

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: Carrie Wells

Date of this revision: 9/21/2021

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 11/17/2021



**School Site Plan
School Based Coordinated Program
2021-22**

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**HERITAGE HIGH SCHOOL SITE COUNCIL PLAN
FOR IMPROVING CURRICULUM AND INSTRUCTION
2021-2022**

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 62,800. 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 is slated to be constructed and finished in 2022. The enrollment for the 2021-2022 school year is 2,627 students in grades 9-12. This represents 632 students in 9th grade, 710 in 10th grade, 596 in 11th grade and 689 in 12th grade.

The current ethnicity breakdown at Heritage High based on 2021-2022 Cal Pads reporting includes 40% White, 21% Hispanic, 14% African American, 12% Asian, 11% Filipino, 1 % Pacific Islander, 1% American Indian or Alaskan Native. Our student population currently includes 2.1% English Language Learners, 15% students with disabilities and 19% 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 2021-22 school year, all students are able to receive free lunch.

Several parent and community groups support Heritage High School. The Patriot Parent Organization (PPO), Athletic Boosters, 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 focus 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 2015-2016 school year, Patriot Plus was modified to run once a week on Wednesday's for either 30 minutes (on Professional Development Days) or 1 hour on regular Wednesday schedule. 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

Distance Learning:

On March 14, 2020, Contra Costa County issued a mandatory "Shelter in Place" (SIP) in response to the Coronavirus pandemic (COVID-19) and increasing cases in California and counties included in Contra Costa County. The SIP and the changes in safety requirements have been continuous and ongoing to date (September 2020). The Liberty Union High School District's response to the SIP in March 2020 was to go into a distance learning model to ensure the educational needs of the students in our care were met.

- **Impact:** Fourth quarter of the 2019-2020 school year, teachers and students participated in distance learning using an asynchronous method. Many students were given packets and/or video tutorials to complete the school year. A new adjusted graded policy was approved by the board of education and put in place to help adhere to the California Department of Education's policy to hold students harmless under the belief that providing a combination of traditional grades and Pass/No Mark would be the most equitable for all students. Semester 2 grades were based upon quarter 3 grades with multiple opportunities for students to affirm or improve their grade. Teachers finalized semester 2 grades based on the grade selection.

options of A, B, C, Pass or No Mark. This grading policy honors students who have worked hard prior to distance learning by maintaining their high grades and receiving an extra grade weighting in Advanced Placement courses with an A, B, or C grade. By issuing letter grades of A, B, and C, we were able to ensure that current high school students will have an opportunity to contribute to their GPA for CSU, UC, and other college admission purposes, as was true prior to distance learning. By issuing a "Pass" grade instead of a D, we ensured that our students were not disadvantaged in the college admissions process and this grading model was comparable to students from other districts who selected a Pass/Fail model. Fall 2020-2021 school year also began in full distance learning, but our district implemented a synchronous method where teachers held classes virtually using Zoom. Staff development prior to the school year centered on distance learning and how to utilize the new technology platforms Zoom and Canvas that the district rolled out for distance learning across the district. The 2020-2021 school year focus of the Liberty Union High School District is as follows: 1. Implement a learning model that will allow for the best learning environments throughout the various stages of COVID-19 virus restrictions. 2. Identify and remediate learning losses using our MTSS (Multi-tiered System of Supports) model to support students. 3. Capitalize on the national momentum to push for equity, by focusing on implicit bias and structural racism. 4. Continue to design/complete Measure U projects. Related to Measure U, at Heritage, a new twelve building classroom complex is in the initial design & approval phase with an estimated completion date of by summer 2022.

During the 2020-2021 school year, the pandemic took a toll on many students' education, and grades took a significant dip. In July, California Governor Gavin Newsom signed off on Assembly Bill 104, intended to provide learning recovery options to high schoolers during the 2020-2021 school year.

AB 104 proposes three options towards learning recovery: (1) pass/no pass grading, (2) student retention and (3) altered graduation requirements.

1. High school students may opt for a pass/no pass grade on their transcript instead of taking a letter grade. And there's no limit on the number of courses they can apply "pass/no pass" to.

2. Students who received D's and/or F's in half or more of their courses may apply to retake their grade level. The student's administrators and teachers will discuss with parents/guardians about available learning recovery options, before making a final decision. After a consultation, if retaking the grade level is not in the student's best interest, the student would be provided access to credit recovery options such as taking remedial courses.

3. Students who were in their junior and senior year and are not on track to graduate will be exempted from local graduation requirements. In order to graduate, they would need to only complete California's requirements. These students are also eligible for other opportunities, including a fifth year of high school, if necessary to fulfill all mandatory state graduation coursework.

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, four students, four 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.

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: 2021-22

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															
Suspensions: State Dashboard Indicators for local suspension/expulsion data SARC	Total unduplicated student suspensions: 2016-17 (72) = 19% decrease 2017-18 (73) = 1.4% increase 2018-19 (73) = 0.0% 2019-20 (65) = 11% decrease 2020-21 = Suspended SB 98 Sub-group suspension data: <table border="1"> <thead> <tr> <th></th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>African American:</td> <td>20</td> <td>20</td> </tr> <tr> <td>Hispanic:</td> <td>24</td> <td>7</td> </tr> <tr> <td>SED:</td> <td>18</td> <td>*</td> </tr> <tr> <td>SWD:</td> <td>18</td> <td>*</td> </tr> </tbody> </table> % decrease in sub-group suspensions *data currently unavailable		18/19	19/20	African American:	20	20	Hispanic:	24	7	SED:	18	*	SWD:	18	*	1% decrease in overall suspensions rates, and 0.5 % decrease for identified significant sub-groups [Hispanic, African-American, Socioeconomically disadvantaged (SED) and Special Education students (SWD)]. Expulsion data statistically insignificant
	18/19	19/20															
African American:	20	20															
Hispanic:	24	7															
SED:	18	*															
SWD:	18	*															

Absenteeism: California Dashboard for chronic absenteeism for indicated significant subgroups	Overall Chronic Absentees 2016-17=9.2% 2017-18=9.6% 2018-19=8.6% 2019-20=* 2020-21=* Significant Sub-group Absentees <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">17/18</th> <th style="text-align: center;">18/19</th> </tr> </thead> <tbody> <tr> <td>African American:</td> <td style="text-align: center;">34</td> <td style="text-align: center;">31</td> </tr> <tr> <td>Hispanic:</td> <td style="text-align: center;">67</td> <td style="text-align: center;">59</td> </tr> <tr> <td>SED:</td> <td style="text-align: center;">82</td> <td style="text-align: center;">75</td> </tr> <tr> <td>SPED:</td> <td style="text-align: center;">44</td> <td style="text-align: center;">51</td> </tr> <tr> <td>EL:</td> <td style="text-align: center;">9</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> 6.0% increase in significant sub-group absenteeism *data currently suspended SB 98		17/18	18/19	African American:	34	31	Hispanic:	67	59	SED:	82	75	SPED:	44	51	EL:	9	6	1% decrease in chronic absenteeism school wide over previous year. 1% decrease in chronic absenteeism for identified significant sub-groups.
	17/18	18/19																		
African American:	34	31																		
Hispanic:	67	59																		
SED:	82	75																		
SPED:	44	51																		
EL:	9	6																		
Positive Attendance: California Dashboard attendance rates	95.86% attendance (2016-17) = 1.25% decrease in positive attendance 94.88% attendance (2017-18) = 0.99% decrease in positive attendance 95.97% attendance (2018-19)= 1.09% increase in positive attendance 95.9% attendance (2019-20) = no significant change (2020-21)= Data Suspended SB 98	0.5% increase in attendance rate for all students																		
Parental Involvement: Site Calendar	6 opportunities per quarter	ELAC ,African-American parent night, senior parent night, Back to school Night, Open House,																		
Annual Williams Act: School Facility Rating SARC	2020-21 All school facilities are maintained in good repair.	All school facilities are maintained in good repair.																		
California Healthy Kids Survey: School connectedness and safety	2019-20 School connectedness – Average reporting “Agree” or “Strongly Agree” 9 th grade – 62% 11 th grade – 57% School Safety – Average reporting “Safe” or “Very Safe” 9 th grade – 66% 11 th grade – 66%	Improve the school climate by increasing School Connectedness and Safety survey results on the next CHKS (2021-22) School Connectedness 9 th grade – 63% 11 th grade – 59% School Safety 9 th grade – 67% 11 th grade – 67%																		
Annual Parent Survey?																				

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.

Continue Measure U facility plans.

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
ELPAC: State reclassification rate average of 11%	Percent of EL students reclassified: 2015-16 = 15.3% 2016-17 = 23.2% 2017-18 = 33.8% 2018-19 = 29.6% 2019-20 = 35.8% 2020-21 = 16.4%	Heritage High School will have a yearly EL student reclassification rate of at least 12%.
CAASPP: State proficiency level for math and ELA for all subgroups	<p>CAASPP Scores (ELA) 2015-16 = 84% 2016-17 = 82% 2017-18 = 75% 2018-19 = 83% 2019-20 = N/A Pandemic 2020-21 = Data suspended SB98</p> <p>CAASPP Scores (Math) 2015-16 = 51% 2016-17 = 46% 2017-18 = 50% 2018-19 = 55% 2019-20 = N/A Pandemic 2020-21 = Data suspended SB98</p>	<p>2% increase in students meeting or exceeding standards in ELA</p> <p>3% increase in students meeting or exceeding standards in Math</p>
D/F Rate: Local indicators including grading reports, attendance, and discipline District Assessments (Benchmarks)	<p>2014-15 =16% increase 2% 2015-16 =15% decrease 1% 2016-17 =12.1% decrease 2.9% 2017-18 =11.9% decrease 0.2% 2018-19 =10.9% decrease 1% *2019-20 =9.85% decrease 1.05% **2020-21 =17.27% increase 7.42%</p> <p>*1st semester only due to pandemic **Full Distance Learning $\frac{3}{4}$ year</p>	0.5% decrease in D/F rate for all students.
The UC/CSU a-g requirements: as identified by College Board	Percentage of students eligible: 2015-16 (59%)=6% increase, 2016-17 (57.5%)=1.5% decrease 2017-18 (59.6%)=2.1% increase 2018-19 (49.03%)=10.57% decrease 2019-20 (62.7%)=13.67% increase 2020-21 (61.8%)= 0.9% decrease	5% increase in the percentage of students meeting UC/CSU a-g requirements

College/Career Readiness: California Dashboard Indicator	Percentage students by CCI Level of "Prepared": 2017=68.0% 2018=67.0% 2019=67.0% 2020=69.6%	
College Preparedness: ready or conditionally ready pursuant to the Early Assessment Program (EAP)		
AP: class enrollment at local site	Percent of students enrolled: 2016-17 (23.5%) : 1013 exams taken = 0.07% increase 2017-18 (24.1%) : 1110 exams taken= 8.8% increase 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	2% increase in the percentage of students enrolled in AP courses 2% increase in percentage of exams taken
AP: pass rates from College Board	AP Pass rate: 2016-17 (69.6%) = 0.6% increase 2017-18 (75.4%) = 7.6% increase 2018-19 (79.3%)= 3.9% increase 2019-20 (79.4%) = 0.1% increase 2020-21 (63.38%)=16.02% decrease	1% increase in the percentage of students passing AP exams
Student enrollment: in site level career academy pathways	Number of students enrolled: 2016-17 (463-18.6% of total students) = 5.6% increase 2017-18 (471- 18.3% of total students) = 0.3 % decrease 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	2% increase in student enrollment in career academy pathways
SAT/ACT	SAT: Percent meeting both benchmarks 2016-17 (343 tests) 70% 2017-18 (357 tests) 61% 2018-19 (466 tests) 70.8% 2019-20 (345 tests) 72.8% ACT: Percent of scores >=21 2016-17 (194 tests) 76.8% 2017-18 (135 tests) 73.3% 2018-19 (112 tests) 77.7% 2019-20 (115 tests) 75.7%	

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, 8th grade student presentations on UC/CSU a-g requirement, research possible grade improvement through EdGenuity, identify and counsel junior and senior students who are in reach of meeting requirements.

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

Proposed Expenditures for this Strategy/Activity

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	No change in overall suspensions
	0.5% decrease in identified sub-group, unduplicated suspensions	Data suspended by SB98
California Dashboard for chronic absenteeism for indicated significant subgroups	1% decrease in schoolwide chronic absenteeism	Data suspended by SB98
	1% decrease in identified sub-groups absenteeism	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	Data suspended by SB98 Data suspended by SB98
D/F Rate: Local indicators including grading reports, attendance, and discipline	0.5% decrease over previous year	7.42% increase 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	2020-21 (61.8% eligible)= 0.9% decrease
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	2020-21 (24.8% of students enrolled) = 1.5% decrease 1368 exams taken= 5.9% increase

<p>Student enrollment in site level career academy pathways</p>	<p>2% increase in student enrollment in career academy pathways</p>	<p>2020-21 (669 students enrolled- 25% of total students) = 10.6% decrease</p>
<p>AP class enrollment at local site</p>	<p>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.</p>	<p>2020-21 (63.38% AP Pass Rate) = 16.2% decrease</p>
<p>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.</p>	<p>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, 8th grade</p>	

parent night, and freshman parent meeting.

Strategy/Activity

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>Utilize the IAB state practice assessments to prepare for CAASPP.</p>	<p>Developed meaningful subgroups that met throughout the year, with the goal of academic success.</p> <p>Math and English teachers conducted frequent IAB state assessment practices to familiarize students with CAASPP.</p>	None	None

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 9th grade student presentations were made to increase understanding of a-g requirements. Parents and students were offered an information night on AP class offerings and requirements before course selection process. Career academy pathway information was posted on the school website and posters were made and posted for student access. Early sign-up for students to take AP exams in October, more AP classes available, students are encouraged to try class with longer drop time.

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)
[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)
[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.¹ 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
Carrie Wells	<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"/>
Camille Castano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emma Crannell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nikhil Siao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tavishi Srivastava	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maureen Bradley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vinoy Mereddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Moniz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kathy Nelson	<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"/>
Ahmad Mohmand	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	3	4	4

¹ EC Section 52852

Form E: Recommendations and Assurances

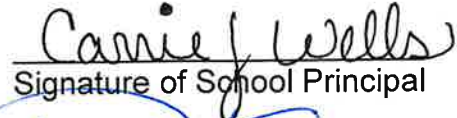

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 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: 10/21/2021.

Attested:

<u>Carrie Wells</u> Typed name of School Principal	 Signature of School Principal	<u>10.22.21</u> Date
<u>David Guerrero</u> Typed name of SAC Chairperson	 Signature of SAC Chairperson	<u>10/22/21</u> Date

