Literature): 26% proficient Math: STAR scores: At/above benchmark: 80% On Watch: 8% Intervention: 6% Urgent Intervention: 5% Performance Task Trimester 3: 62% proficient	All 4th grade students will determine a theme of a story, drama, or poem from details in the text; summarize the text. All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. All 4th grade students will determine the main idea of a text and explain how it is supported by key details; summarize the text. All 4th grade students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Math: All 4th grade students will recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. All 4th grade students will read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. All 4th grade students will solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. All 4th grade students will explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. All 4th grade students will understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (NF 3a) All 4th grade students will decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. All 4th grade students will use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a

		length as 0.62 meters; locate 0.62 on a number line diagram.
Fifth Grade ELA and Math Assessments	ELA: STAR scores At/above benchmark: 62% On Watch: 21% Intervention: 3% Urgent Intervention: 15% Comprehension (Informational Text/Literature): 58% proficient Math: STAR scores At/above benchmark: 73% On Watch: 11% Intervention: 7% Urgent Intervention: 9% Performance Task Trimester 3: 92% proficient	ELA: All 5th grade students will determine two more main ideas of a text and explain how they are supported by key details; summarize the text. All 5th grade students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. All 5th grade students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. All 5th grade students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Math: All 5th grade students will recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. All 5th grade students will explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. All 5th grade students will add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. All 5th grade students will add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. All 5th grade students will solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike

		denominators, e.g., by using visual fraction models or equations to represent the problem. All 5th grade students will use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. All 5th grade students will solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. All 5th grade students will apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems. All 5th grade students will represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-wide Strategies: Professional Learning Community (PLC) collaboration time during the teacher work day. Grade level teams will be provided with one 1/2 planning day to work on GLAD, common formative assessments, etc.	All Students	3,000 Supplemental Grant 1000-1999: Certificated Personnel Salaries Subs for planning time.
1.2	School-wide Strategies: School-wide ongoing focused professional development and re-visitation of principles, tenets and best practices associated with well functioning Professional Learning Communities. Site assessment of current reality of three major concepts of PLC: (1) Focus on Learning, (2) Collaborative Culture, (3) Governing by Results. Subsequent implementation of PLC norms, and essential commitments of PLC. Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.	All Students	No cost to site.

	PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.		
1.3	Teacher teams will focus on identifying learning targets for Essential Standards. They will also identify ways to assess students as they work towards proficiency.	All Students	No cost to site since done during PLC time.
1.4	Three times a year, grade levels will meet with the Intervention Team in Collaborative Conferences in which student data is assessed and students are assigned Tier II and Tier III intervention groups. School-wide Strategies: Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students. Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff. Resulting Tier III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.	All Students	
1.5	Tier II and Tier III intervention groups will occur across grade levels and will be supported by the teachers, Instructional Assistants, and intervention team members. After school tutoring will be offered to give more support to students.	All Students identified and needing support.	12,500 Lottery 2000-2999: Classified Personnel Salaries Tier 3 support to help bridge academic gaps 5,300 Supplemental Grant 2000-2999: Classified Personnel Salaries Tier 3 support to help bridge academic gaps 2000 Lottery 1000-1999: Certificated Personnel Salaries Additional after school support
1.6	Staff will provide small group instruction during the school day in the area of Language Arts or Math for students that are low performing as identified on formative/summative assessments.	All Students needing support.	No cost to site.
1.7	For Tier I instruction, teachers will implement the SIPPS program for grades K-2 and Wonders ELA curriculum daily. Teachers will continue to integrate best practices and teaching strategies to engage students.	All Students	4,450 Lottery: Inst. Materials 4000-4999: Books And Supplies Classroom supplies and materials to support Tier I

			instruction (Sight Word busters, Sipps) 9000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Math IXL, Reading IXL Heggerty
1.8	A robust system of support for English Learners will be monitored and adjusted as student data is showing the need. Formative and summative assessments used to monitor student progress towards reclassifying. Annual ELPAC assessment given to all English Learners to determine progress towards reclassification. Teachers will analyze data and report to English Learner teacher the progress of their English Learners. English Learner teacher will plan and hold three English Language Advisory Committee meetings in which a variety of applicable topics and strategies are discussed with parents to support their child's language acquisition. English Learner teacher will plan a reclassification ceremony to celebrate the efforts of English Learners ready to reclassify as English Fluent. Materials and supplies will be purchased to support instruction of our English Learners.	English Learners	1,000 Supplemental Grant 4000-4999: Books And Supplies Instructional materials to support EL students. 300 Supplemental Grant 4000-4999: Books And Supplies Materials purchased for reclassification ceremony.
1.9	TK/Kindergarten Goal: By May 2024, all Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments. Strategies: Teachers will use direct instruction focusing on narrative, opinion, informative writing. Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning and non-fiction). Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will level students and use the daily instructional aide to assist with rotations. Teachers will continue implementation of technology tools in the classroom to support instruction.	All TK/Kindergarten Students	

	Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III) Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide support for identified students during extended day (after school) instruction with small groups. Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.		
1.10	First Grade Goal: By May 2024, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments. Strategies : Teachers will level students into guided reading groups based on need every 3-4 weeks. Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes. Teachers will incorporate SIPPS, Signs for Sounds, Segmenting, and phonemic awareness into their daily instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III) Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.	All first-grade students.	

	Teachers will use guided highlighting of informational text and text evidence for increased comprehension. Teachers will use explicit Direct Instruction with an emphasis on Checking for Understanding. Teachers will implement Expressions curriculum with Think Central to drive instruction, as well as model multiple Math strategies.		
1.11	Second Grade Goal: By May 2024, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments. Strategies: Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will continue implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III) Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will use Social Studies/Science passages to reinforce comprehension of informational text. Teachers will use Chromebooks/iPads to provide access to reading content and reading programs. Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.	All second-grade students.	
1.12	Third Grade (ELA) Goal: By May 2024, all third-grade students will improve by demonstrating at least one year's	All third-grade students.	

	growth as measured by increased proficiency levels on classroom, district and state assessments. Strategies: Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will continue implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III) Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide a variety of non-fiction texts and passages for student analysis. Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs. Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains. Teachers will implement performance tasks in Math to develop problem-solving skills.		
1.13	Fourth and Fifth Grade Goal: By May 2024, all fourth and fifth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments. Strategies: Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year. Teachers will continue to implement mini-lessons incorporating strategies to improve sentence	All fourth and fifth-grade students.	

	fluency, word choice, ideas, organization, ideas and content, and conventions. Teachers will continue implementation of technology tools in the classroom to support instruction. Teachers will participate in site-based staff development centered on RTI and Technology Integration. Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III) Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention. Teachers will provide a variety of non-fiction texts and passages for student analysis. Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs. Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies. Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains. Teachers will implement performance tasks in Math to develop problem-solving skills.		
1.14	Teachers will participate in professional development opportunities outside of the district on a voluntary basis including conferences.	All Students	2,000 Lottery 5000-5999: Services And Other Operating Expenditures Professional development for certificated staff on how to close the learning gaps

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, two site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Each one of these strategies contributed to 70% of students in Tier 3 interventions making academic growth. Weekly

PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally, funds for the library resulted in purchasing approximately 150 books with a focus on current relevant non fiction topics.

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

There were no major differences between intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate
Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Heritage Oak we will maintain a positive school climate as measured by the end of the year parent and student survey, PBIS data and attendance data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:
2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension: Socioeconomically Disadvantaged
Chronic Absenteeism: Students with Disabilities

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey	Students from different backgrounds become friends. 94% Students have friends at school. 95% Students respect the teachers and staff. 94% All students are treated fairly. 92% Students feel safe at school. 89% Students get along with each other and respect each others differences. 85% Students are comfortable talking to school staff. 93% Bullying is a problem. 23% School effectively communicates with parents regarding their child's progress. 89%	Students from different backgrounds become friends. Increase and/or maintain at 90% or higher. Students have friends at school. Increase and/or maintain at 90% or higher. Students respect the teachers and staff. Increase and/or maintain at 90% or higher. All students are treated fairly. 85% Students feel safe at school. Increase and/or maintain at 90% or higher. Students get along with each other and respect each others differences. 86% Students are comfortable talking to school staff. 90% Bullying is a problem. Reduce yearly and maintain below 10%. School effectively communicates with parents regarding their child's progress. Increase and/or maintain at 90% or higher.
Annual Student Survey	I can do most things if I try. 88% I know when I am feeling overwhelmed. 81% I have a lot of strengths. 79% I can explain my feelings to others. 49% I can learn from my mistakes. 90% I am a hard worker. 84% I keep trying, even when things are hard. 83% I know right from wrong. 84% I have goals and plans for my future. 84% I know how to handle stress. 52%	I can do most things if I try. Increase to 90% I know when I am feeling overwhelmed. Increase to 90% I have a lot of strengths. Increase to 87% I can explain my feelings to others. Increase to 50% I can learn from my mistakes. Increase to 90% I am a hard worker. Increase to 90% I keep trying, even when things are hard. Increase to 90% I know right from wrong. Increase to 90% I have goals and plans for my future. Increase to 90%

		I know how to handle stress. Increase to 65%
Discipline	252 referrals for Major behaviors for the year 1.2 incident reports per day .01% suspension rate	Below 150 referrals for Major behaviors for the year Below 1 incident reports per day Remain under a rate of 1% for suspension
Annual Attendance Reports	2023-24 Average Attendance Outcome Kindergarten: 94.61% Grades 1-3: 95.51% Grades 4-5: 94.49%	2023-2024 Average Attendance Expected Outcome: Kindergarten: 97% Grades 1-3: 97% Grades 4-5: 97%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Husky Restorative Room - created in the former Computer Lab for staff and students to use for restorative practices. The counselor will use this room for groups and teachers may bring classes for restorative work. Our after school Restorative Room will be held there.	All Students	All costs covered by donations.
2.2	All teachers will teach the TOOLBOX program and students will be highlighted for their efforts at recognition assemblies.	All Students	
2.3	Teachers will implement Restorative Practices including Community Building Circles at least 2-3 times per week to promote positive relationships across the school and to manage problems in the classroom in a productive and student-centered manner. Students needing CICO (Check In Check out) will be provided assistance during the school day monitoring their behavior.	All Students	500 Site Allocation 4000-4999: Books And Supplies Resources for Restorative Practices and Restorative Room
2.4	All staff and students will participate in the PBIS program. The PBIS team will receive refresher training offered by Placer County Office of Education and train the remaining staff members on intervention structures and strategies. All school staff will fully implement Tier I, Tier II and Tier III of the Positive Behavior Intervention and Supports (PBIS) program. We will continue to teach students explicitly how to be safe, respectful and responsible in all areas of our campus. We will acknowledge students positively through the use of Husky Tickets that can be used for class and school-wide incentives.	All Students	3,000 Site Allocation 4000-4999: Books And Supplies Husky Tickets and Student Monthly incentives, postcards, and postage. 4000 Lottery 1000-1999: Certificated Personnel Salaries Subs for Teachers attending PBIS Tier 2 training
2.5	Parent informational events will be planned to increase parent involvement and develop a deeper level of understanding of grade level standards at Heritage Oak.	All Students	500 Supplemental Grant 4000-4999: Books And Supplies

			Expenses for parent informational nights.
2.7	Regular school emergency drills will be conducted to prepare staff, parents, and students and to remain in compliance with state law. New DPrep Safety guidelines will be implemented to ensure school safety. Emergency buckets will be updated to ensure materials and supplies are up to date.	All Students	2,000 Site Allocation 4000-4999: Books And Supplies Safety equipment
2.8	Intervention Team - Principal, Counselor, School Psychologist, and Mental Health Clinician will meet to discuss Aperture data and students who need social/emotional support.	Heritage Oak students as needed.	460 Lottery 5000-5999: Services And Other Operating Expenditures SWIS Suite Database/ Aperture/Request for Assistance Forms
2.9	A Positive School and Community Culture will be promoted by honoring students each trimester for positive behavior. Recognition assemblies will occur 3 times a year.	All Heritage Oak Students	1000 Lottery 4000-4999: Books And Supplies Recognition Awards and supplies 500 Supplemental Grant 4000-4999: Books And Supplies Culturally relevant books for each grade level
2.10	Positive attendance support to help improve daily attendance and chronic absenteeism.	Schoolwide strategies that will be utilized include targeted messaging, attendance references in weekly newsletters, recognition of student improvement, monthly incentives	1,000 Site Allocation 4000-4999: Books And Supplies Student and classroom incentive and supports

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Aperture and Office Discipline Referrals. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals; however, we have seen an improvement in positive school climate as seen in our parent survey. Along with our focus on attendance and attendance incentives, we have also seen an improvement in our attendance data from the 22/23 school year to the 23/24 school year.

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

There were no major differences between intended implementation and budget expenditures.

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.

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, expenditures will reflect increases in costs for employee salary and benefits.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$52,510.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

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 ($)
Lottery	$21,960.00
Lottery: Inst. Materials	$13,450.00
Site Allocation	$6,500.00
Supplemental Grant	$10,600.00

Subtotal of state or local funds included for this school: $52,510.00

Total of federal, state, and/or local funds for this school: $52,510.00

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
Site Allocation	6,500	0.00
Supplemental Grant	10,600	0.00
Lottery: Inst. Materials	13,450	0.00
Lottery	21,960	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	21,960.00
Lottery: Inst. Materials	13,450.00
Site Allocation	6,500.00
Supplemental Grant	10,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	17,800.00
4000-4999: Books And Supplies	14,250.00
5000-5999: Services And Other Operating Expenditures	11,460.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	6,000.00
2000-2999: Classified Personnel Salaries	Lottery	12,500.00

4000-4999: Books And Supplies	Lottery	1,000.00
5000-5999: Services And Other Operating Expenditures	Lottery	2,460.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	4,450.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	9,000.00
4000-4999: Books And Supplies	Site Allocation	6,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental Grant	5,300.00
4000-4999: Books And Supplies	Supplemental Grant	2,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,550.00
Goal 2	12,960.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Josh Nielsen	Principal
Lisa Parker	Other School Staff
Claire Emmerich	Classroom Teacher
Julie Carnesi	Classroom Teacher
Katy Kraemer	Classroom Teacher
Michelle Harvey	Parent or Community Member
Amy Walker	Parent or Community Member
Nichole O'Hagan	Parent or Community Member
Katie Goodman	Parent or Community Member
Kerryn Bieg	Parent or Community Member

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 May 22, 2024.

Attested:

Principal, Josh Nielsen on 5/22/24

SSC Chairperson, Michelle Harvey on 5/22/24

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:

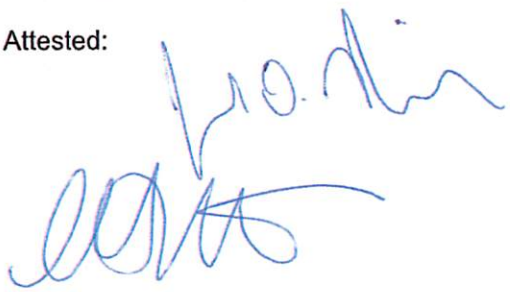
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 22, 2024.

Attested:



Principal, Josh Nielsen on 5/22/24

SSC Chairperson, Michelle Harvey on 5/22/24

Grade Level Assessments

	2020-21 Baseline		2021-22		2022-23	
Kindergarten	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Number ID (K.CC.3)	96%	97%	100%	92%	96%	94%
EOY Addition (K.OA.1)	99%	97%	85%	96%	98%	97%
EOY Subtraction (K.OA.1)	96%	96%	75%	93%	94%	96%
EOY ELA Uppercase Letter ID (K.R.F1.D)	99%	98%	94%	86%	99%	98%
EOY ELA Lowercase Letter ID (K.R.F1.D)	97%	97%	91%	94%	96%	97%
EOY ELA Consonant Letter Sounds (K.R.F.3.B)	95%	90%	82%	88%	88%	93%
EOY ELA High Frequency Words (K.R.F.3.C)	87%	79%	64%	72%	80%	73%
Grade 1	**Site**	**District**	**Site**	**District**	**Site**	**District**
EOY Math Assessment	93%	78%	83%	75%	89%	83%
Running Record (RF 1.4)	96%	93%	84%	75%	78%	66%
DC Early Literacy Screener (RF 1.3)	68%	69%	77%	79%	81%	58%
Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)	73%	71%	63%	68%	72%	65%
Comprehension - Fiction (RL 1.3, RF 1.3)	85%	82%	72%	73%	73%	65%

Heritage Oak Elementary School District and State Assessments

Grade 2	Site	District	Site	District	Site	District
EOY Math Assessment	80%	63%	47%	65%	51%	72%
Language Arts EOY Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	79%	82%	75%	81%	77%	82%
Language Arts EOY Comprehension Summative (RI 2.1)	29%	39%	26%	31%	33%	47%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	39%	38%	78%	70%	72%	73%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	49%	42%	34%	43%	28%	38%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	22%	28%	55%	67%	44%	72%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	40%	24%	34%	39%	28%	47%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	15%	20%	58%	55%	31%	48%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)	54%	52%	71%	66%	48%	51%

Summary:

All students in grades K-5 at Heritage Oak Elementary School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2022-2023 school year. This data provides information on Heritage Oak's student's proficiency levels as compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that these initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended

the year with a typical full day schedule. This data serves as a baseline indicator to determine the focus for growth in subsequent years.

Kindergarten:

- Number ID (100%) baseline data is 2% above that of the district percentile (94%). An area of growth was in addition and subtraction, where Heritage Oak scored 13% higher in addition and 19% higher in subtraction.
- EOY ELA assessments showed that Heritage Oak scored made growth in all four assessments from the previous year, and jumped 16% higher in High Frequency Words.
- Overall scores improved from previous year except Number ID's.

1st Grade:

- With 23% above the district percentile, Early Literacy screener was a strength of the First grade in the 22-23 school year.
- EOY math assessment was a strength of first grade with the site percentage being 89% and the district being 83%.
- Scores were higher with the district in 22-23 in all five of the assessments.

2nd Grade:

- EOY Math Assessment (51%) is 21% below that of the district percentile (72%). This will continue to be an area of growth.
- Both of the Language Arts EOY Comprehension Summative percentiles by HO 2nd graders are below the district average and should be an area of focus. (77%/82%) and (33%/47%).
- Math Assessment in 21-22 was significantly lower than 20-21, yet ELA scores were consistent with previous year.

3rd Grade:

- Students in 3rd grade scored 72% on the Math assessment which was comparable to the district.
- The 3rd grade Language Arts EOU Comprehension Summative was below the district with a score of 28%. The district score was 38%.
- Math scores increased dramatically from 20-21, and declined in ELA.

4th Grade:

- Fourth grade Math decreased by 11% at the site, while increased by 5% at the district level.
- The 4th grade Comprehension summative assessment HO students scored 28% compared to the district score of 47%.
- Math scores increased by 22% from 20-21, and declined by 12% in ELA from 20-21.

5th Grade

- Overall proficiency demonstrated in the Fifth grade ELA Comprehension summary is 3% lower than the district level of 51%.
- EOY Math assessment showed a decline to the previous year, scoring 27% lower.
- 5th grade declined in both Math and ELA from previous years, as did district scores.

Heritage Oak Elementary School District and State Assessments

Smarter Balanced CAASPP Performance Assessments

	2020-21 Baseline		2021-22		2022-23	
Grade 3	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	53%	53%	67.32	55.99	60%	58
ELA % Met Achievement Standard	64%	51%	57.0	53.24	58%	52
Grade 4	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	65%	52%	48.05	48.68	54%	54
ELA % Met Achievement Standard	56%	53%	46.75	53.68	55%	52
Grade 5	**Site**	**District**	**Site**	**District**	**Site**	**District**
Math % Met Achievement Standard	39%	42%	45.17	45.92	43%	47
ELA % Met Achievement Standard	58%	59%	59.14	60.70	54%	56

Summary:
This data provides information on Heritage Oak's student's proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. It is imperative to note that this assessment was taken in the midst of a global pandemic. All students in grades 3-5 at Heritage Oak Elementary School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2020-2021 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that these initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, AM/PM schedule; then to a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule.

3rd Grade:

- Students in 3rd grade showed consistent proficiency 60% in Math assessments and 58% proficiency in ELA assessments.
- Math was 2% higher than our district score of 58% and ELA was 6% higher than our district score of 52%.
- Math scores increased by 7% from 20-21, however, decreased by 7% from previous year. ELA scores decreased by 6% from 20-21, and was consistent with the previous year.

- A continued focus on SMART goal/ data driven PLC practices and intensive targeted intervention opportunities will reduce learning loss that resulted during the COVID-19 pandemic.

4th Grade:

- Performance on the ELA portion revealed HO 4th graders at 55% proficiency, which was 9% higher from the previous year, and 3% higher than the district.
- HO math proficiency for 4th graders was consistent with our district at 54%.
- A continued focus on SMART goal/ data driven PLC practices and intensive targeted intervention opportunities will reduce learning loss that resulted during the COVID-19 pandemic.

5th Grade:

- Performance on the ELA proficiency was 54%, down 2% from the district percentage of 56%.
- HO math proficiency is down 2% from the previous year at 43%. This is down 4% from our district which is at 47%.
- A continued focus on SMART goal/ data driven PLC practices and intensive targeted intervention opportunities will reduce learning loss that resulted during the COVID-19 pandemic.

This data will serve as a baseline in subsequent years to come and will continue to direct our targeted interventions as we bridge the learning loss that resulted from the COVID 19 Pandemic.

Student Engagement

	2021-22		2022-23		2023-24	
Students...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
cares about my/their school.	93%	87%	99%	96%	94%	100%
wants to do well in school.	93%	93%	97%	96%	97%	100%
comes to class prepared.	93%	87%	99%	88%	97%	89%
likes going to school.	84%	93%	95%	96%	90%	100%

Summary:

Student engagement in the classroom and in school-related activities is an indicator of increased overall student achievement, self-efficacy, and social/emotional well-being. A high percentage of parents and staff at Heritage Oak reported significant student engagement at the school as evidenced by the annual DCJESD parent and staff survey for the 2023-2024 school year. Particularly, 94% of parents and 100% of staff report that students care about their school, and 90% of parents and 100% of staff stated confidently that students like coming to school. One Hundred percent (100%) of staff reported that students want to do well in school. This represents an increase of 4% of staff reporting about student preparedness when compared to the 2022-2023 school year. This year, Heritage Oak is continuing to focus efforts on building increased communication and involvement between the home and the school to increase student preparedness.

Learning Environment

	2021-22		2022-23		2023-24	
My [child's] school....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
is clean.	96%	79%	96%	83%	100%	86%
maintains its resources well.	85%	68%	93%	75%	95%	77%
has facilities with up-to-date technology.	85%	74%	77%	58%	86%	68%
want(s) students to succeed.	91%	100%	97%	100%	95%	94%
provide(s) a well-rounded curriculum.	89%	80%	93%	79%	94%	100%
offer(s) challenging classes.	75%	60%	70%	75%	83%	53%
focus(es) on students' character.	81%	80%	88%	96%	92%	100%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and an inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. Overall, the parent and staff results indicate the learning environment at Heritage Oak Elementary either met or exceeded the expectations. From the seven (7) areas surveyed, five out of seven (5/7) areas had over 90% parent approval ratings. The highest parent rating was in the area "My child's school is clean", in which 100% of parents showed approval. This is a 4% increase from the year prior. Five (5) out of the seven (7) areas increased in parent ratings from the previous year, which is a positive trend. The highest gain for parents was "My child's school offers challenging courses", which increased 13% from the previous year. From the seven (7) areas surveyed, four out of the seven (4/7) areas had over 80% staff approval ratings. One area resulted in one hundred percent (100%) approvals by staff: "My child's school focuses on students' character".

Expectations

	2021-22		2022-23		2023-24	
My [child's] school....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	41%	60%	69%	52%	66%	42%
set(s) high expectations for student achievement.	76%	93%	84%	88%	84%	89%
success in college or a career.	55%	86%	61%	67%	71%	79%
encourage(s) a healthy lifestyle.	68%	73%	89%	71%	85%	74%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of notable student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Of the four (4) areas under "Expectations",one made gains with the parents and three (3) areas increased with staff from the previous year. Setting high expectations for student achievement both had staff and parent ratings over eighty percent (80%). Eighty-five percent (85%) of parents indicated that Heritage Oak Elementary "encourage(s) a healthy lifestyle", while seventy-one percent (74%) of staff felt the same. There was a ten (10%) parent increase in "success in college or a career" from the previous year, with a twelve percent (12%) increase from staff. Parents indicated a rate of sixty-one percent (71%), while the staff indicated sixty-seven percent (79%). Our site's leadership team discussed that this disconnect between the parent and staff perceptions may be due to parents not being aware that we begin these discussions in elementary school. Although we are an elementary school, it is never too early to cultivate this mindset for the future.

Student Support

	2021-22		2022-23		2023-24	
At district schools....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
I understand what types of academic support are available to students.	63%	87%	70%	91%	67%	95%
Students receive the resources and support they need.	79%	67%	83%	48%	90%	42%
I understand what types of social-emotional support are available to students.	57%	73%	67%	74%	69%	95%

Summary:

Research has shown that having a strong support system has many positive benefits, such as higher levels of well-being, better coping skills and an overall healthier life. Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). Overall, the staff results indicate that student support at Heritage Oak either met or exceeded the expectations in two (2) out of the three (3) areas. Upon further analysis of the data, there was one area with a larger discrepancy between the parent and staff results: "Students receive the resources and support they need." Parents reported eighty-three percent (90%) while staff reported forty-eight (42%), which reflects a difference of thirty-five percent (48%). Sixty-Seven percent (67%) of parents believed "I understand what types of academic support are available to students" while ninety-one percent (95%) of staff reported this to be true. In the area: "I understand what types of social-emotional support are available to students", parents reported a two percent (2%) increase from the previous year and the staff a twenty-one percent (21%) increase. As a school staff, we will continue to focus on providing our students with various supports so they continue to thrive both academically and socially-emotionally.

Student Support

	2021-22		2022-23		2023-24	
Teachers and staff at district schools....	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
use technology to teach.	94%	93%	98%	91%	96%	95%
try to make class interesting.	93%	100%	94%	100%	94%	100%
encourage collaboration among students.	90%	87%	97%	100%	93%	100%
encourage critical thinking.	90%	100%	94%	91%	95%	100%
listen to students.	90%	100%	92%	96%	90%	100%
encourage students on a regular basis.	93%	100%	97%	100%	96%	100%
help my child when he/she doesn't understand something.	90%		94%		93%	
nurture creativity.	87%	93%	93%	91%	95%	89%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills." Survey results over the past three years indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. All eight (8) areas had an approval rating of eighty-nine percent (89%) or higher on both the parent and staff 2023-24 survey results. One area that parents have seen continuous growth over the past three (3) years is "Teachers and staff at district schools encourage critical thinking". This has increased five percent (5%) since the 2021-22 school year. Staff has shown a positive consistent score of One Hundred percent (100%) in the areas of "try to make class interesting" and "encourage students on a regular basis." Our staff values using technology as a tool to enhance lessons, however, believes in the power of high levels of engagement through other modalities as well.

Social Climate

	2021-22		2022-23		2023-24	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
school rules are fair.	80%	89%	85%	100%	93%	91%
students from different cultural backgrounds become friends.	90%	95%	94%	96%	94%	100%
students have friends at school.	91%	95%	99%	96%	95%	100%
students respect the teachers and staff.	96%	79%	96%	92%	94%	73%
all staff are treated fairly.	65%	84%	81%	96%	92%	86%
all students are treated fairly.	70%	84%	87%	96%	89%	91%
students get along with each other and respect their differences.	76%	95%	84%	96%	85%	82%
students feel safe at school.	87%	100%	76%	96%	89%	95%
students are comfortable talking to school staff.	81%	95%	93%	100%	93%	100%
staff feel safe at school.	72%	95%	76%	96%	87%	95%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	27%	5%	14%	17%	23%	14%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. From the eleven (11) areas above which are connected to social climate, nine (9) had an eighty-seven percent (87%) or higher rating from parents, while nine (9) areas had an eighty-two percent (82%) or higher rating from staff. While there were several areas of strength, not to mention three (3) one hundred percent (100%) markings, there was also one area with a significant difference between the parent and staff findings. This area was "students respect the teachers and staff, which had a 21% discrepancy between the two stakeholder groups. Areas that saw positive trends by both the parents and staff were "students have friends at school," "students are comfortable talking to school staff," and "students from different cultures become friends."

The final question in this section was changed in the 20-21 school year from "bullying is not a problem" to "bullying is a problem." Twenty-Three percent (23%) of parents feel that bullying is a problem, which is an increase of nine (9%) from the previous year. Fourteen percent (14%) of our staff indicated that bullying is a problem at our school. Heritage Oak Elementary strives to be a "Bully Free" school, therefore, we will continue

to be proactive in addressing these areas and closely monitor through restorative practices, including class restorative circles, and analysis of our schoolwide PBIS/SWIS data.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
Please indicate how much you disagree or agree with the following statements.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
The school keeps me well informed about events and activities	92%		97%		89%	
Teachers keep me well informed about my child's progress.	88%		94%		88%	

Summary:

One of the most important aspects of a child's educational journey is clear and regular communication between parents, teachers, and the school. Parent involvement also helps to keep students on track and make sure they're reaching their full potential in all areas, from academics to extra-curricular activities, and more. Eighty-nine percent (89%) of parents reported that "the school keeps them well informed about events and activities", which is an eight percent (8%) decrease from the previous year. Eighty-eight percent (88%) of parents reported that "teachers keep parents well informed about their child's progress", which is a six percent (6%) decrease from the previous year. Heritage Oak communicates events and school-wide information via our weekly school e-newsletter, "The Howler", our school website, social media, office slideshow, and marquee. Special messages or reminder emails are also sent to parents through our Parent Square system. Teachers communicate student progress through progress reports, report cards, parent meetings, phone calls and/or email.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-2023		2023-2024	
Are you able to communicate with teachers/staff when you need?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Yes	97%		98%		99%	
No	2%		2%		1%	
N/A/ I have not needed to communicate with teachers or staff	3%		0%		0%	

Summary:

Effective communication builds understanding and trust. When parents feel they are able to communicate with teachers and school staff, it builds trust and collectively, will be better able to work together to support their child's well being and development. Effective communication is key in establishing and maintaining positive partnerships with parents and school staff. This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-nine percent (99%). One percent (1%) of the parents indicated they are not able to communicate with teachers/staff when needed. Various reasons for this result may have included: limited access to phone, email, and/or social media, or it may be due to a language barrier. As a district, we have access to the Language Line, which allows us access to professional translators for approximately 240 different languages. Using this service, we are able to communicate with our English Learner parents/guardians, which helps close the communication gap.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
How do you receive most of your information about your child's school?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Electronic communications sent to me from my child's school	80%		89%		89%	
School and/or District Newsletters	62%		65%		63%	
School and/or District website	20%		29%		22%	
Communications from my child's teacher	72%		80%		80%	
Social Media	8%		14%		24%	
Employees of the district	6%		5%		10%	
Other	1%		5%		7%	
None of the above	1%		0%		0%	

Summary:

Maintaining clear communication is important in achieving the objective of educating our students to the highest standards. Students benefit by improved communication because contact between home and school helps children learn and succeed. This category confirms that the majority of parents receive most of their school information from electronic communications sent by the school, eighty-nine percent (89%), which is status quo from the prior year. In today's society, the majority of our families like the convenience of having information quickly and at their fingertips, therefore, the numbers above reflect this preference.

Stakeholder Engagement - Communication with Parents

	2021-22		2022-23		2023-24	
How would you prefer your child's school to provide information to you? (Select all that apply)	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Emails	95%		95%		95%	
Text messages	60%		67%		42%	
School and/or District Newsletters	39%		28%		34%	
School and/or District website	15%		22%		12%	
Social media	11%		9%		19%	
Mail/letters	7%		9%		12%	
Phone calls	11%		8%		16%	
School or district meetings	3%		5%		0%	
Other	1%		0%		2%	

Summary:

The survey results align with the previous category, indicating that parents prefer to receive information electronically. What seems like just a few years ago, phone calls were an immediate and preferred way to connect a teacher and parent. However, recent data shows that providing information via a phone call (sixteen percent) is a much less desired way to communicate than through email (ninety-five percent; 95%). Email preferences have remained the same over the past three years, while text messages decreased by twenty-five (25%) from last year. Parents preferring school and/or District newsletters increased by 6% from the previous year.

Parent Involvement

	2021-22		2022-23		2023-24	
My [child's] school...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
effectively communicate(s) with parents regarding their child's progress.	90%	93%	91%	96%	89%	100%
encourage(s) parental involvement.	79%	80%	95%	100%	91%	100%
encourage(s) involvement from community members and organizations.		60%		71%		67%
has/have parents who are highly involved.	77%	60%	92%	78%	91%	79%

Summary:

Historically, both parents and staff tend to report favorable marks in the area of Parent Involvement. Parent involvement opportunities have included: room parents, classroom volunteers, art docents, library volunteers, field trip chaperones and school events. At Heritage Oak, both parents and staff feel that our school "encourages(s) parental involvement" with parents reporting a ninety-one percent (91%) approval rating and staff at one hundred percent (100%). In addition, both parents (eighty-nine 89%) and staff (one hundred percent; 100%) feel school "effectively communicate(s) with parents regarding their child's progress" with favorable marks. The 21/22 school year's largest discrepancy between the parent and staff survey feedback was "has/have parents who are highly involved" with a seventeen percent (17%) difference. The current data shows this gap has narrowed five percent (5%), however, increased with the parents by fifteen percent (15%), while increased eighteen percent (18%) with the staff. In the area of "encourages involvement from community members and organizations", the staff indicated a sixty-seven percent (67%) rating, which is a decrease from the previous year of four percent (4%). Working with community members and organizations continues to be an area where we strive to make connections, even during the challenging pandemic years. Heritage Oak will also continue to work closely with our Parent Teacher Association (PTA) to foster community relationships and events.

Parental Involvement

	2021-22		2022-23		2023-24	
Which parent or community activity(ies) have you participated in this year?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house	69%		85%		86%	
School or class event, such as a play, sports event, or award assemblies	36%		70%		67%	
Parent-teacher conference with child's teacher	84%		32%		92%	
Volunteering at my child's school	36%		58%		51%	
Family/Parent Events	21%		27%		24%	
Parent Teacher Association	24%		32%		21%	
School committee or council such as Site Council or ELAC	5%		6%		7%	
District committee or council such as DELAC, GATE or Health	1%		3%		4%	
Other	7%		2%		5%	
None of the above	10%		6%		2%	

Summary:

A large portion of parents responded that they have participated in parent-teacher conferences with their child's teacher, ninety-two percent (92%), which is a sixty percent (60%) decrease from the 2022-23 school year. In addition, eight-six percent (86%) participated in Back to School or Open House, which is a seventeen percent (17%) increase from two years ago. The next most popular forms of parent participation continue to be attending a school or class event at sixty-seven percent (67%), and volunteering at the school at fifty-one percent (51%). Very few parents participate in formal committees such as the School Site Council/ELAC, seven percent (7%) or District committees, four percent (4%). These smaller numbers make sense, since the committees are on the smaller-size and only require a few parent representatives.

Parental Involvement

	2021-22		2022-23		2023-24	
I feel that the school and/or district valued my participation or input in...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Parent-teacher conference with child's teacher	81%		95%		95%	
School or class event, such as a play, sports event, or awards assemblies	83%		80%		86%	
Back to school night or open house	78%		89%		93%	
Volunteering at my child's school	85%		97%		95%	
Family/parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, Sami's Circuit, etc.)	91%		75%		83%	
Parent Teacher Association (PTA)	69%		70%		89%	
School committee or council such as Site Council or ELAC	100%		100%		100%	
District committee or council such as DELAC, GATE, or Health	100%		100%		0%	
Other	71%		100%			

Summary:

Survey results indicate that parents felt valued when they participated in school committees/councils, with a one hundred percent (100%) approval rating. Ninety-five percent (95%) of parents felt valued when volunteering at school, as well as with family/parent events at eighty-three percent (83%). School or class events such as plays, sports events or awards assemblies came in at ninety-three percent (93%).

Parental Involvement

	2021-22		2022-23		2023-24	
What would help parents become more involved in Dry Creek?	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
More information on how to support students at home	25%		29%		20%	
More information on involvement opportunities	35%		30%		32%	
More communication between school and parents	13%		15%		14%	
More participation opportunities at the school level	30%		38%		24%	
More events offered in the evening	45%		32%		26%	
More participation opportunities at the district level	10%		11%		5%	
More convenient locations for participation	5%		6%		2%	
More communication in our family's primary language	4%		2%		2%	
More events offered in the morning	6%		6%		5%	
Other	14%		3%		8%	
None of the above	16%		20%		26%	
VIrtual Event (Ex. Zoom)	18%		21%		15%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, twenty-six percent (26%) of parents indicated they would like more events offered in the evening. Thirty-two percent (32%) of parents indicated more information on involvement opportunities. Twenty percent (20%) of parents responded that it would be helpful to receive more information on how to support students at home, and twenty-four percent (24%) of parents would like to have more participation opportunities at the school level. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and/or district level.

Parental Involvement

	2021-2022		2022-23		2023-24	
It is important to offer parents a chance to participate in engagement opportunities, such as...	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Back to school night or open house.	97%		92%		95%	
School or class events, such as play, sports events, or award assembly.	92%		92%		93%	
Parent-teacher conferences with my child's teacher.	96%		94%		98%	
School committees or councils such as Site Council or ELAC.	76%		81%		81%	
Family/Parent events, such as Reading or Math Night, Love n Logic, etc.	91%		85%		89%	
District committees or councils such as DELAC, GATE or Health.	73%		77%		79%	
Volunteering at my child's school.	89%		92%		93%	
The Parent Teacher Association (PTA)	79%		87%		86%	
Virtual events.	62%		80%		78%	

Summary:

Ninety-three percent (93%) of the parents surveyed indicated the importance of having the chance to participate in school/class events, such as plays, sports events, or award assemblies. A majority of parents, ninety-five percent (95%) feel it is important to be able to volunteer at their child's school. Two other high percentages are in the areas of attending Back to School Night/Open House and having Parent-Teacher Conferences, where ninety-five percent (95%) and ninety-eight percent (98%) of parents feel it is important to be offered the chance to be involved. All of the percentages, with the exception of "District committees or councils such as DELAC, GATE or Health" and "Virtual events" are at or above eighty percent (80%), which shows that parents want the opportunity to be involved in their child's education.

Parental Involvement

	2022-2023		2022-23		2023-24	
I feel that the school and/or district value(s) my participation or input in engagement opportunities.	**Parent**	**Staff**	**Parent**	**Staff**	**Parent**	**Staff**
Strongly Agree/Agree	68%		82%		90%	

Summary:

Positive connections between parents and school staff has been shown to improve student academic achievement, social abilities and emotional well-being. Parents and educators also benefit when true partnerships are valued. Ninety percent (90%) of parents agree/strongly agree that the school values their participation and input in engagement opportunities, which is a 32% increase from two years ago.

Self-Awareness

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can do most things if I try.	85%	83%	88%
I know when I am feeling overwhelmed.	81%	79%	81%
I feel positive about my future.	80%	78%	86%
I have a lot of strengths.	77%	80%	79%
I am happy with who I am.	78%	83%	84%
I can explain my feelings to others.	35%	40%	49%

Summary:

Self-Awareness is imperative to a child's academic success and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. At Heritage Oak, students have a positive outlook when it comes to self-awareness in four (4) out of six (6) areas, reporting at or over eighty percent (80%) in each of those categories. Forty-nine percent (49%) of students indicated that they "can explain my feelings to others" which is an increase of nine percent (9%) from the previous year. This lower percentage indicates continued learning opportunities which cultivate self-awareness; Restorative Circles and ToolBox will continue to be used and need to be consistent in our school routines.

Growth Mindset

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I can learn from my mistakes.	84%	91%	90%
I feel confident in my ability to learn new things.	80%	79%	85%
I can usually solve my problems.	73%	74%	77%
I keep trying, even when things are hard.	81%	79%	83%
I am a hard worker.	80%	84%	84%
Challenging myself makes me smarter.	74%	71%	84%
I can make the best out of a bad situation.	50%	56%	53%
If I'm not good at something, I'd rather quit.	15%	12%	8%

Summary:

Students with a growth mindset are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset. In fact from the eight areas above, five had favorable marks. Ninety percent (90%) of students feel they can learn from their mistakes, as well as eighty-four percent (84%) view themselves as hard workers. Eight percent (8%) of the students indicated they would rather quit if they weren't good at something, which is a four percent (4%) decrease from last year. Improvement can continue to be made in the category of "making the best out of a bad situation" with only fifty-three percent (53%) of students reporting they feel like they are able to do this. To target this area, Heritage Oak will continue to utilize our school counselor to conduct school wide Toolbox messages to students, as well as facilitate social/emotional lessons. Overall, the scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact.

Self- Management

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I know right from wrong.	87%	81%	84%
I have goals and plans for my future.	80%	75%	84%
I keep my promises.	85%	81%	82%
I follow the rules.	86%	84%	85%
I finish whatever I begin.	71%	68%	73%
I know how to handle stress.	44%	50%	52%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. Self-management is a skill that plays a very important role as children become adults. At Heritage Oak, one program we are using to explicitly teach our students how to understand and manage their own social, emotional and academic success, is "The ToolBox". Through twelve (12) "Tools", students learn different approaches on how to tap into their inner resilience when needed. Overall, four (4) out of the six (6) categories at or above 82% (eighty-two percent) show that students need to be continually taught how to self-manage in a positive way. "I finish whatever I begin" and "I know how to handle stress" are two areas that show lower ratings. We will continue to target these areas by focusing on Growth Mindset and our Toolbox program.

Responsible Decision-Making

	2021-22	2022-23	2023-24
Within the past two weeks, how often have you...	**Student**	**Student**	**Student**
waited patiently in line?	78%	72%	84%
paid attention in class?	84%	83%	84%
waited for your turn to talk in class?	80%	71%	83%
told the truth even though it is hard?	74%	75%	75%
thought about what may happen before making a decision?	55%	56%	62%
calmed yourself down when upset?	54%	55%	60%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term "responsible decision making" as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms." As part of our schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their own behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships.

At the time of this survey, sixty percent (60%) of students indicated they calmed themselves down when upset, while sixty-two percent (62%) thought about what might happen before making a decision. When it came to students telling the truth even when hard, seventy-five percent (75%) of students indicated doing so. As staff discussed these findings, they mentioned perhaps the numbers trended on the lower end because the students were not upset within the past two weeks or found themselves in a situation when they had to tell a "truth" because those situations hadn't arisen. As a school team, we will continue to teach our students about self-regulation skills through use of "The Toolbox", as well as provide students with opportunities to build resiliency, responsible decision making skills, as well as having empathy for self and others.

Social Awareness

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
It is important to treat people with respect.	92%	95%	97%
I am happy for my friends when they do well in school.	91%	91%	91%
I accept others for who they are, even if they are different than me.	97%	93%	94%
I can tell when someone is upset.	78%	86%	85%
If someone is sad, I try to help him or her.	84%	86%	90%

Summary:

Social awareness is described as the ability to understand others' perspectives, empathize with those from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. The data indicates that social awareness is a strong attribute of our students at Heritage Oak. Although all five (5) areas received scores of eighty-five percent (86%) or higher, and three (3) out of the five (5) increased slightly from the previous year. As a school, we will continue to model and teach our students how to build positive relationships with others of all backgrounds.

Relationship Skills

	2021-22	2022-23	2022-23
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I have friends at school.	92%	88%	94%
I feel comfortable working in a team with other students.	72%	74%	77%
I can talk easily with other kids in my grade.	67%	68%	83%
I feel like my peers leave me out of things.	30%	28%	22%

Summary:

Relationship skills are a significant part of students' development. When relationship skills have been fostered and are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. Ninety-four percent (94%) of students feel like they have friends at school, which is a slight increase from the previous year. Seventy-seven percent (77%) of students are comfortable working in a team with other students, which is up from the year prior. In addition, twenty-two percent (22%) of students feel their "peers leave me out of things", which is an eight percent (8%) improvement over the past three years. Eighty-three percent (83%) of students feel they "can talk easily with other kids in my grade level". Continued efforts to build positive peer relationships will be a focus in order to lower the percentage of students who feel left out. Lessons and strategies will be explicitly taught in various ways, including class restorative circles.

Civic Mindset

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I care about my community.	91%	91%	95%
I am knowledgeable about what is happening in the world.	81%	77%	69%
I read or talk about current events.	76%	71%	63%
I believe that I can make a difference in my community.	68%	72%	73%

Summary:

Creating a community mindset starts at school for many students. Engaging students to serve themselves and others in their classrooms, grade levels, and the whole school is a vital piece to form a safe and comfortable learning environment. The vast majority of students, ninety-five percent (95%), stated they care about their community. However, only seventy-three percent (73%) believe that they can make a difference in their community. This disconnect may be a result of their age and believing they are too young to make a difference on such a large scale. Having conversations and opportunities for students to participate in age appropriate civic duties, for example Student Council, and our DIfference-Maker program will empower the students to make a difference in their community.

Social Support

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
My teachers believe that I will be successful.	93%	85%	89%
I have at least one adult at school that I trust.	83%	85%	87%
I feel like I belong at school.	66%	65%	77%
Adults at school care about me.	79%	81%	83%
Adults at school listen when I have something to say.	68%	76%	75%
Adults at school support me when I need help		80%	81%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. It plays a critical role in well-being by enhancing quality of life and providing a more positive self-image. Students at Heritage Oak feel teachers provide adequate and encouraging support, with eighty-nine percent (89%) believing their teachers think they will be successful and eighty-three percent (83%) feeling cared for at school by adults. In addition, eighty-seven percent (87%) of students indicated having at least one adult at school they could trust. When a child has a trusted adult that believes in them, it can be such a tremendous support and have such a positive effect. Seventy-seven percent (77%) of students "feel like I belong at school" which is a twelve percent (12%) increase from the previous year. Building inclusivity and connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students, so that all students have a sense of belonging.

Emotional Well-being

	2021-22	2022-23	2023-24
Within the past two weeks, how many times have you....	**Student**	**Student** **Number of students reporting 0 times	**Student** **Number of students reporting 0 times
worried about school work?	26%	28%	32%
had trouble falling asleep?	34%	29%	35%
felt like not talking to anyone?	20%	27%	30%
felt sad?	30%	25%	19%
felt anxious?	25%	33%	33%
felt like you could not focus in school?	20%	21%	31%
felt lonely?	24%	32%	45%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. When looking at this particular data, it may be helpful to look at it from the perspective of how many students actually experienced the feelings. For example, the data shows that thirty-two percent (32%) of students reported not being worried about school work, which means that sixty-eighty percent (68%) of students were worried about school work within the past two weeks when the survey was taken. While school work is an important piece of guided practice and learning, it should not cause worry. In addition, sixty-five (65%) of students reported not having trouble falling asleep, which may have resulted in sixty-nine (69%) of students feeling like they could not focus in school. Quality sleep is essential to a student's mental, emotional, academic, and physical performance. Both the Heritage Oak Leadership Team and School Site Council discussed this area, and felt that the increased use of electronics, especially in kids bedrooms, may be impacting their ability to sleep. Finally, seventy-one percent (71%) felt sad, seventy- percent (70%) felt like not talking to anyone, and fifty-five percent (55%) felt lonely. To address the areas above, we will continue to support our students' emotional health and well-being through Restorative Circles, The ToolBox, Buddy Bench, PBIS, in-class counseling lessons, and small-group/1:1 counseling support, to name a few.

Frequency of Bullying

	2021-22	2022-23	2023-24
Since the start of the school year, how often have you experienced the following:	**Student**	**Student** ****Number of students reporting NEVER experiencing bullying**	**Student** ****Number of students reporting NEVER experiencing bullying**
I have been verbally bullied by students at school.	18%	73%	60%
I have been electronically bullied by students (e.g., text messages, email, social media).	6%	87%	90%
I have been physically bullied by students at school.	11%	85%	71%

Summary:

The National Center Against Bullying defines bullying as, "an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm". Bullying is an unacceptable behavior and it is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional supports (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. 90% of students indicated they have never been electronically bullied by other students (e.g. text messages, email, and/or social media) and seventy-one percent (71%) of students reported never being bullied physically by other students at school. Sixty percent (60%) of students reported being verbally bullied, which unfortunately showed no significant gain from the year prior. We always strive to be a bully-free campus and will continue to teach kindness and empathy towards one another, as well as monitor all bullying incidents with consistent analysis.

Location of Bullying

	2021-22	2022-23	2023-24
Where in school have you been bullied?	**Student**	**Student**	**Student**
During recess or outside time.	79%	76%	60%
In a classroom.	26%	32%	35%
At the cafeteria.	21%	32%	22%
In hallways.	14%	12%	8%
In the bathroom.	10%	6%	3%
Online	11%	16%	19%
Other	22%	24%	17%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. The data above is in agreement with the research with sixty percent (60%) reporting that bullying happened during recess compared to thirty-five percent (35%) in the classroom, where the adult to child ratio is lower. Decreases in bullying are shown in five of the seven areas surveyed. We will continue to teach our students to be advocates for themselves and others, when faced with bullying. Our school-wide behavior expectations, known as the Husky Way, address showing respect to others and not demonstrating bullying characteristics. In addition, we have implemented "STOPit!", an anonymous online/App to report bullying. Students, parents or staff can make the report involving bullying, which is then followed up by administration.

School Environment

	2021-22	2022-23	2023-24
Please indicate how much you disagree/agree with the following statements:	**Student**	**Student**	**Student**
I am proud to be part of my school.	71%	81%	84%
My school is a safe place.	74%	77%	81%
School activities are interesting.	70%	65%	79%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	40%	47%	57%
Students at my school are motivated to learn.	58%	55%	65%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Eighty-four percent (84%) of students reported being proud of their school, however, only sixty-five (65%) reported that students at school were motivated to learn. Within the school environment, the classroom environment also greatly affects student learning. In the classroom, students are provided opportunities to build social skills, as well as clear learning goals, feedback and many strategies for success. Increases are noted in three of the 5 areas, and we will continue our school's commitment in creating an encouraging and invigorating learning environment for all students, where they share personal connections. The Heritage Oak staff is committed to creating an encouraging and stimulating learning environment for all students.

Heritage Oak School Site Council
2024-2025 Planning Calendar

(agenda items subject to change)

August 28, 2024
Introduction of Members
Purpose/Roles School Site Council
ByLaws
Review Uniform Complaint Policy
Approval of SPSA

September 25, 2024
Review School and District Goals for Current Year
Review and analyze site/district assessments

October 23, 2024
Review School Safety Plan and Goals

November 20, 2024
Review/School Safety Plan and Goals
RTI review

January 22, 2025
Approve School Safety Plan and Goals
Mid Year Review LCAP

February 26,2025
Review LCAP (Goals/Mid Year Review)
Review Dashboard Analysis

March 26, 2025
LCAP update
Local Indicator #3 Parent Rubric

April 30, 2025
Review SPSA Goals 2025-26
Parent/Student Survey results review

May 28, 2025
Final Approval SPSA 2025-26
Set SSC 2024-25 Meetings
Review Site Council Balloting Process

All meetings are in the school's library from 3:00-4:00.

Heritage Oak Elementary School
Partners in Learning
School Pledge/Compact
2024-2025

We know that children learn from adults, and that love, encouragement, positive support and a nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

As a student I pledge to:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Limit my TV/Computer use and read every day.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.** (Which can be found in the handbook.)

Student Signature: _____ **Date:** _____

As a parent/guardian I pledge to:

- Make sure that my child gets to school every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back to School Night, Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.** (Which can be found in the handbook.)

Parent Signature: _____ **Date:** _____

As staff, we pledge to:

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe, and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe, and orderly learning environment in my class and in the school.

Teacher's Signature: _____ **Date:** _____

Heritage Oak Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Heritage Oak Elementary School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council
The council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the council if elected by the parents of the school. The council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights
All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership
A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office
All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation
Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy
Any vacancy on the Council shall be filled for the remainder of the unexpired term by the appointment of the chairperson.

ARTICLE IV: Officers

Section 1.
The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office
The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson
The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson
The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary
The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate, copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the

address and telephone number of each member of the Council and, in general, perform all duties incident to the office of recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees
The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership
Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office
Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings
The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings
Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings
The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings
At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons
All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey
The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback
In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2.
A. The principal of the schoolis automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal or designee at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: March, 2013

Policy 1312.3: Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 06/12/2000 | **Last Revised Date:** 06/16/2022 | **Last Reviewed Date:** 06/16/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

20. School safety plans (Education Code 32280-32289)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harrassment Complaint Procedures.

4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)