



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage High School	33-67207-0113191	May 20, 2025	June 18, 2025

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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.....	4
Educational Partner Involvement.....	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	31
Conditions & Climate.....	34
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	41
Goal 3.....	44
Goal 4.....	47
Goal 5.....	49
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements66
Appendix C: Select State and Federal Programs69

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 High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This Single Plan for Student Achievement (SPSA) is designed to guide Heritage High School's efforts to meet the planning requirements outlined in the Every Student Succeeds Act (ESSA). The plan serves as the school's comprehensive blueprint for improving academic outcomes for all students, with an intentional focus on addressing the needs of historically underserved student groups, including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and other identified subgroups.

This plan is aligned with the Perris Union High School District's Local Control and Accountability Plan (LCAP) and is developed in coordination with other federal, state, and local programs to ensure coherence, maximize the use of available resources, and promote educational equity. It reflects a continuous improvement process grounded in analysis of California School Dashboard data, input from stakeholders, and an assessment of student needs and site priorities.

The SPSA outlines Heritage High School's measurable goals, actions, services, and resource allocations designed to enhance student achievement, close opportunity gaps, and prepare all students for college, career, and civic life.

Educational Partner Involvement

How, when, and with whom did Heritage High 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

Heritage High School engaged a broad range of educational partners in the development of the Single Plan for Student Achievement (SPSA) and the Annual Review and Update. Consultation occurred through a variety of structured meetings and engagement opportunities to gather feedback, review student performance data, and collaboratively identify site priorities.

Educational partners were engaged as follows:

- **School Site Council (SSC):** The SSC met regularly throughout the year to review schoolwide academic performance, approve Title I expenditures, and provide recommendations on interventions and supports. Based on SSC input, additional academic interventions and tutoring supports were prioritized for students not meeting grade-level standards in ELA and mathematics.
- **English Learner Advisory Committee (ELAC):** ELAC members reviewed ELPAC and English Learner Progress Indicator (ELPI) data and emphasized the need for enhanced designated ELD instruction and integrated supports. As a result, actions were incorporated into the SPSA to expand ELD services and professional development for teachers on supporting English Learners.
- **African American Parent Advisory Committee (AAPAC):** AAPAC discussions highlighted the importance of culturally responsive instruction, mentoring, and engagement activities for African American students. The SPSA reflects this input by including actions aimed at promoting equity, access to college readiness programs, and student mentorship initiatives.
- **Parent Engagement Leadership Institute (PELI):** PELI parent leaders shared feedback regarding barriers to parent involvement and access to school resources. In response, the SPSA includes strategies to increase family engagement opportunities, improve communication, and support parent education workshops.

- Coffee with the Administrator: Monthly meetings provided informal but valuable feedback about the need for stronger Tier 1 classroom instruction, expanded wellness services, and continued use of restorative practices. These discussions influenced the SPSA goals around school climate, student wellness supports, and professional development for staff.

Impact of Educational Partner Input on the SPSA:

The feedback provided by educational partners directly shaped the development of SPSA goals, measurable outcomes, and site actions. Their input ensured that planned interventions are aligned with student needs, that resources are directed toward underserved student groups, and that strategies are designed to enhance both academic achievement and student wellness. Educational partners' engagement reinforced the school's commitment to a shared vision of equity, achievement, and continuous improvement.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As part of the comprehensive needs assessment process, Heritage High School reviewed performance data across all student groups, assessed access to academic supports, and analyzed stakeholder feedback to identify potential resource inequities.

The needs assessment revealed several areas where resource gaps persist:

Academic Support for English Learners: While English Learners make up a significant portion of the student population, Dashboard data indicates persistent achievement gaps in both English Language Arts and Mathematics (Orange performance levels). The need for enhanced targeted intervention, designated and integrated ELD support, and expanded access to differentiated instructional strategies was identified as a resource inequity.

Support for Students with Disabilities: Students with Disabilities showed lower performance in ELA and Math compared to the overall student population. The needs assessment highlighted a need for additional co-teaching supports, access to intervention specialists, and professional development focused on Universal Design for Learning (UDL) and inclusive practices.

College and Career Readiness Access: Although overall graduation rates are strong, College and Career Indicator (CCI) data reveals lower levels of preparedness among English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Expanding access to A-G aligned coursework, CTE pathways, dual enrollment opportunities, and support for completion of college entrance requirements was identified as an area of need.

Equitable Access to Tier 1 Instruction and Interventions: Stakeholder feedback and internal data review indicated inconsistent access to core interventions during the instructional day, particularly for students from historically underserved groups. There is a need to increase embedded academic support structures without reliance solely on after-school interventions.

Heritage High School is committed to addressing these inequities by prioritizing Title I resources, strengthening academic interventions, expanding college and career readiness pathways, and ensuring that all students, especially English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students, receive the targeted support necessary to achieve at high levels.

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.

As part of the SPSA planning process, Heritage High School conducted a comprehensive review of student performance using the California School Dashboard, local assessment data, and input from educational partners. This needs assessment focused on identifying areas of significant academic need, performance gaps among student groups, and actions needed to support student success.

Areas Needing Significant Improvement

English Language Arts (ELA):

Several student groups are performing below the overall student population in ELA. According to the 2024 CA School Dashboard:

All Students: Yellow – 5.2 points below standard (Increased +5.5)

English Learners: Orange – 54.7 points below standard (Declined -3.5)

Students with Disabilities: Orange – 84.5 points below standard (Maintained +2.1)

Socioeconomically Disadvantaged: Orange – 24.8 points below standard (Increased +6.3)

These data indicate persistent gaps in literacy achievement requiring targeted instructional support.

Mathematics:

Mathematics achievement is an identified area of significant need. 2024 Dashboard results show:

All Students: Red – 130.4 points below standard (Maintained +1.6)

English Learners: Orange – 180.6 points below standard (Increased +12.1)

Students with Disabilities: Orange – 210.8 points below standard (Maintained +0.8)

Socioeconomically Disadvantaged: Orange – 154.7 points below standard (Increased +5.9)

These results demonstrate the need for targeted interventions and expanded access to rigorous math instruction.

English Learner Progress (ELPI):

English Learners performed at the "Orange" level on the English Learner Progress Indicator:

Progress Rate: 40.5% making progress (Declined -1.2)

This underscores the need to strengthen Designated and Integrated English Language Development (ELD) supports to improve reclassification outcomes.

College and Career Indicator (CCI):

Performance on the CCI reflects continuing equity gaps. 2024 Dashboard data shows:

All Students: Yellow – 36.5% prepared (Increased +0.7)

English Learners: Orange – 13.6% prepared (Increased +1.5)

Students with Disabilities: Orange – 10.2% prepared (Declined -1.3)

Socioeconomically Disadvantaged: Yellow – 30.8% prepared (Increased +2.2)

Expanding access to A-G coursework, Career Technical Education (CTE) pathways, and college-readiness programs remains a high priority.

Steps Taken to Address Areas of Need:

Expanded academic interventions in ELA and Math during the school day and after school, prioritizing underserved groups.

Implementation of targeted designated and integrated English Language Development (ELD) supports for English Learners.

Increased access to differentiated instructional practices and co-teaching models to better serve Students with Disabilities.

Expansion of college and career readiness initiatives, including increased opportunities for dual enrollment, CTE pathway completion, and A-G support.

Strengthened monitoring of subgroup progress through administrative walkthroughs, data chats, and stakeholder feedback mechanisms.

Enhanced parent engagement through ELAC, AAPAC, SSC, and Coffee with the Administrator to ensure that parent perspectives inform school improvement efforts.

Heritage High School remains committed to addressing these identified needs and performance gaps through a continuous cycle of improvement, strategic use of Title I and other resources, and sustained engagement with all educational partners.

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.

In reviewing the California School Dashboard data, Heritage High School identified the following student groups whose performance was two or more performance levels below the "All Students" group:

English Learners:

In ELA, English Learners performed at "Orange" while All Students performed at "Yellow," a one-level difference.

In Mathematics, English Learners performed at "Orange" while All Students performed at "Yellow," also a one-level difference.

However, on the College/Career Indicator (CCI), English Learners' performance fell two performance levels below the All Students group.

Students with Disabilities:

In ELA and Mathematics, Students with Disabilities were in "Orange," while All Students were at "Yellow" — a one-level difference.

On the College/Career Indicator (CCI), Students with Disabilities performed two levels below the All Students group.

Foster Youth:

Graduation Rate data indicated lower performance compared to All Students, though full performance level comparisons were limited due to small sample size.

Other Needs

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

Locally Collected Data (LEA Measures) Identifying Additional Needs:

In addition to the Dashboard, Heritage High School reviewed local performance indicators and site-level data, including:

Local Assessments and Grade Data (ELA and Math Growth Assessments):

Data revealed that a significant percentage of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students scored below grade level standards in reading comprehension and mathematics problem solving.

Intervention Participation Rates:

Site monitoring indicated lower participation rates among high-needs students (particularly English Learners and Foster Youth) in academic interventions offered before, after, and during Saturday school, highlighting the need for more embedded intervention supports during the instructional day.

Attendance and Chronic Absenteeism Monitoring:

Local attendance records showed patterns of chronic absenteeism among Foster Youth, Homeless Youth, and Students with Disabilities, despite improvements in the overall Dashboard indicator.

A-G Completion Monitoring:

Analysis of A-G coursework completion rates indicated that English Learners and Students with Disabilities are underrepresented among students meeting college entrance requirements.

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 High 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	%	0.29%	0.26%		7	6
African American	%	6.71%	6.49%		163	151
Asian	%	1.24%	0.95%		30	22
Filipino	%	2.18%	2.15%		53	50
Hispanic/Latino	%	73.23%	73.00%		1778	1698
Pacific Islander	%	0.41%	0.56%		10	13
White	%	11.99%	10.92%		291	254
Two or More Races	%	3.79%	3.87%		92	90
Not Reported	%	0.16%	1.81%		4	42
Total Enrollment					2428	2326

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9		541	567
Grade 10		645	567
Grade 11		631	615
Grade 12		611	577
Total Enrollment		2,428	2,326

Conclusions based on this data:

- Heritage High School serves a diverse student population of approximately 2,326 students as of the 2023–24 school year. The school's enrollment trends have remained relatively stable over the past three years, with a slight overall decline from 2,428 students in 2021–22 to 2,326 students in 2023–24.
- The high percentage of Hispanic/Latino students highlights the importance of culturally responsive teaching practices and programs that support the academic success of historically underserved students. The proportion of African American students (6%) underscores the need for continued implementation of initiatives designed to support equity and achievement for African American youth, including maintaining strong partnerships with the African American Parent Advisory Committee (AAPAC). The presence of a variety of smaller student subgroups,

including Pacific Islander, Asian, Filipino, and American Indian students, indicates a need for inclusive practices that address the needs of all diverse learners.

3. Given the steady enrollment in grades 9–12, the school must continue to focus on transition supports for 9th graders, sustained interventions for 10th and 11th graders, and college/career readiness for 12th graders to ensure strong cohort graduation outcomes.

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	328	318	304	12.3%	13.1%	13.1%
Fluent English Proficient (FEP)	759	703	668	28.5%	29.0%	28.7%
Reclassified Fluent English Proficient (RFEP)	33	26	37	10%	8%	12%

Conclusions based on this data:

1. 10 students have RFEP this school year with 44 more students projected to RFEP from the 24-25 school year as reflected in Elevation data management from this year's ELPAC testing. The number and percentage of FEP students have slightly declined over time, from 759 students (28.5%) in 2021–22 to 668 students (28.7%) in 2023–24, suggesting fewer students are either entering with proficiency or maintaining FEP status.
2. The percentage of English Learners has remained stable over the past three years, holding at 13.1% in both 2022–23 and 2023–24, indicating a sustained need for targeted English Language Development (ELD) services.
3. The number of students reclassified as Fluent English Proficient increased from 26 in 2022–23 to 37 in 2023–24, raising the reclassification rate from 8% to 12%, which reflects progress in supporting English Learners toward language proficiency.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	581	583	562	567	560	540	566	560	539	97.6	96.1	96.1
All Grades	581	583	562	567	560	540	566	560	539	97.6	96.1	96.1

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2577.	2569.	2578.	18.20	16.61	14.66	34.10	31.25	34.51	24.38	26.96	27.64	23.32	25.18	23.19
All Grades	N/A	N/A	N/A	18.20	16.61	14.66	34.10	31.25	34.51	24.38	26.96	27.64	23.32	25.18	23.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.08	17.68	17.25	59.72	60.00	61.04	18.20	22.32	21.71
All Grades	22.08	17.68	17.25	59.72	60.00	61.04	18.20	22.32	21.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19.08	20.21	21.89	52.47	55.28	53.62	28.45	24.51	24.49
All Grades	19.08	20.21	21.89	52.47	55.28	53.62	28.45	24.51	24.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	14.13	11.43	12.24	70.67	74.11	73.65	15.19	14.46	14.10
All Grades	14.13	11.43	12.24	70.67	74.11	73.65	15.19	14.46	14.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19.79	16.25	17.07	65.19	64.64	71.24	15.02	19.11	11.69
All Grades	19.79	16.25	17.07	65.19	64.64	71.24	15.02	19.11	11.69

Conclusions based on this data:

- In the 2023–24 school year, Heritage High School tested 540 out of 562 enrolled 11th-grade students, achieving a strong participation rate of 96.1%, consistent with previous years.
- In 2023–24, 14.66% of students exceeded the standard, 34.51% met the standard, 27.64% nearly met the standard, and 23.19% did not meet the standard. Although the percentage of students meeting or exceeding the standard (combined 49.17%) shows some stability compared to prior years, approximately half of the students either nearly met or did not meet standards, signaling an ongoing need for instructional focus on literacy development.
- While the majority of students are performing at or near standard across most claims, Heritage High School continues to have a significant proportion of students who are not meeting grade-level expectations in ELA.

Particular attention is needed in improving advanced literacy skills such as deep reading comprehension, analytical writing, and research capabilities to ensure more students move into the "above standard" performance range.

Focused support for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students is critical, as these groups continue to demonstrate achievement gaps on the CAASPP ELA assessment.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	581	586	561	567	559	547	567	559	547	97.6	95.4	97.5
All Grades	581	586	561	567	559	547	567	559	547	97.6	95.4	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2508.	2493.	2492.	3.35	2.86	2.01	8.64	9.84	8.23	25.22	21.47	20.11	62.79	65.83	69.65
All Grades	N/A	N/A	N/A	3.35	2.86	2.01	8.64	9.84	8.23	25.22	21.47	20.11	62.79	65.83	69.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.88	3.94	2.74	37.21	30.41	29.25	58.91	65.65	68.01
All Grades	3.88	3.94	2.74	37.21	30.41	29.25	58.91	65.65	68.01

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.94	4.65	3.84	64.20	61.18	61.24	30.86	34.17	34.92
All Grades	4.94	4.65	3.84	64.20	61.18	61.24	30.86	34.17	34.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.23	3.40	3.47	66.31	61.72	60.88	29.45	34.88	35.65
All Grades	4.23	3.40	3.47	66.31	61.72	60.88	29.45	34.88	35.65

Conclusions based on this data:

1. In the 2023–24 school year, 540 out of 562 enrolled 11th-grade students participated in the mathematics assessment, achieving a participation rate of 96.1%, consistent with the school's strong participation rates over previous years.
2. In 2023–24:
 - 7.16% of students exceeded the standard
 - 14.72% met the standard
 - 27.91% nearly met the standard
 - 50.21% did not meet the standard

Although there is a small growth in students meeting the standard compared to the previous year, a majority of students are still not meeting grade-level expectations in mathematics, signaling a continued and urgent need for targeted intervention and instructional support.
3. Persistent achievement gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students highlight the need for differentiated instruction, intervention classes, tutoring supports, and professional development for teachers in effective math instruction strategies.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1523.7	1531.5	1532.2	1514.9	1519.0	1534.5	1531.9	1543.6	1529.5	80	75	63
10	1539.8	1536.5	1522.0	1546.5	1538.8	1513.6	1532.6	1533.7	1530.0	88	84	74
11	1534.9	1562.2	1513.9	1521.7	1561.4	1504.5	1547.5	1562.5	1522.9	59	74	69
12	1556.8	1533.8	1552.6	1559.6	1525.5	1552.7	1553.4	1541.6	1552.0	56	61	54
All Grades										283	294	260

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	8.11	14.29	27.50	37.84	28.57	35.00	29.73	26.98	27.50	24.32	30.16	80	74	63
10	9.09	13.10	5.41	38.64	32.14	37.84	37.50	29.76	31.08	14.77	25.00	25.68	88	84	74
11	11.86	18.92	5.80	32.20	33.78	27.54	23.73	29.73	26.09	32.20	17.57	40.58	59	74	69
12	16.07	11.48	11.11	39.29	26.23	35.19	28.57	29.51	44.44	16.07	32.79	9.26	56	61	54
All Grades	11.31	12.97	8.85	34.28	32.76	32.31	32.16	29.69	31.54	22.26	24.57	27.31	283	293	260

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	16.25	18.92	22.22	32.50	36.49	41.27	30.00	27.03	12.70	21.25	17.57	23.81	80	74	63
10	25.00	23.81	17.57	42.05	34.52	48.65	21.59	25.00	9.46	11.36	16.67	24.32	88	84	74
11	16.95	28.38	15.94	44.07	44.59	37.68	16.95	17.57	13.04	22.03	9.46	33.33	59	74	69
12	41.07	22.95	31.48	33.93	24.59	46.30	16.07	24.59	14.81	8.93	27.87	7.41	56	61	54
All Grades	24.03	23.55	21.15	38.16	35.49	43.46	21.91	23.55	12.31	15.90	17.41	23.08	283	293	260

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.75	5.41	3.17	12.50	22.97	12.70	41.25	41.89	44.44	42.50	29.73	39.68	80	74	63
10	1.14	5.95	1.35	12.50	10.71	17.57	51.14	44.05	40.54	35.23	39.29	40.54	88	84	74
11	6.78	5.41	1.45	20.34	18.92	7.25	25.42	48.65	39.13	47.46	27.03	52.17	59	74	69
12	3.57	3.28	5.56	21.43	16.39	7.41	48.21	39.34	53.70	26.79	40.98	33.33	56	61	54
All Grades	3.53	5.12	2.69	15.90	17.06	11.54	42.40	43.69	43.85	38.16	34.13	41.92	283	293	260

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.50	12.16	6.35	61.25	67.57	65.08	36.25	20.27	28.57	80	74	63
10	2.30	9.52	2.74	79.31	64.29	67.12	18.39	26.19	30.14	87	84	73
11	6.78	5.41	4.35	52.54	74.32	43.48	40.68	20.27	52.17	59	74	69
12	1.79	8.20	1.85	69.64	52.46	79.63	28.57	39.34	18.52	56	61	54
All Grades	3.19	8.87	3.86	66.67	65.19	62.93	30.14	25.94	33.20	282	293	259

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	53.75	50.00	67.74	27.50	32.43	11.29	18.75	17.57	20.97	80	74	62
10	70.45	68.67	60.27	21.59	18.07	17.81	7.95	13.25	21.92	88	83	73
11	58.62	71.62	55.22	22.41	20.27	17.91	18.97	8.11	26.87	58	74	67
12	75.00	58.18	74.07	14.29	25.45	18.52	10.71	16.36	7.41	56	55	54
All Grades	64.18	62.59	63.67	21.99	23.78	16.41	13.83	13.64	19.92	282	286	256

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	13.51	9.52	36.25	41.89	36.51	53.75	44.59	53.97	80	74	63
10	3.45	11.90	6.76	39.08	42.86	39.19	57.47	45.24	54.05	87	84	74
11	13.56	6.76	0.00	35.59	48.65	34.78	50.85	44.59	65.22	59	74	69
12	3.57	6.56	5.56	57.14	36.07	37.04	39.29	57.38	57.41	56	61	54
All Grades	7.45	9.90	5.38	41.13	42.66	36.92	51.42	47.44	57.69	282	293	260

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.25	2.70	0.00	67.50	75.68	68.85	31.25	21.62	31.15	80	74	61
10	1.14	0.00	1.35	77.27	72.29	68.92	21.59	27.71	29.73	88	83	74
11	12.07	10.81	5.80	56.90	79.73	53.62	31.03	9.46	40.58	58	74	69
12	12.50	11.86	9.26	64.29	55.93	75.93	23.21	32.20	14.81	56	59	54
All Grades	5.67	5.86	3.88	67.73	71.72	66.28	26.60	22.41	29.84	282	290	258

Conclusions based on this data:

1. In 2023–24, Heritage High School’s English Learner (EL) subgroup demonstrated an "Orange" performance level on the English Learner Progress Indicator (ELPI) on the California School Dashboard.

The percentage of English Learners making progress toward English proficiency showed improvement compared to the prior year but continues to remain an area requiring focused support.
2. A review of ELPAC domain performance reveals that students generally perform strongest in the Speaking and Listening domains, with lower performance evident in Reading and Writing, particularly in academic vocabulary development and writing conventions.
3. Long-Term English Learners (LTELs) remain a critical focus area, as many have demonstrated slower progress toward reclassification benchmarks.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,326	78.3%	13.1%	1.1%
Total Number of Students enrolled in Heritage High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	304	13.1%
Foster Youth	25	1.1%
Homeless	113	4.9%
Socioeconomically Disadvantaged	1,822	78.3%
Students with Disabilities	379	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	151	6.5%
American Indian	6	0.3%
Asian	22	0.9%
Filipino	50	2.1%
Hispanic	1,698	73%
Two or More Races	90	3.9%
Pacific Islander	13	0.6%
White	254	10.9%

Conclusions based on this data:

1. With 78.3% of students identified as Socioeconomically Disadvantaged (1,822 out of 2,326), Heritage High School serves a predominantly low-income student population. This underscores the critical need for robust academic

interventions, expanded wellness supports, and access to college and career readiness opportunities tailored to address systemic barriers.

2. Hispanic students represent 73% of total enrollment (1,698 out of 2,326), indicating the need for culturally responsive instruction, bilingual family engagement strategies, and targeted supports that reflect the linguistic and cultural assets of the community.
3. English Learners make up 13.1% (304 students) and Students with Disabilities make up 16.3% (379 students) of the total enrollment. These groups require differentiated instructional support, including Designated and Integrated ELD strategies and inclusive practices aligned to Universal Design for Learning (UDL) to ensure equitable access to grade-level content.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



Orange

College/Career



Yellow

Conclusions based on this data:

- 1. Area for Targeted Improvement.**
While overall performance in English Language Arts (ELA) is in the "Yellow" performance band, significant achievement gaps exist for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, all of whom performed at the "Orange" level. In Mathematics, performance was also in the "Yellow" range overall but reflected deeper concerns for the same student groups, with performance at the "Orange" level. These gaps highlight the need for continued focus on differentiated instruction, targeted interventions, and professional development aligned to literacy and numeracy across content areas.
- 2. Graduation Rates Are a Strong Area of Success Across Most Student Groups.**
Heritage High School achieved a "Green" performance level on the Graduation Rate indicator for the All Students group, with Hispanic, African American, and Socioeconomically Disadvantaged students also performing at "Green" or "Blue" levels. These results reflect the school's strong emphasis on credit recovery, personalized academic counseling, and proactive monitoring of graduation requirements. Sustaining and expanding these practices will be critical to maintaining high graduation rates for all subgroups, including Foster Youth and English Learners.
- 3. College and Career Readiness Requires Strategic Expansion and Access for Underrepresented Student Groups.**
The College and Career Indicator (CCI) was rated "Yellow" for the All Students group, but English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students performed in the "Orange" range. This data suggests a need for continued development of college and career pathways, increased access to A-G coursework, dual enrollment opportunities, Career Technical Education (CTE) pathways, and support programs to prepare students equitably for postsecondary success.

School and Student Performance Data

Academic Performance English Language Arts

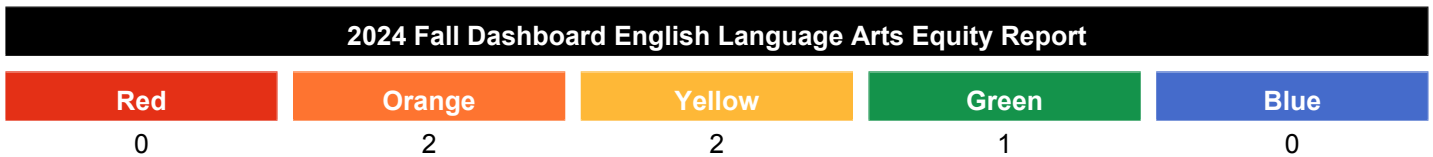
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.2 points below standard</p> <p>Increased 5.5 points</p> <p>522 Students</p>	<p>English Learners</p> <p>Orange</p> <p>97.3 points below standard</p> <p>Increased 10.8 points</p> <p>79 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>99.0 points below standard</p> <p>Increased 28.4 points</p> <p>48 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>33.5 points below standard</p> <p>Increased 6.9 points</p> <p>25 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>14.2 points below standard</p> <p>Increased 8.9 points</p> <p>397 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>76.0 points below standard</p> <p>Increased 43.6 points</p> <p>81 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>40.0 points below standard</p> <p>Declined 47.2 points</p> <p>28 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>58.1 points above standard</p> <p>Declined 25.7 points</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>12.1 points below standard</p> <p>Increased 11.3 points</p> <p>388 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>16.0 points above standard</p> <p>Declined 20.5 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>13.3 points above standard</p> <p>Increased 31.2 points</p> <p>54 Students</p>

Conclusions based on this data:

- Overall ELA Performance Shows Moderate Achievement with Room for Growth In the 2023–24 school year, 49.08% of all students at Heritage High School met or exceeded the ELA standard on the CAASPP assessment. This represents a slight improvement from the previous year (47%) and surpasses both the district average (40%) and the state average (47%). Despite this progress, over half of the students did not meet the standard, indicating a need for continued instructional support and targeted interventions to enhance literacy skills across the student body.
- Significant Achievement Gaps Persist Among Key Student Groups While some student groups performed above the school average—such as Filipino students (75% met or exceeded) and White students (64.15%)—others lagged notably behind. English Learners had a particularly low performance, with only 9.09% meeting or exceeding the standard. Students with Disabilities also showed lower achievement, with 21.43% meeting or exceeding the standard. These disparities highlight the necessity for differentiated instruction and additional resources to support underperforming groups.
- Gender Disparities in ELA Performance Are Evident The data reveals a gender gap in ELA achievement: 50.76% of female students met or exceeded the standard, compared to 47.54% of male students. This suggests that male students may require additional support to achieve parity in ELA performance, and strategies should be implemented to address this discrepancy.

School and Student Performance Data

Academic Performance Mathematics

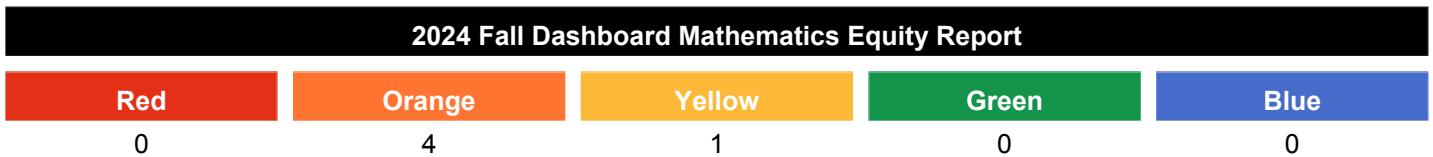
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 130.4 points below standard Maintained 1.6 points 520 Students	<p>English Learners</p>  Orange 188.5 points below standard Increased 21.7 points 80 Students	<p>Long-Term English Learners</p>  Orange 203.3 points below standard Increased 12.0 points 48 Students
<p>Foster Youth</p>  No Performance Color Less than 11 Students 5 Students	<p>Homeless</p>  No Performance Color 157.6 points below standard Declined 4.4 points 25 Students	<p>Socioeconomically Disadvantaged</p>  Orange 139.1 points below standard Increased 3.9 points 395 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>194.5 points below standard</p> <p>Increased 29.0 points</p> <p>81 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>143.6 points below standard</p> <p>Declined 17.9 points</p> <p>28 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>62.4 points below standard</p> <p>Declined 26.8 points</p> <p>13 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>138.7 points below standard</p> <p>Increased 4.6 points</p> <p>387 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>126.3 points below standard</p> <p>Declined 7.1 points</p> <p>27 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>White</p>  <p>Yellow</p> <p>102.6 points below standard</p> <p>Increased 29.9 points</p> <p>53 Students</p>

Conclusions based on this data:

1. Overall Mathematics Performance Is Significantly Below State and District Averages

In the 2023–24 school year, only 10% of Heritage High School students met or exceeded the Mathematics standard on the CAASPP assessment. This is notably lower than both the district average of 13% and the state average of 35%. The school's performance reflects a 3 percentage point decline from the previous year, indicating a downward trend in mathematics achievement that requires immediate attention.

2. Pronounced Achievement Gaps Exist Among Key Student Groups

Several student subgroups at Heritage High School are performing significantly below the already low school average in Mathematics:?

English Learners: Only 1.69% met or exceeded the standard.?
California School Dashboard

Students with Disabilities: 4.76% met or exceeded the standard.?

Socioeconomically Disadvantaged Students: 9.35% met or exceeded the standard.?

These disparities highlight the need for targeted interventions and support st

3. Urgent Need for Targeted Interventions and Instructional Support

The overall low performance in Mathematics, coupled with significant disparities among student subgroups, underscores the necessity for comprehensive strategies to improve outcomes. This includes implementing evidence-based instructional practices, providing professional development for educators, and allocating resources to support students who are struggling. Collaborative efforts involving educators, administrators, and families are essential to address these challenges and enhance Mathematics achievement across the student body.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 40.5% making progress. Number Students: 242 Students	Long-Term English Learner Progress  Orange 43.1% making progress. Number Students: 204 Students

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.

2024 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
22.3%	35.1%	0%	37.2%

Conclusions based on this data:

- Overall Progress Toward English Proficiency Is Limited. Heritage High School's English Learner Progress Indicator (ELPI) is rated in the "Orange" performance level, indicating that a significant proportion of EL students are not making adequate progress toward English language proficiency. This suggests a need for enhanced instructional strategies and support systems to accelerate language acquisition.
- Long-Term English Learners (LTELs) Require Targeted Support. The inclusion of Long-Term English Learners in the 2024 ELPI highlights a subgroup of students who have not achieved reclassification within the expected timeframe. This underscores the necessity for specialized interventions and instructional approaches tailored to the unique needs of LTELs to facilitate their progress toward proficiency.
- Disparities in Academic Achievement Persist Among EL Students EL students at Heritage High School demonstrate lower academic performance compared to their peers, particularly in English Language Arts and Mathematics. This achievement gap indicates the importance of integrating language development with content instruction and providing additional academic support to EL students to enhance their overall educational outcomes.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

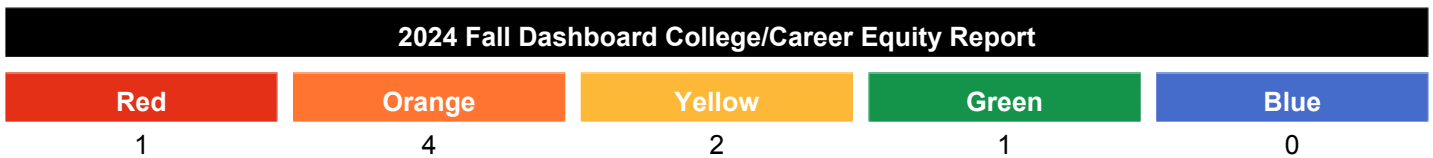
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>36.5 Prepared</p> <p>Maintained 0.7</p> <p>576 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>14.1 Prepared</p> <p>Increased 6.1</p> <p>85 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>8.6 Prepared</p> <p>Maintained 1</p> <p>70 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>	<p>Homeless</p> <p>Orange</p> <p>18.5 Prepared</p> <p>Declined 8.6</p> <p>54 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.6 Prepared</p> <p>Increased 2.7</p> <p>509 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>5.1 Prepared</p> <p>Increased 2.5</p> <p>99 Students</p>	<p>African American</p>  <p>Green</p> <p>39 Prepared</p> <p>Increased 7.8</p> <p>41 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>54.5 Prepared</p> <p>0</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>61.1 Prepared</p> <p>Maintained 1.4</p> <p>18 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>34.1 Prepared</p> <p>Maintained 1.7</p> <p>413 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>37.5 Prepared</p> <p>Declined 6</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p>White</p>  <p>Orange</p> <p>36.5 Prepared</p> <p>Declined 5.2</p> <p>63 Students</p>

Conclusions based on this data:

1. Nearly Half of Graduates Are College and Career Prepared

In the 2023–24 academic year, approximately 49.1% of Heritage High School graduates were classified as "Prepared" on the College/Career Indicator. This places the school in the "Yellow" performance level, indicating a moderate level of college and career readiness among students. While this reflects progress, it also highlights the need for continued efforts to increase the percentage of students achieving preparedness for postsecondary success.

2. Disparities Exist Among Student Subgroups

Analysis of the CCI data reveals significant disparities among various student groups. For instance, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students are underrepresented in the "Prepared" category. These gaps suggest that targeted interventions and support systems are necessary to ensure equitable access to college and career readiness opportunities for all students.

3. Expansion of Rigorous Academic and Career Pathways Is Needed

To improve overall CCI performance, Heritage High School should consider expanding access to rigorous academic and career pathways. This includes increasing enrollment in Advanced Placement (AP) courses, Career Technical Education (CTE) programs, and dual enrollment opportunities. Enhancing these programs can provide students with the skills and experiences necessary for success in postsecondary education and the workforce.

School and Student Performance Data

Academic Engagement Graduation Rate

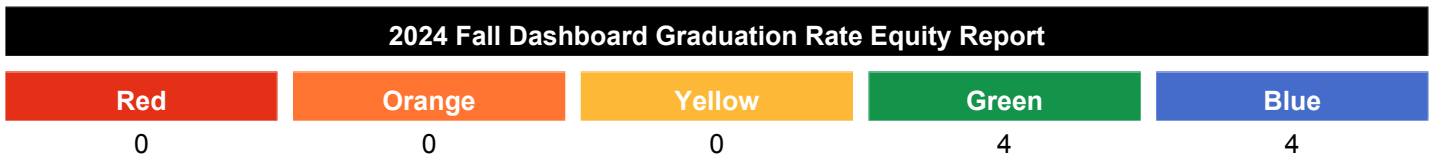
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>94.8% graduated</p> <p>Increased 2.6%</p> <p>577 Students</p>	<p>English Learners</p> <p>Green</p> <p>87.2% graduated</p> <p>Increased 5.6%</p> <p>86 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>87.1% graduated</p> <p>Increased 2.2%</p> <p>70 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>Green</p> <p>94.4% graduated</p> <p>Increased 9%</p> <p>54 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>95.1% graduated</p> <p>Increased 3.1%</p> <p>510 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>81% graduated</p> <p>Increased 6.6%</p> <p>100 Students</p>	<p>African American</p>  <p>Blue</p> <p>95.1% graduated</p> <p>Increased 1.4%</p> <p>41 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>83.3% graduated</p> <p>Declined 16.7%</p> <p>18 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>95.2% graduated</p> <p>Increased 2.6%</p> <p>414 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>87.5% graduated</p> <p>Declined 8.2%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>96.8% graduated</p> <p>Increased 10.4%</p> <p>63 Students</p>

Conclusions based on this data:

- Heritage High School achieved a graduation rate of 94.8% for the 2023–24 academic year, surpassing the California state average of 86.4%. This places the school in the "Blue" performance level, indicating a very high graduation rate and reflecting the school's commitment to student success.
- Several student subgroups at Heritage High School demonstrated strong graduation outcomes:
 - Hispanic or Latino students graduated at a rate of 95.1%
 - White students had a graduation rate of 96.8%
 - Black or African American students achieved a 95.1% graduation rate
 - Socioeconomically Disadvantaged students graduated at 95.1%, indicating effective support systems for these populations.
- Despite overall success, disparities remain:
 - Students with Disabilities had a graduation rate of 81%, which is significantly lower than the school's overall rate.
 - English Learners graduated at a rate of 87.2%, indicating room for improvement in supporting these students.

School and Student Performance Data

Conditions & Climate Suspension Rate

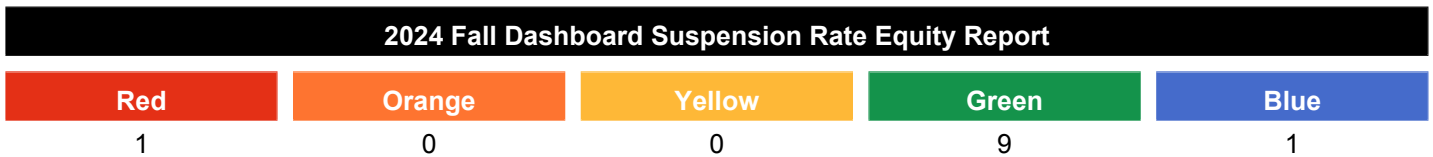
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>3.1% suspended at least one day</p> <p>Declined 4%</p> <p>2594 Students</p>	<p>English Learners</p> <p> Green</p> <p>4.3% suspended at least one day</p> <p>Declined 4.5%</p> <p>369 Students</p>	<p>Long-Term English Learners</p> <p> Green</p> <p>4.6% suspended at least one day</p> <p>Declined 4.8%</p> <p>285 Students</p>
<p>Foster Youth</p> <p> Red</p> <p>17.6% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p>Homeless</p> <p> Green</p> <p>4.6% suspended at least one day</p> <p>Declined 3.5%</p> <p>130 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>3.7% suspended at least one day</p> <p>Declined 3.9%</p> <p>2031 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>4.3% suspended at least one day</p> <p>Declined 6%</p> <p>423 Students</p>	<p>African American</p>  <p>Green</p> <p>3.4% suspended at least one day</p> <p>Declined 3.3%</p> <p>177 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Increased 0.9%</p> <p>26 Students</p>	<p>Filipino</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>56 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>3.3% suspended at least one day</p> <p>Declined 3.7%</p> <p>1896 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 0.7%</p> <p>132 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Declined 9.8%</p> <p>12 Students</p>	<p>White</p>  <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 8.2%</p> <p>287 Students</p>

Conclusions based on this data:

- Heritage High School's Suspension Rate Indicator showed positive results in the 2023–24 school year, with the All Students group achieving a Green performance level. Suspension rates have declined steadily over the past two years, reflecting the school's strong commitment to proactive discipline practices and student support services.
- Alternative to Suspension (ATS) Program: Now in its second year of implementation, the Alternative to Suspension program offers students meaningful opportunities to reflect on behavior, engage in restorative activities, and receive targeted interventions rather than being removed from the educational environment.
- Heritage High School has developed a comprehensive Wellness Center that provides holistic student support. The Wellness Center team includes:
 - A full-time Social Worker
 - A Wellness Counselor
 - An ERMHS Behavior Therapist (Educationally Related Mental Health Services)
 - An ERMHS Substance Abuse Therapist

This multidisciplinary team addresses a range of student needs, including mental health support, substance abuse prevention and intervention, behavioral support, and social-emotional wellness.

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 Proficiency

By June 2026, Heritage High School will increase the number of students meeting grade level standards on the Mathematics and ELA assessment by: 1) an increase in the number of students Meeting or Exceeding standards in the SBAC ELA; and 2) an increase in the number of students Meeting or Exceeding standards in the SBAC math. In addition, Heritage High School will increase the number of students passing ELA and Mathematics classes with a C or better.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade level proficiency in ELA and Math.

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.

The 2024 California School Dashboard highlights the necessity for focused improvement in both English Language Arts (ELA) and Mathematics at Heritage High School.

English Language Arts (ELA): In the 2023–24 academic year, 49.08% of students met or exceeded the standard in ELA, slightly above the state average of 47%. However, significant achievement gaps persist among certain student groups. For instance, only 9.09% of English Learners met or exceeded the ELA standard, and Students with Disabilities had a performance rate of 21.43%.

Mathematics: Mathematics performance is notably below state averages, with only 10.47% of students meeting or exceeding the standard, compared to the state average of 35%. English Learners and Students with Disabilities performed at 1.52% and 4.76%, respectively, indicating a critical need for targeted interventions in math instruction.

These data points underscore the importance of implementing strategies to enhance academic achievement in ELA and Mathematics, particularly for English Learners and Students with Disabilities. Efforts should focus on increasing the number of students meeting or exceeding standards on the SBAC assessments and improving course pass rates with a grade of C or better.

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
Percentage of students meeting or exceeding standards on the SBAC ELA Assessment (All Students)	49.08%	52%
Percentage of students meeting or exceeding standards on the SBAC Mathematics Assessment (All Students)	10.47%	15%
Percentage of English Learners meeting or exceeding standards on the SBAC ELA Assessment	9.09%	15%

Percentage of English Learners meeting or exceeding standards on the SBAC Mathematics Assessment	1.52%	5%
Percentage of Students with Disabilities meeting or exceeding standards on the SBAC ELA Assessment	21.43%	25%
Percentage of Students with Disabilities meeting or exceeding standards on the SBAC Mathematics Assessment	4.76%	8%
Percentage of students earning a grade of C or better in English Language Arts courses		Increase by 3%
Percentage of students earning a grade of C or better in Mathematics courses		Increase by 3%

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	Action 1.1: Provide academic support and intervention for students.	All Students	1,000 Title I 1000-1999: Certificated Personnel Salaries Teacher time cards for tutoring 1,000 Title I 2000-2999: Classified Personnel Salaries Time cards for tutoring 15,000 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support core curriculum to include, but not limited to: planners, interactive notebooks, assistive technologies, manipulatives, etc. 1,000 Title I 5000-5999: Services And Other Operating Expenditures Outside agencies to assist in academic support through presentations and guest speakers
1.2	Action 1.2: Provide professional development and training to increase the use of student engagement and WICOR strategies in all classrooms.	All Students	55,000 Title I 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Teacher release time for collaboration and professional development 1,000 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support the use of WICOR strategies in all classrooms. 2,000 Title I 5000-5999: Services And Other Operating Expenditures Provide professional development and training learn best practices to use in the classroom.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Successes:

- After school tutoring offered to all students multiple times a week for ELA and Math
- Strategic supplies provided schoolwide (Interactive Student Notebooks, Planners, etc.)
- Professional Development offered in a variety of ways: conferences, trainings, release time for collaboration, etc.

Challenges:

- A significant amount of students were not able to attend after school tutoring due to transportation and other issues
- 2024-2025 Semester 1 D/F percentages = 24% in ELA and 45% in Math (= 4% drop in ELA, but a 4% increase in Math)
- Not all subgroups took advantage of the collab time that was been offered
- System not in place to evaluate the effectiveness and implementation of the new strategies/information in their classrooms and departments

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

Actual expenditures exceeded the budgeted amount to cover the increased requests for classroom supplies, tutoring expenses and department collaboration time. While not all departments took advantage of the collab time, the departments that did take advantage requested additional release time to collaborate on best practices, common assessments, and vertical and horizontal articulation.

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.

Goal 1 remains the same as Academic Proficiency continues to be an area of focus for all students and will therefore be allocated an even greater portion of the overall budget than last year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

College and Career Readiness

Heritage High School will increase student preparedness for college and career options as evidenced by 1) an increase of 5% of students that complete A-G and are considered Legacy status, 2) an increase of 5% success rate in specialized programs including CTE, Ag, BioMed, AVID, AP and Dual Enrollment classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Based on the 2023-2024 Dashboard Data, 36.5% of students are prepared for college and career, a ranking of Medium.

- English Learners and students with disabilities are in the very low category while African Americans, Hispanics, Homeless, and Socioeconomically Disadvantaged are in the low category

Graduation rate increased to 94.8%

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
College & Career Indicator	Based on 2023-2024 Dashboard Data 36.5% prepared (Maintained)	2024-25 Overall Dashboard: Increase Prepared by 3%
Graduation Rate	2023-24 Graduation Rate: 94.8% (Increased)	2024-25 Increase graduation rate by 1%
FASFA Completion	2024-2025 (as of 5/01/25) FAFSA Completion Rate: 92% (Increased)	2025-26 Increase FAFSA completion by 1%
AVID Enrollment	2024-25 AVID Enrollment: 445 (Increased)	2025-26 Maintain AVID enrollment
AP and Dual Enrollment	2024-25 AP Enrollment: 489 Dual Enrollment: 523	2025-26 Maintain AP and Dual Enrollment
A-G Completion Rate	2023-24 A-G Completion Rate: 46.3%	2024-25 Increase A-G Completion Rate by 3%

CTE Pathway Completion Rate	Based on 2023-2024 At least one CTE Pathway completed: 16.2%	2024-25 Increase CTE Pathway Completion Rate by 5%
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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	2.1 Explore college, career and military opportunities through field trips, events and other activities.	All Students	1,500 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips 500 Title I 4000-4999: Books And Supplies Materials and Supplies to explore college, career and military opportunities. 5,000 Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation
2.2	2.2 Promote college and career readiness across campus.	All Students	10,000 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for College/Base/Industry Trips 2,000 Title I 4000-4999: Books And Supplies College paraphernalia for various areas around campus 8,000 Title I 5000-5999: Services And Other Operating Expenditures College/Base/Industry Trips & Transportation and College/Base/Industry Guest Speakers and Presentations

Annual Review

SPSA Year Reviewed: 2024-25

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.

Successes:

- Expanded College Field Trips to include CCF classes
- Multiple College Fairs included HBCU and Latino College Fairs available to all students
- Guest Speakers - motivational and leadership opportunities for students
- Supporting Camp Legacy that in turn promotes and supports school wide goals

Challenges:

- Continue to develop partnerships with college, career, and military groups and representatives and guest speakers to provide opportunities for all students
- Increase exposure to post graduation opportunities
- Decline in enrollment is impacting enrollment in specialty programs
- Change in mandatory classes is impacting enrollment in specialty programs
- Develop a new system to recognize honor roll recipients

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

Estimated actual expenditures was less than original budget. Some college field trips and college fair trips were covered with other funds, freeing up allocated money.

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 to the goal. College and Career Readiness continues to be a school wide goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Positive School Environment

By June 2026, Heritage High School will provide a multi-tiered system of support to increase student engagement, connectedness to school and community, and to promote a safe and productive school environment with emphasis on at-risk students including families of underrepresented or struggling students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

- Maintain Suspension rate under 5%
- Higher rates of disciplinary incidents from EdCode 48900 a(1) threats, a(2) fights, c substance, and h nicotine.
- Increase in mental health needs of students as evidenced by discipline incidents, Gaggle alerts, and reported wellness incidents

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
Suspension Rate	2023-24: 3.1% students suspended at least one day	2025-26 Overall: maintain a suspension rate under 5% Dashboard Performance: Green
Attendance Rate	2024-25: Attendance Rate: As of March 2025 - 90.4%	2025-26 Increase Attendance Rate by 1%
CA Healthy Kids Student Survey	2023-2024 CA Healthy Kids Students Survey responses <ul style="list-style-type: none"> • 9th grade = 69% • 11th = 21% 	2024-25 Increase CA Healthy Kids Student Survey responses by 10%
High School Dropout Rate	2023-24: Dropout Rate: 5%	2024-25 Decrease dropout rate by 1%
Expulsion Rate	2024-25: Expulsion Rate: Data not available	2025-26 Decrease expulsion rate by .05%
Wellness Center	2024-25:	Increase the number of students visiting the wellness center.

	Wellness Center visits: 1,063 as of 5/1/25	
Alternative to Suspension Intervention Program	2024-25: Number of students served by ATS: 116	Increase the number of students serviced by mentoring and intervention programs.

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
3.1	3.1 Provide MTSS resources for all students	All Students	500 Title I 2000-2999: Classified Personnel Salaries Time cards for MTSS personnel to host workshops after school and on Saturdays. 1,000 Title I 4000-4999: Books And Supplies Materials and Supplies to provide MTSS resources to all students 8,000 Title I 5000-5999: Services And Other Operating Expenditures Guest Speakers and Presentations to provide MTSS resources to all students.
3.2	3.2 Wrap Around services	All Students	500 Title I 2000-2999: Classified Personnel Salaries Time cards for classified personnel to offer wrap around services. 1,000 Title I 4000-4999: Books And Supplies Incentives for academic, attendance, and behavior achievement and improvement 8,000 Title I 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

Successes:

- Multiple staff members and students attended a conference about creating a positive culture on campus (CADA, CASL)
- Camp Legacy supplies and supports for all students
- Alternative to Suspension program allowed us to decrease suspension rates and to reduce repeat offenders
- Substance Abuse Intervention program provided support to students upon reentry from behavior correction

Challenges:

- Follow through with implementation of new ideas and strategies from conferences and trainings
- Getting more students to interact and participate in on-campus activities
- How can we sustain these supports for students for years to come

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

Estimated Actual Expenditures were significantly less than budgeted. The District covered various MTSS conferences and services for staff and students, provided incentives for attendance campaigns, and support for CARES team and Wellness programs.

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 this goal. Creating a safe and positive school environment for all is still a point of emphasis in our school wide goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School-Community Involvement

By June 2026, Heritage High School will increase opportunities for parent involvement and school- community communication as evidenced by 1) an increase in opportunities for parent engagement activities on campus, 2) an increase in number of participants, in person and online, for various committees (e.g. ELAC, SSC, PELI, AAPAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

- need to continue to increase opportunities for parents to engage in school activities
- limited times that parents are available to attend events on campus.

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
Parent Participation	2024-25: Parent Participation: 2,014 various HHS events	2025-26: Increase Parent Participation by 1%

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
4.1	4.1. Provide opportunities for parents to take part in various trainings and conferences related to academics.	All Students	3,000 Title I 4000-4999: Books And Supplies Materials and Supplies for various trainings and workshops for parents on campus
4.2	4.2. Provide community outreach to increase parent involvement and dissemination of information to the community.	All Students	2,848 Title I 4000-4999: Books And Supplies Materials and supplies to promote family and community engagement and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			outreach to include: Back to School Night/Open House/Parent Meetings, Coffee w/Admin, SSC, ELPAC, AAPAC, PELI, PELI Meetings, Parent Symposium, Parent Appreciation and Volunteer Week, etc.

Annual Review

SPSA Year Reviewed: 2024-25

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.

Successes:

- More opportunities for parents to be on campus at various times throughout the school year
- Banners, posters and other means of advertising around campus
- ParentSquare for communication to all Parents/Guardians

Challenges:

- Times of events and opportunities for parent participation
- Need more opportunities for parent involvement

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

The estimated actual expenditures were in line with the budgeted amount.

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 this goal. Securing and strengthening the home, school, community connections, and communications is still an area of emphasis.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

EL Academic Proficiency

By June 2026, Heritage High School English Learners will attain language proficiency allowing them to be academically prepared for college and careers, as evidenced by: 1) an increase in the number of students scoring Early Advanced and Advanced based on the ELPAC: 2) an increase of 5% of English Learners Reclassifying to Fluent English Proficient.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will attain grade level proficiency in English Language Arts and Mathematics.

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.

ELA:

- Based on 2022-2023 Dashboard Data - Overall ELA scores declined by 8.9 to be 10.6 below standard and in Orange.
- Targeted area of need for English Learners (red: 108 points below standard)

Math:

- Based on 2022-2023 Dashboard Data - Overall Math scores declined by 17.9 to be 132 below standard and in Red.
- Targeted area of need for English Learners (red: 210.2 points below standard)

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
English Language Proficiency Assessment for CA (ELPAC)	2023-2024 Dashboard Data Number of students progressing one ELPI level: 40.5%	2024-25 Increase the number of students progressing one ELPI level by 3%
English Language Proficiency Assessment for CA (ELPAC)	2024-2025 Number of English Learners Reclassifying to Fluent English Proficient: First Semester = 18 Second Semester Projection = 16	2025-26 Increase the number of English Learners Reclassifying to Fluent English Proficient by 5%

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
5.1	5.1 Providing access to Professional Development, conferences, and/or providing release time for collaboration and data analysis.	English Learners	2,000 Title I 1000-1999: Certificated Personnel Salaries Release Time for EL teachers to collaborate and attend Professional Development 1,000 Title I 4000-4999: Books And Supplies 1,000 Title I 5000-5999: Services And Other Operating Expenditures Conference Registrations
5.2	5.2 Provide academic support and intervention for students.	English Learners	500 Title I 1000-1999: Certificated Personnel Salaries Tutoring 500 Title I 2000-2999: Classified Personnel Salaries Instructional materials and supplies to support EL classes and students 500 Title I 4000-4999: Books And Supplies Instructional materials and supplies to support EL classes and students 500 Title I 5000-5999: Services And Other Operating Expenditures Conferences, guest speakers, presentations

Annual Review

SPSA Year Reviewed: 2024-25

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.

Successes:

- Professional Development on EL Strategies and Best Practices given to all teachers
- Collaboration Time available to all teachers to plan and implement EL strategies in their classes
- After School tutoring offered to all students multiple times a week for ELA and Math

Challenges:

- Not all subgroups have taken advantage of the collab time that has been offered
- A significant amount of students are not able to attend after school tutoring due to transportation and other issues

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

The estimated actual expenditures are less than the original budgeted amount because a variety of training opportunities were offered at our own site within our own PD rotations.

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 this goal as EL Academic Proficiency is a top priority on our campus.

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	\$133,848.00
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 (\$)
Title I	\$133,848.00

Subtotal of additional federal funds included for this school: \$133,848.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$133,848.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	133,848.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,000.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	27,848.00
5000-5999: Services And Other Operating Expenditures	33,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	70,000.00
2000-2999: Classified Personnel Salaries	Title I	2,500.00
4000-4999: Books And Supplies	Title I	27,848.00
5000-5999: Services And Other Operating Expenditures	Title I	33,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,000.00
Goal 2	27,000.00
Goal 3	19,000.00
Goal 4	5,848.00
Goal 5	6,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jose Topete	Principal
Amanda Bates	Classroom Teacher
Renee Garcia	Classroom Teacher
Sara Huerta	Classroom Teacher
Robin Perry	Classroom Teacher
Jose Montoya	Other School Staff
Adrian LaMothe	Parent or Community Member
Maria Pilar	Parent or Community Member
Jim Winkler	Parent or Community Member
Mia Aguilar Reyes	Secondary Student
Suzette Covarrubias	Secondary Student
Anaiah Montes	Secondary Student

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



Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: African American Parent Advisory Committee (AAPAC)

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

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

This SPSA was adopted by the SSC at a public meeting on May 2, 2024.

Attested:

	Principal, Jose Topete on 5/14/2024
	SSC Chairperson, Sara Huerta on 05/14/2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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