

# Single Plan for Student Achievement

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2014

# Part II: The Single Plan for Student Achievement Template

School: Heritage High School

District: Liberty Union High School District

County-District School (CDS) Code: Ente07-61721-0107797r CDS Code

Principal: Casey Lewis

Date of this revision: 9/05/2023

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on 11-8-23



**School Site Plan  
School Based Coordinated Program  
2023-24**

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**HERITAGE HIGH SCHOOL SITE COUNCIL PLAN  
FOR IMPROVING CURRICULUM AND INSTRUCTION  
2023-2024**

**Mission**

Heritage High School is dedicated to empowering all students to become life-long learners, committed to Honesty, Equality, Respect, Integrity, Trust, Achievement, Generosity and Excellence. All learning environments will provide a safe, student-centered, rigorous, relevant and engaging standards-based curriculum developed in a collaborative learning community. Heritage is committed to supporting social-emotional growth while preparing students to be productive citizens in the global and local community using career academies, enhanced extracurricular activities, and instructional technology.

**Vision:**

Heritage High School will create an effective and dynamic cross-curricular learning community that promotes the mastery of state content standards. Through collaboration, analysis, and reflection of the whole student, the entire staff will ensure students achieve their academic and personal potential in preparation for life beyond high school. Staff members, students and the school community will work together to create a safe, supportive and inclusive environment in which all students become productive life-long learners who impact the global community in a positive way.

## **SLOs – School Learning Outcomes**

### **Academic Standards:**

Students will demonstrate academic proficiency by meeting state content standards in preparation for their post-secondary college and career goals.

### **Research and Technology:**

Students will demonstrate proficiency and responsibility using various resources and technology to communicate, conduct research, test hypotheses and solve problems.

### **Critical Thinking:**

Students will demonstrate an ability to think critically, creatively, and analytically as well as work collaboratively and independently, taking responsibility for their thoughts and actions.

### **Communication:**

Students will develop effective personal and diverse communication skills, through critical and reflective reading, writing, speaking and listening activities.

### **Citizenship:**

Students will demonstrate an understanding of social responsibility and will exhibit respect toward a diverse school community and the larger society.

## **INTRODUCTION**

Heritage High School staff supports classroom learning through a series of professional development opportunities that focus on content area collaboration and evaluating four critical questions central to effective professional learning community:

- 1) What do we want students to learn?
- 2) How do we know students are learning?
- 3) What do we do when students aren't learning?
- 4) What do we do to support students who are accelerated learners?

Through collaboration, data analysis, career pathways, and immediate student intervention we will support all students in meeting their academic, social and post-secondary goals.

### **School Profile:**

Heritage High School is located in Brentwood, California, approximately fifty miles east of San Francisco. Heritage High School, the third comprehensive high school in the Liberty Union High School District, opened on August 1, 2005. Brentwood's population is approximately 70,000. What was once considered a rural town, Brentwood has become a suburban city, while retaining its agricultural roots. To aid in the future growth

of students in the district, Heritage High School was designed with a capacity for 2,200 students. Six (6) portable classrooms were added to campus in the spring semester of 2013/14. Four (4) additional portable classrooms were added at the beginning of the 2014/15 school year and two (2) more portable classrooms were added to the same location on campus at the beginning of the 2019-20 school year. A Culinary Arts building was added in 2020 and a 12 classroom complex opened in 2022. The enrollment for the 2023-2024 school year is 2,676 students in grades 9-12. This represents 653 students in 9th grade, 654 in 10th grade, 697 in 11th grade and 561 in 12th grade.

The current ethnicity breakdown at Heritage High based on 2023-2024 Cal Pads reporting includes 35.7% Caucasian, 27.2% Hispanic, 13% African American, 12% Asian, 11% Filipino, 0.5 % Pacific Islander, 0.3% American Indian or Alaskan Native. Our student population currently includes 3.1% English Language Learners, 15% students with disabilities and 16% socioeconomically disadvantaged students. The Free and Reduced Lunch Program is based on the income of the child's parent or guardian as determined by an application process. In the 2023-24 school year, all students are able to receive free lunch.

Several parent and community groups support Heritage High School. The Patriot Parent Organization (PPO), Performing Arts Boosters, AFJROTC Boosters, Rising Stars Boosters, and the Grad Night Committee meet regularly to plan fundraisers to support our staff and students.

Heritage High School has developed many partnerships and relationships with businesses, industry, and city government in order to support our students. For example, all four career academies have Advisory Committees comprised of business and city leaders. These committees work to increase involvement, communication and partnerships between the school and the local civic and business organizations in Brentwood. Each Advisory Panel Member list is available through the HHS Academy Coordinators:

Matt Carr, Public Services

Laurie Laprade, Arts and Entrepreneurial

Darlene Rodriguez, Health

Rob Pardi, Technology

Heritage High School continues to work to develop additional outreach opportunities. One such partnership exists with the Patriots Jet Team Foundation at the Byron Airport. This group of science and engineering retired professionals have organized different STEM activities for Heritage students and staff. LocalEyes, a local marketing company has provided software and internships for students in the recent past. LocalEyes representatives sit on the Advisory board for The Arts and Entrepreneurial Academy

and continue to advise in that capacity. Their support has benefitted students in our Design classes and our Internship classes.

### **Educational Program:**

Class Schedule: Heritage High School currently offers instruction through an A/B block schedule. An A/B block schedule allows students increased opportunities for advancement as well as opportunities for students who need additional support. Liberty Union High School District is known for its high academic standards and assessment programs that hold students accountable for achievement of standards in order to graduate. Heritage High School will continue the proud tradition of the Liberty Union High School District, providing excellent academic and extra-curricular opportunities for its students.

Small Learning Communities (SLC) & Career Pathways: Heritage High School is divided into four small learning communities that allow students to better connect with their educational environment and build caring relationships with their teachers and support staff. Each student is housed in an SLC throughout their four years of high school connecting them with the same assistant principal and building counselor throughout their four years of high school. In addition, Heritage High School offers four academies that allow students to concentrate in a particular area of interest. Students have the opportunity to explore careers, learn job-related skills such as but not limited to: critical thinking, problem solving, leadership, and interpersonal skills. The four academies include: Technology, Arts and Entrepreneurial, Health, Public Services. Parents, community members and businesses support the educational and extra-curricular opportunities at Heritage High School. These academies have been developed in cooperation with teachers, parents, and community members.

Instructional Support: As a result of implementing the Common Core State Standards, the Liberty Union High School District hired site teachers at each of the comprehensive sites as Content Area Instructional Coaches for English Language Arts and math for a two year period (2013-15). A content area coach for science was added at the beginning of the 2014-2015 year to work on transition and implementation of Next Generation Science Standards (NGSS). These three coaching positions were extended for the 2019-2020 school year. The coaches attend professional development workshops, meet as a team to create professional development opportunities for teachers, educate staff on common core standards, observe classrooms, and assist teachers with transitioning lessons to meet the Common Core State Standards. Additionally, the coaches support teachers in creating assignments and assessments that reflect student learning targets and rigor required for the CCSS. Starting with the 2019-20 school year, the district added a teacher on special assignment (TOSA) at each comprehensive site to work directly with administration to coordinate the English Learner program, state wide CASSPP testing, AP testing and to assist with other special projects designated by site principal (for example WASC accreditation).

Heritage High School offers co-teaching in the core subjects of Math, English, and Science where one general education teacher and one special education teacher work together in the class to support students. Each co-taught team has a common prep together to plan lessons, modify assessments and assignments as needed, and attend professional development workshops on co-teaching models and instructional strategies. Site coaches and Department Chairs for English and Math work with the Special Education department chair and co-teaching teams to make sure CCSS standards are being taught, and teachers have the supplemental materials needed to support our struggling learners. The co-taught sections within the master schedule decreased for the 2019-2020 school year as the school district transitioned to the EXCEL model in an effort to provide additional instructional support for students with an IEP in their general education courses. In addition, a general education Tutorial Support class was added for the current school year to provide added support for students who have a 504 accommodation plan.

The Excel model (Excellence, a Commitment to Every Learner) has been established to meet the unique learning needs of all learners regardless of their participation in other programs such as IEP and 504. Case managers have been given an Excel period where they work to support students in the general education setting by working with teachers on strategies to accommodate or modify general education curriculum to give access to those on IEPs or 504s as well as those that are struggling in general. Teachers use this time to work with the curriculum or to go to classes and assess needs as indicated by the general education teacher. Specific case managers work within their assigned curricular area and are to be the intermediary between the special education department and the department that they are supporting. The purpose of the Excel model is to provide the least restrictive environment for all students and create an inclusive setting where all students may be able to thrive with proper scaffolding, ongoing communication and support.

#### Other Programs:

**Air Force Junior Reserve Officer Training Corp (AFJROTC):** Heritage High School applied for a JROTC unit in the fall of 2012. The drive for the application came from many students who appealed to site administration and the school board for such a program in our district. In the fall of 2014, the United States Air Force granted and activated a unit located on our campus to serve students from all schools in our district. The program was launched with 70 students for the inaugural year with plans to add more students in future years. Beginning with the 2015-2016 school year, the unit has a teaching staff of two retired Air Force officers, a commissioned Senior Aerospace Science Instructor and a non-commissioned Aerospace Science Instructor. The program has excelled in every area. During the 2016/2017 the Heritage High School Cadet Corps AFJROTC Unit earned the Distinguished Unit Award with Merit. This is the highest possible achievement for the cadet corps. During the school year 2017/2018 the size of the cadet corps grew to 122 students. This was a 70% growth rate over a 3 year period. During the 2019-20 school year, the unit underwent a full one day on site review earning an overall unit assessment score of "Exceeds Standards" which



constitutes the highest rating attainable The AFJROTC academic programs focuses on aerospace science, leadership education, drill and ceremonies (to include uniform wear), and physical fitness. However the largest impact the program has on the school occurs outside normal classroom hours. Over the past four years the cadets average seventeen hours of individual community service each totaling 1700 hours as a unit per year. In addition, the cadets organize and lead several extra-curricular activities to include exhibition drill competition team, color guard presentation team, RC aircraft club, model rocketry club, orienteering club, and a Bataan Death March team. In conclusion, this program fully meets its goal of developing citizens of character dedicated to serving their nation and their community.

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

### **Section III: Ongoing School Improvement**

Our action plan is implemented and monitored at Heritage High School on different levels by individuals and teams. The team responsible for the overall monitoring of the plan is the School Advisory Council (SAC) while the Administrative Team and the Instructional Leadership Team (ILT) ensure the plan is implemented with fidelity. The SAC is made up of sixteen stakeholders including four teachers, five students, one parents, three other staff members and the site principal. The council meets regularly to review the action plan in general as well as to discuss progress made in the execution of different facets of the plan. Each team obtains and reviews relevant data on school operations and student achievement in the normal course of their activities. These include CAASPP, ELPAC, AP, SAT/ACT, UC a-g proficiency, district benchmark data, special education achievement, English learner achievement, attendance, and grade distribution reports. Additionally, data from our sister schools in the district as well as county and state achievement data is examined. The examination and dissemination of data by leadership teams on campus is important for communication amongst all staff in monitoring and implementing the school wide action plan.



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

### **MTSS (Multi-Tiered System of Support) Team:**

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

#### TOSA:

Starting with the 2019-20 school year, the district added a teacher on special assignment (TOSA) at each comprehensive site to work directly with site administration to coordinate the English Learner program, MTSS program, state wide CASSPP testing, AP testing and to assist with other special projects designated by site principal (for example WASC accreditation).

Impact: TOSA has provided a closer lens on EL students and their needs within all classrooms, not just sheltered classes. The TOSA has also helped with managing AP sign-ups providing a reliable source for student questions in regards to their AP testing exams, registration, and payment processes. The TOSA has the ability to sub for administration in times of need, providing the campus with the security and supervision of students on campus. The TOSA has taken on many of the time-consuming project based duties from administration to help allow them time to focus on student needs.

Reflecting on the process and progress the various leadership teams have made in transforming the culture of Heritage High School several steps have been taken toward achieving the school wide goals outlined in the single plan. These teams have worked toward creating a foundation of shared knowledge among staff. The teams have conducted team building activities with the entire staff to foster positive relationships, create an environment conducive to effective collaboration, and provide background information and terminology needed related to professional learning communities. A paradigm shift has been initiated where the culture of the school focuses on student learning rather than teaching. Data is regularly reviewed during professional development days (PDD) as well as staff meetings. Currently, with the adoption of the CCSS, departments are working together to set departmental goals, student learning targets and success criteria in addition to developing formative and summative assessments that embody the standards in each subject area.

### CCCOE Social Emotional Learning (SEL) Community of Practice:

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

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

## **Improve Your Tomorrow (IYT):**

Over the course of July 2022 to June 2025, The Liberty Union High School District has entered into partnership with Improve Your Tomorrow to implement the IYT College Academy within the districts' three comprehensive high school sites. The mentoring program serves up to fifty male students annually from historically underrepresented groups. Activities and services may include student development, family engagement, mentoring, college tours and tutoring. Overarching goals for students participating in the program, analyzed through data, include:

- Increased student school engagement, campus belonging, improved campus relationships and college knowledge for all students participating in program
- Reduction in the number of D's and F's as compared to the previous semester for students participating in program a minimum of 2 semesters
- Increase in high school graduation rate for students in the program minimum of 2 semesters
- Increase college attendance rates for students in the program a minimum of 4 semesters

Heritage High School has successfully integrated our site FOL-Self Study Action Plan, district Local Control Accountability Plan (LCAP) and our district's Strategic Plan into a cohesive Single Plan for Student Achievement.

# School Year: 2023-24

## Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Heritage High School	07617210107797		

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

School Advisory Council, Instructional Leadership Team, Administration Team, English Learner Advisory Council, Certificated and Classified staff meetings

## 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

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

### Basis for this Goal

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

## Expected Annual Measureable Outcomes

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

<b>Absenteeism:</b> California Dashboard for chronic absenteeism for indicated significant subgroups	<p>Overall Chronic Absentees  2018-19=8.6%  2019-20=*  2020-21=5.6%  2021-22= 20.4%  2022-23= 14.2%</p> <p>Significant Sub-group Absentees</p> <p style="text-align: right;"><u>20/21</u> <u>21/22</u></p> <p>African American: 7.9 26.7  Hispanic: 6.8 24.4</p> <p>6.0% decrease in significant sub-group absenteeism  *data suspended SB 98</p>	<p>1% decrease in chronic absenteeism school wide over previous year.</p> <p>1% decrease in chronic absenteeism for identified significant sub-groups.</p>
<b>Graduation Rate:</b> California Dashboard for academic engagement	<p>Overall Graduation Rates  2018-19: No Data  2019-20: No Data  2020-21: 97.6%  2021-22: 97.9%  2022-23: 98.5%</p>	0.2% increase in Graduation rate for all students
<b>Positive Attendance Rate:</b> California Dashboard attendance rates	<p>(2018-19) 95.9% attendance  1.09% increase  (2019-20) 95.9% attendance  no change  (2020-21) Data Suspended  (2021-22) Unavailable  (2022-23) 93.8%  2% decrease from 2019-20</p>	0.5% increase in attendance rate for all students
<b>Parental Involvement:</b> Site Calendar	6 Opportunities per quarter	ELAC ,College/Career, senior parent night, Back to school Night, Open House,
<b>California Healthy Kids Survey:</b> School connectedness and safety	<p>2022-23  School connectedness – Average reporting “Agree” or “Strongly Agree”  9<sup>th</sup> grade – 57%  11<sup>th</sup> grade – 55%</p> <p>School Safety – Average reporting “Safe” or “Very Safe”  9<sup>th</sup> grade – 63%  11<sup>th</sup> grade – 67%</p>	<p>Improve the school climate by increasing School Connectedness and Safety survey results on the next CHKS (2023-24)</p> <p>School Connectedness  9<sup>th</sup> grade – 60%  11<sup>th</sup> grade – 60%</p> <p>School Safety  9<sup>th</sup> grade – 67%  11<sup>th</sup> grade – 70%</p>

## PLANNED STRATEGIES/ACTIVITIES

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

## Strategy/Activity

### Students to be served by this Strategy/Activity

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

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

### Strategy/Activity

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

Gather input and feedback from various student groups on campus to monitor and improve campus climate including campus climate committee, African American Young Men's and Women's mentorship groups and Hispanic campus climate group. Work with the District Diversity Coordinator with concerns needing to be addressed by identified student group meetings.

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

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

Conduct semester perfect attendance assemblies, give incentives to students with 10% improvement in attendance from previous quarter, develop and promote a Positive Attendance Program to students and parents through Heritage Broadcast News, school website, and social media. Initiate SART/SARB process earlier in school year. Develop and maintain connectedness between school and students through leadership programs, extra-curricular activities, and positive interactions with staff.

Re-organize annual Open House into a community-focused event, regular meetings with all parents of students in identified significant sub-groups, implement a parent education program so parents can better support students' success, increase outreach to parents via social media and traditional outlets, invite more parents and community members to participate in school activities as chaperones or test proctors. Explore new opportunities for parental involvement including evening events with College/Career Center, significant sub-groups, and Brentwood police department. Explore and implement multi-cultural events with students, staff, parents and community members.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000
Source(s)	LCAP funds
Budget Reference(s)	[Add budget reference here]



## Goal 2

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

### Basis for this Goal

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

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<b>ELPAC:</b> State reclassification rate average of 11%	Percent of EL students reclassified: 2017-18 = 33.8% 2018-19 = 29.6% 2019-20 = 35.8% 2020-21 = 16.4% 2021-22 = 13.7% 2022-23 = 13.8%	Heritage High School will have a yearly EL student reclassification rate of at least 12%.
<b>CAASPP:</b> State proficiency level for math and ELA for all subgroups	<b>CAASPP Scores (ELA)</b> 2017-18 = 75% 2018-19 = 83% 2019-20 = N/A Pandemic 2020-21 = Data suspended 2021-22 = 70.28% 2022-23 = 72.58%  <b>CAASPP Scores (Math)</b> 2017-18 = 50% 2018-19 = 55% 2019-20 = N/A Pandemic 2020-21 = Data suspended SB98 2021-22 = 39.32% 2022-23 = 43.55%	2% increase in students meeting or exceeding standards in ELA  3% increase in students meeting or exceeding standards in Math
<b>D/F Rate:</b> Local indicators including grading reports, attendance, and discipline  District Assessments (Benchmarks)	2017-18=11.9%-decrease0.2% 2018-19 =10.9% -decrease 1% *2019-20 =9.85% -decrease 1.05% **2020-21=17.27% -increase 7.42% 2021-22 = 12% -decrease 5.27% 2022-23 = 12.9%-Increase 0.9% **Full Distance Learning <sup>3</sup> / <sub>4</sub> year	0.5% decrease in D/F rate for all students.
<b>The UC/CSU a-g requirements:</b> as identified by College Board	Percentage of students eligible: 2017-18 (59.6%)=2.1% increase 2018-19 (49.03%)=10.57% decrease 2019-20 (56.0%)=6.97% increase 2020-21 (59.4%)= 3.4% increase 2021-22 (58.9%)= 0.5% decrease 2022-23 (59.18%)=0.28% increase	3% increase in the percentage of students meeting UC/CSU a-g requirements

<b>College/Career Readiness:</b> California Dashboard Indicator	Percentage students by CCI Level of "Prepared": 2018=67.0% 2019=67.0% 2020=69.6% 2021= No data	
<b>AP:</b> class enrollment at local site	Percent of students enrolled: 2018-19 (23.5%) : 1031 exams taken= 7.8% decrease 2019-20 (26.3%) : 1292 exams taken = 20.2% increase 2020-21 (24.8%) : 1368 exams taken= 5.9% increase 2021-22 ( 24.3%): 1040 exams taken= 24% decrease 2022-23 (26.6): 1102exams taken 6% increase	2% increase in the percentage of students enrolled in AP courses  2% increase in percentage of exams taken
<b>AP:</b> pass rates from College Board	AP Pass rate: 2018-19 (79.3%)= 3.9% increase 2019-20 (79.4%) = 0.1% increase 2020-21 (63.4%)=16% decrease 2021-22 (77.9%)=14.5% increase 2022-23 (76.5%)= 1.4% decrease	1% increase in the percentage of students passing AP exams
<b>Student enrollment:</b> in site level career academy pathways	Number of students enrolled: 2018-19 (745- 28.8% of total students) = 10.5% increase 2019-20 (931-35.6% of total students) = 6.8% increase 2020-21 (669- 25% of total students) = 10.6% decrease 2021-22 (677- 25.82% of total students)= 0.82% increase. 2022-23 681-3.8% increase	2% increase in student enrollment in career academy pathways
<b>SAT/ACT</b>	SAT: Percent meeting both benchmarks 2016-17 (343 tests) 70% 2017-18 (357 tests) 61% 2018-19 (466 tests) 70.8% 2019-20 (345 tests) 72.8%  ACT: Percent of scores >=21 2016-17 (194 tests) 76.8% 2017-18 (135 tests) 73.3% 2018-19 (112 tests) 77.7% 2019-20 (115 tests) 75.7%	

## PLANNED STRATEGIES/ACTIVITIES

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

**Strategy/Activity**

**Students to be served by this Strategy/Activity**

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

All students, including sub groups as identified by the CDE

**Strategy/Activity**

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

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

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

Increase student awareness of state CTE and HHS career academy pathways and discuss the benefits of completing and being a part of these pathways. Advertise pathways and enrollment benefits at course selection assemblies, 8<sup>th</sup> grade parent night, and freshman parent meeting. Implementation of early registration for AP exams to increase overall number of students taking exams.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	None
Source(s)	None
Budget Reference(s)	None

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

#### Positive Learning Environment

#### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard Indicators for local suspension/expulsion data	1% decrease in overall, unduplicated suspensions  0.5% decrease in identified sub-group, unduplicated suspensions	11% increase in overall suspensions  Data suspended by SB98
California Dashboard for chronic absenteeism for indicated significant subgroups	1% decrease in schoolwide chronic absenteeism  1% decrease in identified sub-groups absenteeism	Data suspended by SB98  Data suspended by SB98
California Dashboard attendance rates	0.5% increase in positive attendance	Data suspended by SB98

#### Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
During 2019/20 we explored and implement programs to improve student attendance, discipline, and other student behaviors.	Developed restorative justice papers and projects as an alternative means to suspension. Implemented attendance award system for perfect attendance.	\$3000	\$3000
Review and implement SARB process	Effectively used SARB process on a consistent basis to improve chronic absenteeism		

#### ANALYSIS

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

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of targeted on-campus suspension program, which includes restorative justice modules on computer program, has helped with lowering off-campus suspensions for low

level offenses. The creation of mentorship programs for sub-groups, has increased student awareness and accountability. Positive attendance increased by 1.085%, through a more aggressive approach to the Student Attendance Review Board policy and practice.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

## Goal 2

### Student Achievement

#### ANNUAL MEASUREABLE OUTCOMES

<i>Metric/Indicator</i>	<i>Expected Outcomes</i>	<i>Actual Outcomes</i>
ELPAC: State reclassification rate average of 11%	Reclassification rate of at least 12%.	Reclassified rate was 16.4%
CAASPP: State proficiency level for math and ELA for all subgroups	2% increase in students meeting or exceeding standards in ELA 3% increase in students meeting or exceeding standards in Math	Decrease 13% from last data in  Decrease 16% from last data in 2018-19.
D/F Rate: Local indicators including grading reports, attendance, and discipline	0.5% decrease over previous year	5.27% decrease over previous year
District Assessments (Benchmarks)		
The UC/CSU a-g requirements as identified by College Board	5% increase in the percentage of students meeting UC/CSU a-g requirements	2021-22 (64.0% eligible)= 2.2% increase
Available AP classes in LEA, enrollment in AP classes, AP test results from College Board	2% increase in the percentage of students taking AP courses  2% increase in percentage of exams taken	2021-22 (24.3% of students enrolled) = 0.5% decrease  1040 exams taken= 24% decrease

Student enrollment in site level career academy pathways	2% increase in student enrollment in career academy pathways	2021-22 (677 students enrolled- 25.82% of total students) = 0.82% increase
AP class enrollment at local site	2% increase in the percentage of students passing AP exams Activities include: increasing student awareness of UC/CSU a-g requirements during completion of 4 year student plans led by counselors, freshmen counseling presentations in class, district college night, and Patriot Plus intervention to help students get a C or better for increased UC/CSU a-g eligibility, 8th grade student presentations on UC/CSU a-g requirements. AP classes have a longer drop time for students to explore opportunities, every AP class has a direct contact from TOSA to encourage signing up for exams. Constant reminders to teachers, student announcements, and messages home to encourage students and parents to sign up to take exams. AP teachers are encouraged to use AP resources to help support learning and confidence in taking class and exam.	2021-22 (77.9% AP Pass Rate) = 14.5% increase
AP pass rates from College Board Explore and implement programs to increase the number of students taking UC/CSU a-g classes, AP classes, and increase UC/CSU eligibility, and student pass rates on AP exams. Explore grade improvement option in EdGenuity.	Increase student awareness of career academy pathways and discuss the benefits of being a part of the career academy pathways. Advertise pathways and enrollment benefits at course selection assemblies, 8 <sup>th</sup> grade	

	parent night, and freshman parent meeting.	

## Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
During the 2020-21 school year we explored and implement programs to reduce the achievement gap for our targeted sub groups, increase EL reclassification rates, and reduce our D/F rates.	Developed meaningful subgroups that met throughout the year, with the goal of academic success.	None	None
Utilize the IAB state practice assessments to prepare for CAASPP.	Math and English teachers conducted frequent IAB state assessment practices to familiarize students with CAASPP.		

## ANALYSIS

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

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

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



Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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

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

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

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

### **Budget Summary and Consolidation**

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

#### DESCRIPTION

#### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ [Enter amount here]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ [Enter amount here]

### Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)
[List federal program here]	\$(Enter amount here)

Subtotal of consolidated federal funds for this school: \$(Enter federal funds subtotal here)

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

State or Local Programs	Allocation (\$)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)
[List state or local program here]	\$(Enter amount here)

Subtotal of consolidated state or local funds for this school: \$(Enter state or local funds subtotal here)

Total of consolidated (federal, state, and/or local) funds for this school: \$(Enter total funds here)

California *Education Code* describes the required composition of the School Advisory Council (SAC). The SAC 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.<sup>1</sup> The current make-up of the SAC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Casey Lewis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gianna Alexander	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Guerrero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Petures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martha White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuhamin Aklilu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Chao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rohan Tyagi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ashley Vallamdas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Katharina Wallace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tamara Weber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ahmad Mohmand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nickie Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hugh Bursch	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	3	4	4

<sup>1</sup> EC Section 52852

## Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - ☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☒ English Learner Advisory Committee \_\_\_\_\_ Signature
  - ☐ Special Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - ☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - ☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SAC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SAC at a public meeting on: 10/19/2023.

Attested:

Casey Lewis  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

David Guerrero  
Typed name of SAC Chairperson

\_\_\_\_\_  
Signature of SAC Chairperson

\_\_\_\_\_  
Date

