

The Single Plan for Student Achievement

School: Heritage HS
CDS Code: 0113191
District: Perris Union High School District
Principal: Julie Zierold
Revision Date: June 4, 2014

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.

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Heritage HS's Vision and Mission Statements

School Mission

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community.

School Vision

Heritage High School will provide a supportive learning environment where all students develop their character as healthy, responsible, and tolerant citizens. With strong academic, civic, and technological foundations, Heritage High School students will be prepared as citizens of a diverse world.

The Legacy of Heritage High School

- Leadership—All students will demonstrate leadership qualities in their daily lives, including integrity, respect, honesty and responsibility.
- Excellence—All students will learn strategies to promote excellence in their lives including conduct, health and vitality, and life choices.
- Generosity—All students will demonstrate a respect for the larger community through the use of their resources to positively impact the lives of others.
- Academics—All students will engage in a rigorous meaningful curriculum that emphasizes critical thinking and high standards.
- Character—All students will learn the importance of character development as it applies to personal and community responsibility, and respect for self and others.
- opportunity—All students will learn technological skills to be competitive in the workplace. Students will explore career choices, build practical life skills and develop and appreciation for the fine and applied arts.

School Profile

Heritage High School was founded in the small community of Romoland in 2006. Heritage High School opened for the 2007-08 school year. Over the years, Heritage has added the new construction of the Lincoln and Jefferson buildings, the Agricultural Research Center, and the reconstruction of the parking lot (for better traffic flow). Current ongoing construction includes the STEM (Science, Technology, Engineering and Math) building. In its first year, the high school served only 9th and 10th grade; in the next two consecutive years, it added two more grades, growing with the student body. The first graduating class graduated in June 2010.

The Heritage campus consists of 88 classrooms, a 1600-seat doublewide gymnasium, a 500-seat theater, a 4500-seat artificial turf football stadium, two baseball fields, three softball fields and two soccer fields. The Heritage Agriculture Department has a state-of-the-art Land Laboratory for almost 600 students enrolled in Agriculture at HHS, which is the youngest and largest chapter in all of the Southern Region. At over 6,000 square feet, the Agriculture Science Laboratory includes structures for egg production, rabbit production, a Greenhouse, Shade house, breeding facilities and pastures for swine, sheep, cattle and the Capri-culture (goat production) projects. There are also multiple areas for growing roses for Floral Design, fruit and nut trees, Oleri-culture (fruit trees) and citrus areas, making the HHS Agricultural Research Center one of the most advanced among high schools in the nation.

Heritage has five fully-equipped computer labs with 35 stations in each lab, having both PC labs and Mac labs for different needs. Each classroom was planned and built with teacher computers, screens, microphone, and projection systems. Interactive technological systems, such as the Active Response Systems, are available for checkout, but teachers can also use the Chromebooks for immediate feedback. Every teacher was able to request an iPad to enhance instruction and movement through the classroom. Upon request, teachers also received a laptop (in lieu of a desktop computer) and Apple TV for the fall of 2013, which allows for interactive lectures and presentations through the projector--those with a dedicated desktop have the wired use of the projector. In

August 2013, every student was given the opportunity to check out a Chromebook for use at home and in the classroom. Heritage has WiFi available throughout the campus for teacher and student use.

Heritage has a well-maintained campus, with eight full-time custodians. Campus safety is paramount at Heritage. Seven campus supervisors, a safety committee, the Leadership committee, the S3 committee, and five Heritage administrators help to improve the safety for the students and staff. A Safety committee composed of administration, teachers, support staff and parents, meets monthly to discuss the safety plan, and new concerns and methods to improve the safety of staff and students. Modified and new instructions regarding safety drills, hazards, and protocols for staff and students are provided in the Fall of each year, with all teachers required to complete 5 hours of safety training online each year.

Set apart from the other high schools in the Perris Union High School District, Heritage has three collaborative districts which feed into the high school: Romoland Elementary, Nuview Elementary, and Menifee Elementary. With our first graduating class in June 2010, we were able to focus on all aspects of being a comprehensive high school, rounding out our AP classes, Agricultural classes, Honor societies, senior awards, CTE classes, and A+ credit recovery program. Our counseling department adopted a software program to track students after high school, and our administration building proudly boasts a large map with pictures of all the seniors who are going into trade schools, universities, community colleges, and branches of the military, and where in the U.S. they are going.

Since Heritage's beginnings in 2006, Heritage has added several positions to round out the staff for a larger population of students. Heritage opened its doors in 2007 with a principal, an assistant principal, and an athletic director. HHS has since expanded to add two more assistant principals. In addition, the other staff has nearly doubled to meet the needs of a student population that began with 1180 students and grew to 2685 in the next three years. The current population is just under 2700 and is expected to stay close to that level until the new PUHSD high school is opened in 2018. Projections suggest it will not affect Heritage as much as our high school to the south, where the new high school is planned. With the new STEM building, and available classrooms on campus, Heritage can serve over 3000 students.

AVID is a nationwide program designed to promote college-readiness. It provides tutoring, learning and teaching strategies, help with applications, and encouragement to go directly to a four-year college after high school. Heritage began AVID in 2007 with less than 150 students, and it has grown to over 450 students, making it one of our biggest programs on campus.

Counseling has developed programs to address conflict mediation, anger management, grief-awareness programs, and additional support programs as the need arises. CAHSEE boot-camp programs have been run annually for seniors who had yet to pass the CAHSEE. In 2009, boot camp for at-risk students was added for 10th grade, continuing for those students annually, prior to the 10th grade census.

Over half (52%) of Heritage's population is Title I. Nine percent of our students are English Language Learners, with another 22% who are R-FEP. Eight percent are in Special Education. The statistically significant ethnicities are Hispanic (58%), White (27%) and African American (9%). Heritage has focused on all students continuing to achieve, as evidenced by the CAHSEE and the CST, but has set in place intensive 2-hour English classes for those who have scored below basic or far below basic and have not yet passed the CAHSEE. AVID-Infused Support is a skill-building class for 9th-grade students deemed as at risk for failing multiple classes. This class uses AVID strategies, including tutors and AVID tutorials, to support students in all content areas. Tenth-grade students identified as at risk for not passing the CAHSEE are enrolled in an intervention class that focus on CAHSEE ELA and Math standards and test-taking strategies.

LEGACY and the ideas of Leadership, Excellence, Generosity, Academics, Character and opportunity have permeated the culture of Heritage High School. In 2007, Athletics started the LEGACY celebration of family, teachers and community coming together to place the decals on football helmets. LEGACY has become part of the Spring Fine Arts Fair, with a number of students designing LEGACY-themed chalk drawings on the concrete and on banners. A number of teachers have LEGACY assignments related to their content standards, such as LEGACY assignments in the senior portfolio, a LEGACY advertising campaign, and connecting LEGACY to mental health issues in Psychology. It has become so prominent that there was controversy as we considered modifying and changing the ESLRs, as many considered LEGACY to be an inherent piece of HHS culture. LEGACY is so much a part of HHS culture that it is included in the alma mater and the fight song posted in the gymnasium.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Data from the 2012-2013 California Healthy Kids Survey (CHKS) highlight a significant increase in the overall school climate at Heritage High School, a 25-point increase from 2012-2012. The most dramatic areas of growth were in overall low violence, victimization, and substance use. As a 1:1 district, students' access to wifi at home is important, as it increases opportunities for 24/7 learning. Student survey results show that 89.5% of Heritage students have wifi in the home.

Classroom Observations

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

Administrators regularly walkthrough classrooms. Their informal observations are recorded on a chart in the principal's office. During walkthroughs, administrators look for student engagement, AVID strategies, and a college-promoting environment. Feedback from AVID and WASC visitors also emphasized their observation of high student engagement, use of AVID WICOR strategies across all content areas, use of instructional technology, and Common-Core-aligned curriculum and activities.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

End-of-level testing scores, State achievement test scores, benchmark tests in the core areas, and teacher-designed projects and student work are used to modify curriculum and instruction. Analysis of the data from these assessments provides teachers, students, and parents information needed to drive instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. EADMS (Educator's Assessment Data Management Systems) is a web-based assessment data system that creates reports at the individual student, classroom, grade, and school levels. Teachers also create and use Haiku and Google Forms for formative assessments that provide real-time feedback.

With Common Core, Heritage has removed many of its multiple choice benchmarks, and teachers are designing common projects or performance tasks to incorporate more active thinking and analysis. Math has unit tests and benchmarks in every class to track progress. The District plans to have some form of benchmark in every class for every semester, but the benchmarks will look very different from those before Common Core. Performance tasks currently in place include the Junior research project for the English and Social Science teams, the Integrated Math I semester finals, and the Senior Portfolio for the English and California Technical Education teams. With the inclusion of AVID strategies in all core classes, as well as writing and thinking being a significant part of Common Core, we will encourage all to have some form of writing as part of their regular assessments.

Limited English Proficient (LEP) students are assessed in a manner that is appropriate to their learning experiences. The English Language Development (ELD) program classifies students by level of proficiency. There are four levels of assessments using the CELDT, and the teachers use both written and oral assessments, as well as, anecdotal evidence to determine whether a student should be promoted from one level to the next. Heritage High School uses the CELDT (California English Language Development Test) to assess the progress of English language learners toward achieving fluency in English.

A CAHSEE Mock Lite pre-assessments was used to identify ninth- and tenth-grade students at risk for failing the CAHSEE. Counselors used the data to place students in support classes, and teachers used the data to identify target standards.

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

State assessments, district-wide benchmarks, teacher-level assessments, and tickets-out-the-door are used to monitor student achievement and modify instruction. Teachers also create and use Haiku and Google Forms for formative assessments that provide real-time feedback. Some teachers use Study Island to assess students and monitor their growth over time.

Data analysis and discussion during PLC (professional learning community) allow teachers to have structured conversations about student progress. The following three areas are identified: student successes, challenges faced by students, and supports needed for special populations. Conversations lead to action plans and strategies for student support.

The CAHSEE Mock Lite was administered to students at the end of their ninth-grade year and used to identify placement into support classes their tenth-grade year. The CAHSEE Mock Lite was administered again to students at the beginning of their sophomore year as a pre-assessment, and administered at the end of the first semester as a mid-year assessment. Teachers used data at each administration to reevaluate their intervention plan before the Census CAHSEE.

Staffing and Professional Development

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

All district and site staff development opportunities are planned in response to assessed needs of our students and based on the professional needs of the staff. Assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team Members review and evaluate assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weakness in various programs and areas of instruction. Areas of improvement are then determined from analysis of the information gathered from the assessment data in conjunction with surveys and other achievement data. Subject Area Committees meet to evaluate how the standards are being met through the curriculum. They have developed rubrics for key assignments, evolved or revised end-of-level tests, aligned lessons to California State Standards, developed new lessons, chose materials, and mentored staff in any areas where the department is not fully realizing the new standards.

Staff development has focused on AVID strategies, Common Core implementation, literacy, writing, mathematics, technology, and raising test scores. Integrated Math I and ELA teachers have had monthly all-day pullouts to provide opportunities for district-wide curriculum alignment and collaboration. The District offers biweekly Best Practice Workshops focused on instructional strategies and instructional technologies.

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

Heritage High School currently has a part-time technology coach to provide ongoing in-class support to teachers with instructional technology. The role of the technology coach includes helping teachers with classroom management in a 1:1 environment, with using Haiku as a content delivery system, and with enhancing instruction through dynamic web tools. Heritage High School anticipates having a full-time technology coach next year.

In addition to instructional coaching, Heritage High School and the Perris Union High School District offer ongoing professional development opportunities. For example, once a month, teachers are given the opportunity to attend an AVID PLC that focuses on infusing AVID strategies in all content areas. Throughout the year, teachers are also invited to attend Best Practices Workshops related to various aspects of instruction, such as classroom environment, strategies for developing an Interactive Student Notebook, and instructional technologies.

Teaching and Learning

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

Heritage High School has adopted the high academic standards set forth by the California School Board of Education in Reading/Language Arts, Mathematics, Social Studies, Science, and other subjects to the extent that standards exist at the state or national level. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting student progress in relation to the standards.

Key staff is involved in the district wide Subject Area Committee (SAC) that reviews curriculum to ensure that textbooks and lesson plans are aligned with state content standards. Staff is given the opportunity and encouraged to participate in staff development that supports learning in the classroom. Instructional materials that support the educational program are readily available to teachers.

The Common Core Implementation Teams meet bi-weekly to develop curriculum in line with the new California Common Core State Standards (CCSS). A web-based library is being developed to provide teachers instructional resources aligned to the new standards.

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

Heritage High School's mission is to prepare students for the world of work and/or higher education through a rigorous and quality educational program for all students. Great care is taken to ensure all students have access to textbooks and supplemental instructional materials. Heritage High School receives a budget based on student enrollment for Instructional Material Funds (IMF). These funds are used strictly for the purchase of state adopted and district approved textbooks. Other supplementary funding sources include Title I, EIA/LEP, and GATE; all are used to support the instructional program.

In 2013-2014, Heritage High School integrated a new 1:1 technology plan that gave all students access to a Chromebook. This plan was aligned to the school's mission of developing the technological skills of all students. Students' access and use of technology is especially important in light of new Smarter Balanced Assessment Consortium (SBAC).

Staff is continuously working on aligning text, benchmark tests, and major assignments with the California Common Core State Standards (CCSS). Programs for students identified as English Language Learners (ELL) receive additional money that is earmarked for these programs, and the instructional program is aligned with state standards. Heritage continues to support GATE through other categorical funds.

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

By utilizing existing district-adopted text and visual media, teachers uses AVID strategies and project-based learning. This delivery method helps teachers align with the expectations of the CCSS campus-wide. Moreover, through teacher guidance, students have access to a plethora of online resources, as each student has been issued a Chromebook (barring a few parent refusals to issue their students a Chromebook) and Heritage has school-wide WiFi.

Opportunity and Equal Educational Access

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

Heritage High School is a school-wide Title I program. Categorical funds will be used to increase the effectiveness of the overall instructional program for students most at risk of not meeting state standards, graduating, and passing the CAHSEE. Ninth-grade students scoring low on the Mock CAHSEE Lite ELA and Math tests will be scheduled into the Mastery intervention class. Categorical funds will be used to support the core instructional program.

English Language Learners are students with a primary language other than English who are limited-English proficient. The program focuses on improving the English proficiency of students and prepares them to meet the CCSS. Supplemental instructional materials are made available to all teachers to implement SDAIE and AVID strategies school wide.

The use of Chromebooks for all students and iPads for all teachers was implemented beginning the 2013-2014 academic year. The purpose of the 1:1 technology plan was to provide opportunities for underrepresented populations to have access to technology and resources to support learning in high school and college- and career-readiness for after high school.

The following are specific uses of categorical funds:

- Writing programs
- Thinking maps
- Math Pathways classes
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Tutoring
- Motivational events for students to improve efforts
- Additional staff development training and needed materials and supplies
- Expansion of Career Technical Education course offerings
- School and library materials and resources
- Instructional coaching for teachers
- Awards assemblies for student achievement
- Technology equipment, including graphing calculators
- Career awareness and development
- Support, supplies and resources for the Visual & Performing Arts Program

9. Research-based educational practices to raise student achievement

All teachers have been provided several opportunities to learn AVID strategies, and the school-wide expectation is that all teachers will use AVID strategies to meet the needs of their students. In 2013-2014 and continuing on in 2014-2015, the support classes were/will be supported by AVID tutors to run tutorials as a means of raising student achievement across all content areas. Students will also receive direct instruction on taking and studying from Cornell Notes and maintaining an organized binder. Teachers will also infuse WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) throughout their content area.

Parental Involvement

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

Student and parent commitment is highly evident in the cooperative leadership activities of the school site council, the ELAC, the level of participation at school functions, and enrollment in Adult Education classes and other district committees. Student leadership is further tapped through school student representation at the district school board meetings, the Associated Student Body (ASB), and the School Site Council.

Several programs have been initiated to improve student behavior and encourage school attendance. Intervention groups have been established to deal with specific student behavior problems.

- Youth Accountability Team (YAT) addresses serious problems displayed by youth
- Student Study Team (SST)--When students have situations that prevent them from succeeding in school, any staff member may refer them to SST. The SST consists of a representative from special education, Title I, ELD, a regular education teacher, a counselor, and any other personnel may attend, if needed
- BETA program serves students with drug and alcohol challenges
- School Culture and Safety grant to target students' social and emotional needs
- PLUS (Peer Leaders Uniting Students) works to improve student unity
- At-risk counseling services
- Parenting classes and English Language Learner classes for non-English speaking parents
- Parent Workshops that focus on college readiness
- PTSA (Parent-Teacher-Student Association)
- Student Assistance Review Board (SARB) convenes when students exhibit excessive tardiness or multiple trancies

11. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Heritage High School advisory councils, such as School Site Council, English Learner Advisory Committee, the S3 Committee, and the Leadership Team, conduct annual review and evaluation of all site categorical programs. They provide input into the development and implementation of these programs for the annual review of the SPSA. These teams meet monthly to discuss the progress of implemented programs, including what is working and what needs modification. Changes are made based on the input of the teams. At the end of the year, teams reflect on the outcomes of the programs and make suggestions for the upcoming year.

Funding

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

Heritage uses Title I, EIA, EIA/LEP, and Title III funding resources to support students identified as low academic achievers and support staff development opportunities in the school-wide implementation of effective instructional strategies.

The following are specific uses of categorical funds:

- Writing programs
- Thinking maps
- Math Pathways classes
- Parent outreach and education
- Gifted and Talented Education (GATE)
- Advancement via Individual Determination (AVID)
- Tutoring
- Motivational events for students to improve efforts
- Additional staff development training and needed materials and supplies
- Expansion of Career Technical Education course offerings, including Transitional Programs
- School and library materials and resources
- Instructional coaching for teachers
- Awards assemblies for student achievement
- Technology equipment, including graphing calculators
- Career awareness and development
- Support, supplies and resources for the Visual & Performing Arts Program

13. Fiscal support (EPC)

Heritage High School provides site general funds to support the base academic program for all students. Heritage receives categorical funds from Title I, EIA, EIA/LEP and Title III to provide additional support for students at-risk of not meeting state standards, passing CAHSEE, and high school graduation requirements. Other funding sources include the Safe and Supportive Schools Grant, which are funds used to improve school climate and safety.

Description of Barriers and Related School Goals

Students' success in school depends on effective partnerships among school staff, parents, and members of the community. Although there are many programs in place to ensure the elimination of academic barriers, there are still a few areas to improve to increase student performance. The following are areas to consider for improvement:

- High transient rate
- Increase in SED population
- Lack of parental support and education level
- Little evidence of writing was found across all curricula
- High expectations are not uniformly evident from one class to another
- Not all teachers in all programs have received training in how to implement use of the textbook, technologies, and AVID strategies
- Grant money and state funds for professional development have dwindled

Heritage High School has developed four school goals to overcome barriers to student achievement:

1. Heritage High School will increase the percent of students meeting A-G requirements using 2013-2014 completion rates as a baseline.
2. Heritage will increase the percent of students scoring proficient on the ELA and Math CAHSEE by 3%; Heritage will increase the percent of English Learners increasing a band on the CELDT by 3%.
3. Heritage High School will increase its school climate report card score by 10 points.

4. Heritage High School will increase the percentage of parents accessing the Haiku parent portal to 20% of students' parents/guardians. Heritage High School will increase the percentage of parents accessing the Infinite Campus parent portal by 10% using 2013-2014 usage as a baseline.

School and Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|-------|-------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 1,932 | 1,860 | 1,840 | 518 | 480 | 435 | 148 | 135 | 115 | 26 | 18 | 19 |
| Growth API | 767 | 759 | 766 | 811 | 803 | 805 | 784 | 739 | 738 | 896 | 865 | 851 |
| Base API | 756 | 765 | 762 | 793 | 809 | 804 | 736 | 779 | 740 | 896 | 896 | 865 |
| Target | 5 | 5 | 5 | 5 | A | A | 5 | 5 | 5 | | | |
| Growth | 11 | -6 | 4 | 18 | -6 | 1 | 48 | -40 | -2 | | | |
| Met Target | Yes | No | No | Yes | Yes | Yes | Yes | No | No | | | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|-------|-------|------------------|------|------|---------------------------------|-------|-------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Number Included | 1,132 | 1,108 | 1,130 | 632 | 560 | 516 | 1,221 | 1,275 | 1,338 | 182 | 181 | 186 |
| Growth API | 736 | 736 | 746 | 698 | 689 | 681 | 740 | 739 | 744 | 590 | 556 | 569 |
| Base API | 730 | 734 | 740 | 690 | 696 | 694 | 746 | 738 | 743 | 573 | 583 | 566 |
| Target | 5 | 5 | 5 | 6 | 5 | 5 | 5 | 5 | 5 | 11 | 11 | 12 |
| Growth | 6 | 2 | 6 | 8 | -7 | -13 | -6 | 1 | 1 | 17 | -27 | 3 |
| Met Target | Yes | No | Yes | Yes | No | No | No | No | No | Yes | No | No |

Conclusions based on this data:

1. Heritage High School's 2013 Growth API of 766 reflects a gain of 7 points from 2012 but an overall loss of 1 point since 2011.
2. The Hispanic student group gained 10 API points, meeting its API target.
3. The African American subgroup experienced no significant change in API, but there is still a significant overall decline of 39 points since 2011.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 98 | 99 | 99 | 98 | 100 | 99 | 95 | 100 | 99 | 100 | 88 | 100 |
| Number At or Above Proficient | 367 | 372 | 363 | 129 | 112 | 98 | 37 | 21 | 24 | -- | -- | |
| Percent At or Above Proficient | 58.5 | 55.4 | 58.0 | 68.6 | 71.3 | 64.9 | 71.2 | 51.2 | 51.1 | -- | -- | -- |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | Yes | No | Yes | Yes | No | No | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 99 | 98 | 99 | 99 | 98 | 99 | 99 | 99 | 99 | 95 | 95 | 97 |
| Number At or Above Proficient | 178 | 199 | 206 | 82 | 61 | 62 | 192 | 233 | 238 | 12 | 12 | 6 |
| Percent At or Above Proficient | 49.9 | 48.1 | 54.5 | 40.2 | 28.9 | 36.9 | 50.8 | 49.8 | 51.6 | 19.7 | 17.9 | 13.3 |
| AYP Target: HS | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 | 66.7 | 77.8 | 88.9 |
| Met AYP Criteria | No | No | Yes | Yes | No | No | No | No | No | -- | -- | -- |

Conclusions based on this data:

1. Heritage High School did not meet its AYP ELA Criteria for ELA percent proficient, as the percent proficient increased by 2.6%.
2. The English Learner population experienced significant growth, an increase of 23.1% since 2012.
3. The Students with Disabilities subgroup had the greatest gap between the percent at or above proficient and the AYP Target, a difference of 75.9%.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 98 | 99 | 99 | 98 | 99 | 99 | 100 | 100 | 100 | 91 | 100 | 86 |
| Number At or Above Proficient | 331 | 363 | 394 | 107 | 98 | 106 | 32 | 15 | 29 | -- | -- | |
| Percent At or Above Proficient | 52.7 | 53.6 | 62.7 | 56.9 | 62.4 | 70.2 | 60.4 | 36.6 | 60.4 | -- | -- | -- |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | No | No | Yes | No | No | Yes | -- | -- | -- | -- | -- | -- |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|------|---------------------|------|------|------------------------------------|------|------|-------------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| Participation Rate | 99 | 99 | 100 | 99 | 99 | 99 | 99 | 99 | 99 | 95 | 99 | 95 |
| Number At or Above Proficient | 166 | 209 | 221 | 80 | 84 | 81 | 182 | 239 | 269 | 13 | 13 | 12 |
| Percent At or Above Proficient | 46.5 | 50.0 | 58.3 | 39.2 | 39.3 | 47.9 | 48.0 | 50.5 | 58.2 | 21.3 | 18.6 | 26.7 |
| AYP Target: HS | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 | 66.1 | 77.4 | 88.7 |
| Met AYP Criteria | No | No | Yes | No | No | No | No | No | Yes | -- | -- | -- |

Conclusions based on this data:

1. The overall school percent proficient in Mathematics increased by 9.1%, but still fell short of meeting AYP by 26%.
2. All subgroups made gains in percent proficient.
3. The African-American populations experienced the greatest gain in percent proficient, an increase of 23.8% from 2012.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | 2012-13 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 9 | 14 | 15 | 40 | 42 | 37 | 39 | 5 | 5 | | | 96 |
| 10 | 13 | 15 | 40 | 48 | 21 | 25 | 9 | 11 | 1 | 1 | 84 |
| 11 | 16 | 25 | 29 | 45 | 14 | 22 | 5 | 8 | | | 64 |
| 12 | 7 | 18 | 20 | 53 | 6 | 16 | 5 | 13 | | | 38 |
| Total | 50 | 18 | 129 | 46 | 78 | 28 | 24 | 9 | 1 | 0 | 282 |

Conclusions based on this data:

1. Most English Language Learners (46%) are at the the Early Advanced stage of their language development.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | 2012-13 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 9 | 14 | 14 | 40 | 41 | 37 | 38 | 5 | 5 | 1 | 1 | 97 |
| 10 | 15 | 17 | 41 | 47 | 21 | 24 | 10 | 11 | 1 | 1 | 88 |
| 11 | 17 | 25 | 29 | 43 | 14 | 21 | 5 | 7 | 3 | 4 | 68 |
| 12 | 8 | 19 | 21 | 49 | 7 | 16 | 6 | 14 | 1 | 2 | 43 |
| Total | 54 | 18 | 131 | 44 | 79 | 27 | 26 | 9 | 6 | 2 | 296 |

Conclusions based on this data:

1. Most English Language Learners (44%) are at the the Early Advanced stage of their language development.

School and Student Performance Data

Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Number of Annual Testers | 189 | 263 | 282 |
| Percent with Prior Year Data | 100.0% | 94.3% | 91.5% |
| Number in Cohort | 189 | 248 | 258 |
| Number Met | 111 | 173 | 171 |
| Percent Met | 58.7% | 69.8% | 66.3% |
| NCLB Target | 54.6 | 56.0 | 57.5 |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 44 | 157 | 46 | 229 | 42 | 246 |
| Number Met | 6 | 67 | 7 | 147 | 16 | 148 |
| Percent Met | 13.6% | 42.7% | 15.2% | 64.2% | 38.1% | 60.2% |
| NCLB Target | 18.7 | 43.2 | 20.1 | 45.1 | 21.4 | 47.0 |
| Met Target | No | No | No | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
|---------------------------------|---|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | Yes | No | No |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | No |

Conclusions based on this data:

1. About two-thirds (66.3%) of the English Learner subgroup increased a proficiency level on the CELDT, exceeding the target of 57.5%.
2. The percent of Long-Term English Learners (receiving 5 or more years of English instruction) achieving English proficiency as determined by the CELDT exceeded the State target by 13.2%.
3. As reflected in the CST data, the English Learner subgroup did not meet AYP.

School and Student Performance Data

Title III Accountability (District Data)

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| Number of Annual Testers | 1,292 | 1,424 | 1,650 |
| Percent with Prior Year Data | 100 | 91.1 | 88.2 |
| Number in Cohort | 1,292 | 1,297 | 1,456 |
| Number Met | 753 | 860 | 913 |
| Percent Met | 58.3 | 66.3 | 62.7 |
| NCLB Target | 54.6 | 56.0 | 57.5 |
| Met Target | Yes | Yes | Yes |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2010-11 | | 2011-12 | | 2012-13 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 168 | 1,183 | 171 | 1,295 | 158 | 1,516 |
| Number Met | 29 | 509 | 35 | 748 | 39 | 856 |
| Percent Met | 17.3 | 43 | 20.5 | 57.8 | 24.7 | 56.5 |
| NCLB Target | 18.7 | 43.2 | 20.1 | 45.1 | 21.4 | 47.0 |
| Met Target | No | No | Yes | Yes | Yes | Yes |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|-----------|-----------|
| | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | Yes | No | No |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | No |
| Met Target for AMAO 3 | No | No | No |

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: College and Career Readiness |
| LEA GOAL: |
| All students will graduate from high school prepared for post-secondary and career options. |
| SCHOOL GOAL #1: |
| Heritage High School will increase the percent of students meeting A-G requirements using 2013-2014 completion rates as a baseline. |
| Data Used to Form this Goal: |
| Current A-G completion rate is 29.9%; of the 566 graduating seniors, 169 met all A-G requirements. |
| Findings from the Analysis of this Data: |
| API as measured by the new CCSS will include A-G completion rate as a factor. Heritage High School has formulated this goal to align with the new measurement. |
| How the School will Evaluate the Progress of this Goal: |
| Counselors will monitor student enrollment and completion each semester. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------|------------------------|--------------------------------------|--|----------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Student remediation and enrichment | Ongoing starting August 2014 | Principal and teachers | Remediation and enrichment materials | 4000-4999: Books And Supplies | Title I Part A: Allocation | 6532 |
| | | | Teacher planning time | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------------|----------------------------------|--|--|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Expansion of the AVID program schoolwide | Ongoing starting August 2014 | Principal and teachers | Teacher Trainings - on site | 1000-1999: Certificated Personnel Salaries | District Funded | 6000 |
| | | | Teacher release time for team planning | 1000-1999: Certificated Personnel Salaries | District Funded | 4000 |
| | | | AVID conference fees - off site Conference cost (to include travel, food, mileage) | 5000-5999: Services And Other Operating Expenditures | District Funded | 16000 |
| | | | Sub coverage during AVID conferences | 1000-1999: Certificated Personnel Salaries | District Funded | 5000 |
| Individual meetings with every student focused on graduation and A-G requirements | Ongoing starting October 2014 | Counselors | Printing | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 3000 |
| College-readiness activities and events | October 2014 | Principal and Counselors | College Fair (printing, flyers, mailers, posters, pens/highlighters) | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 3500 |
| | | | Senior Interviews - printing costs | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1000 |
| | | | College pennants | 4000-4999: Books And Supplies | Title I Part A: Allocation | 2000 |
| Evaluate challenges to completion of A-G and construct action plan for a solution | November 2014 | Department Chairs and Counselors | Release time for transcript evaluation | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 2000 |
| Provide after school tutoring (currently funded through S3 grant) | Ongoing starting August 2014 | Principal | Staffing (2 teachers per day, 4 days per week) | 1000-1999: Certificated Personnel Salaries | Other | 15000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------------------|---------------------------------|--|---|----------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| College Field Trips for Non-AVID students and parents | Ongoing starting September 2014 | Counselors | Transportation | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 5000 |
| | | | Sub coverage for chaperoning teachers | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 2500 |
| Guest speakers to represent colleges and careers | Ongoing starting August 2014 | Counselors | Speaking fee | 5800: Professional/Consulting Services And Operating Expenditures | Donations | 10000 |
| Credit recovery and grade improvement opportunities | Ongoing starting August 2014 | Counselors and teachers | Software/licensing/curriculum | 5000-5999: Services And Other Operating Expenditures | District Funded | 100000 |
| | | | Staffing | 1000-1999: Certificated Personnel Salaries | District Funded | 80000 |
| | | | Professional development (i.e., teacher trainings) | 1000-1999: Certificated Personnel Salaries | District Funded | 20000 |
| Hire AVID tutors | Ongoing starting August 2014 | Admin Team and AVID Coordinator | AVID tutors for AVID classes | 2000-2999: Classified Personnel Salaries | District Funded | 150000 |
| | | | AVID tutors for strategic support classes | 2000-2999: Classified Personnel Salaries | District Funded | 110000 |
| Career exploration | Ongoing starting August 2014 | Counselors | BRIDGES license | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 14000 |
| Intensive intervention classes - reduction in class size (24:1) | Ongoing starting August 2014 | Admin Team | Staffing | 1000-1999: Certificated Personnel Salaries | District Funded | 60000 |
| Strategic intervention classes - reduction in class size (30:1) | Ongoing starting August 2014 | Admin Team | Staffing | 1000-1999: Certificated Personnel Salaries | District Funded | 60000 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Academic Proficiency |
| LEA GOAL: |
| All students will attain proficiency in all academic content areas. |
| SCHOOL GOAL #2: |
| Heritage will increase the percent of students scoring proficient on the ELA and Math CAHSEE by 3%; Heritage will increase the percent of English Learners increasing a band on the CELDT by 3%. |
| Data Used to Form this Goal: |
| In SY 2012-2013, 58% of students were proficient on the ELA CAHSEE and 62.7% of students were proficient on the Math CAHSEE. In SY 2012-2013, 35.2% of EL students demonstrated positive movement on the CELDT; 50.6% of EL students demonstrated no movement on the CELDT; 14.2% of EL students demonstrated negative movement on the CELDT. |
| Findings from the Analysis of this Data: |
| Overall CAHSEE proficiency scores for ELA has remained flat for the previous 4 years (on average, 56.8% of students earned proficient). Overall CAHSEE proficiency scores for Math has increased over that last 4 years, with the greatest increase in 2012-2013 (on average, 55.65% of students earned proficient). On the CELDT, 62% of EL students appear "stuck" in the Early Advanced and Intermediate bands. EL students struggled most in the areas of reading and speaking on the CELDT. |
| How the School will Evaluate the Progress of this Goal: |
| All 9th-grade ELA teachers will administer the CAHSEE Lite ELA and Math to students needing additional supports. All 10th-grade ELA and Math intervention teachers will administer the CAHSEE Lite during first semester. Results from these assessments will highlight progress toward this goal. In working toward increased positive movement on the CELDT, ELD teachers will provide ongoing formative assessments to monitor students' growth. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------------------|---|---|--|---|--------|
| | | | Description | Type | Funding Source | Amount |
| CAHSEE Bootcamp | Ongoing beginning October 2014 | Admin in charge of CAHSEE, Teachers | Released time to prep for Bootcamp | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1000 |
| | | | Extra duty pay for 10th-grade Bootcamp | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 6500 |
| | | | Released time for 11th/12th-grade Bootcamp | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 2000 |
| | | | CAHSEE packets | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 3250 |
| | | | CAHSEE Bootcamp printing and supplies | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 3250 |
| | | | Food for students attending Bootcamp | 5000-5999: Services And Other Operating Expenditures | General Fund | 2000 |
| CAHSEE 10th-grade Assembly | March 2015 | Admin in charge of CAHSEE, ASB | Materials and supplies | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500 |
| CELDT Bootcamp | September 2014 | Admin in charge of CELDT, EL Coordinator, teachers | Released time for Bootcamp | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1000 |
| | | | Material and supplies | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 2000 |
| | | | Released time to prep for Bootcamp | 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 1000 |
| CELDT Training | September 2014 | Admin in charge of CELDT, teachers, TOSA in charge of Assessments | Released time for teachers to attend training | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 1250 |
| Diverse Reading Materials | Ongoing from July 2014 | Principal and Library Clerk | e-books and paper books for the Media Center | 4000-4999: Books And Supplies | Title I Part A: Allocation | 4000 |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Safe School Environment |
| LEA GOAL: |
| All departments and sites will provide a safe and positive environment for staff and students. |
| SCHOOL GOAL #3: |
| Heritage High School will increase its school climate report card score by 10 points. |
| Data Used to Form this Goal: |
| Student, Parent and Staff surveys; data from the California Healthy Kids survey |
| Findings from the Analysis of this Data: |
| Truancy rates have remained flat for the last three years. |
| How the School will Evaluate the Progress of this Goal: |
| Heritage High School will continue to monitor results from the California School Climate Survey. There will be ongoing review of attendance data. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------|-----------------------------|---|--|----------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Hire additional Counselor | Ongoing starting August 2014 | Principal | Staffing | 1000-1999: Certificated Personnel Salaries | District Funded | 90000 |
| Students will lead peers in team-building and school climate improvement | Ongoing starting August 2014 | Link Crew and PLUS Advisors | Printing | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 100 |
| | | | Material and supplies (i.e., poster paper, poster paint, supplies for team-building activities) | 4000-4999: Books And Supplies | Title I Part A: Allocation | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------------|--|--|--|---|--------|
| | | | Description | Type | Funding Source | Amount |
| Grade-level specific New School Year Kick-Off | August 2014 | Principal, Leadership Team, Success Camp Committee | Extra Duty teacher prep and collaboration time | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 4500 |
| | | | Student Planners | 4000-4999: Books And Supplies | S3 Grant | 5000 |
| | | | Materials and supplies | 4000-4999: Books And Supplies | Title I Part A: Allocation | 3500 |
| Conferences and Student Involvement Opportunities | Ongoing from July 2014 | Teachers | Conference costs | 5000-5999: Services And Other Operating Expenditures | S3 Grant | 9000 |
| | | | Transportation | 5000-5999: Services And Other Operating Expenditures | S3 Grant | 12500 |
| | | | Lodging | 5000-5999: Services And Other Operating Expenditures | S3 Grant | 11500 |
| | | | Meal Reimbursements | 5000-5999: Services And Other Operating Expenditures | S3 Grant | 4000 |
| Grade-level specific curriculum to develop skills for success | Ongoing from July 2014 | Principal, counselors, teachers | Conferences, including registration, travel, etc. | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Professional Development (PI Schools) | 5000 |
| | | | Materials and supplies | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 4500 |
| | | | Released time for curriculum implementation and planning | 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI Schools) | 2500 |

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: School Community Involvement |
| LEA GOAL: |
| Improve communication and participation throughout the District and school community. |
| SCHOOL GOAL #4: |
| Heritage High School will increase the percentage of parents accessing the Haiku parent portal to 20% of students' parents/guardians. Heritage High School will increase the percentage of parents accessing the Infinite Campus parent portal by 10% using 2013-2014 usage as a baseline. |
| Data Used to Form this Goal: |
| Haiku statistics showing parent usage; Infinite Campus reports showing parent usage |
| Findings from the Analysis of this Data: |
| For Haiku, only three parents accessed their accounts in SY 2013-2014. For Infinite Campus, 42.85% of students' parents have accessed Infinite Campus in SY 2013-2014. |
| How the School will Evaluate the Progress of this Goal: |
| Heritage High School will monitor parent usage by running monthly reports. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------------|-------------------------------------|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School personnel will provide parent workshops | Ongoing starting August 2014 | Principal, teachers, and counselors | Teacher planning time and workshop facilitation | 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 9000 |
| | | | Materials and supplies (i.e., printing, poster paper, books, pens) | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 3000 |
| | | | Daycare | 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-------------------------------|------------------------------|--|--|------------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Heritage will provide parent-student activities | October 2014 and March 2015 | Principal | Refreshments and light snacks | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 4500 |
| | | | Material and supplies (i.e., posters, paints, printing) | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 500 |
| Principal will provide opportunities to meet with community members | Ongoing starting August 2014 | Principal | Supplies for coffee with the principal (i.e., coffee, cups, napkins, pastries) | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 1000 |
| Create a Parent Center | Ongoing starting August 2014 | Parent liaison and Principal | Materials and supplies | 4000-4999: Books And Supplies | Donations | 2000 |
| | | | Welcoming Sign for Parent Center | 4000-4999: Books And Supplies | Donations | 500 |
| | | | Furniture | 4000-4999: Books And Supplies | Donations | 8000 |
| | | | Activities and instructional items for small children | 4000-4999: Books And Supplies | Donations | 1000 |
| Hire Parent Liaison | Ongoing starting July 2014 | Principal | Parent liaison salary and benefits | 2000-2999: Classified Personnel Salaries | Other | 55000 |
| Field trips for Parents | Ongoing starting October 2014 | Parent Liaison, principal | transporation | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 5000 |
| | | | materials and supplies | 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 2000 |
| | | | conference fees | 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 2000 |

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: |
| LEA GOAL: |
| |
| SCHOOL GOAL #5: |
| |
| Data Used to Form this Goal: |
| |
| Findings from the Analysis of this Data: |
| |
| How the School will Evaluate the Progress of this Goal: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in all academic content areas.

SCHOOL GOAL #1:

1. To increase the percentage of all students who are proficient/advanced proficient in English Language Arts by 3% and Math by 3% annually.
2. To close the achievement gap by increasing the percentage of Hispanic, African-American, Special Education, English Learner, and Socio-Economically Disadvantaged students who are proficient/advanced in ELA and Math by 5% annually.
3. To prepare students for college and career by increasing the percentage of students enrolled in AVID (Advancement Via Individual Determination) by 4% annually.
4. To increase the percentage of 8th grade students enrolled in Algebra/Integrated I who are proficient/advanced proficient by 3% annually.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|-----------------------|--|--|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Provide on going professional development. | August 2014-June 2015 | Educational Services | CCIT, Common Core alignment, teacher release time for collaboration, technology training, vertical teaming, sub cost, teacher extra duty | 1000-1999: Certificated Personnel Salaries | Title I | 5,000 |
| | | | AVID Tutor cost | 2000-2999: Classified Personnel Salaries | Title I | 155,142 |
| | | | AVID Summer Institute, Write Path Training, AVID EXCEL, Tutor Training, Consultant Contracts, content specific workshops and conferences | 5000-5999: Services And Other Operating Expenditures | Title I | 39,600 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------------|-----------------------|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Supplemental materials and resources to increase student engagement and close the achievement gap and address significant sub groups. | August 2014 to June 2015 | Educational Services | Scholar Plus: maintain, replace and upgrade hardware and software for students, increase student access to technology and resources, materials and supplies for AVID classrooms. | 4000-4999: Books And Supplies | Title I | 64,993 |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

| | | | |
|---|--|--|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in preparing all students for high school graduation and post-secondary and career options. | | | |
| SCHOOL GOAL #2: | | | |
| 1. To increase the percentage of students meeting graduation requirements to 90%. 2. To increase the percentage of students completing A-G requirements for college entrance by 5% annually. 3. To increase the percentage of all students that pass the California High School Exit Exam by 4% annually and meet or exceed proficiency by 2% in both English Language Arts and Math. 4. To increase the percentage of students participating in Career Technical Education/pathway capstone courses by 5% annually. 5. To Increase the percentage of high school junior students having passed the English Language Arts and Math components of the Early Assessment Program by 3% annually. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

| | | | |
|--|--|--|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in providing a safe and positive environment. | | | |
| SCHOOL GOAL #3: | | | |
| 1. To increase the number of students participating in afterschool clubs, sports and academic organizations on all school campuses throughout our district. 2. To reduce incidences of bullying, drug use, violence, suspensions/expulsions and truanancies on all campuses throughout the district by 3% annually. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

| | | | |
|---|--|--|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in improving communication and participation of all stakeholders. | | | |
| SCHOOL GOAL #4: | | | |
| 1. Increase the use of technology to facilitate communication among all employees and stakeholders within the district by 10% annually. 2. Increase parent capacity and participation in their child's education by 10% annually. 3. Increase business and community participation by 10% annually. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

| |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #5: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 325,000.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 17,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 9,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Professional Development (PI | 10,250.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 260,000.00 |
| 2000-2999: Classified Personnel Salaries | Other | 55,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 3,000.00 |
| 4000-4999: Books And Supplies | Donations | 11,500.00 |
| 4000-4999: Books And Supplies | S3 Grant | 5,000.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 17,032.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 11,000.00 |
| 5000-5999: Services And Other Operating | District Funded | 116,000.00 |
| 5000-5999: Services And Other Operating | General Fund | 2,000.00 |
| 5000-5999: Services And Other Operating | S3 Grant | 37,000.00 |
| 5000-5999: Services And Other Operating | Title I Part A: Allocation | 39,600.00 |
| 5000-5999: Services And Other Operating | Title I Part A: Parent Involvement | 7,000.00 |
| 5000-5999: Services And Other Operating | Title I Part A: Professional Development (PI | 5,000.00 |
| 5800: Professional/Consulting Services And | Donations | 10,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

| Funding Source | Total Expenditures |
|---|--------------------|
| District Funded | 701,000.00 |
| Donations | 21,500.00 |
| General Fund | 2,000.00 |
| Other | 70,000.00 |
| S3 Grant | 42,000.00 |
| Title I Part A: Allocation | 73,632.00 |
| Title I Part A: Parent Involvement | 30,000.00 |
| Title I Part A: Professional Development (PI Schools) | 15,250.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|--------------------|
| 1000-1999: Certificated Personnel Salaries | 376,250.00 |
| 2000-2999: Classified Personnel Salaries | 318,000.00 |
| 4000-4999: Books And Supplies | 44,532.00 |
| 5000-5999: Services And Other Operating Expenditures | 206,600.00 |
| 5800: Professional/Consulting Services And Operating | 10,000.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 678,532.00 |
| Goal 2 | 27,750.00 |
| Goal 3 | 152,600.00 |
| Goal 4 | 96,500.00 |

School Site Council Membership

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

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Julie Zierold | [X] | [] | [] | [] | [] |
| Carrie Waeldin | [] | [X] | [] | [] | [] |
| Karen Martin | [] | [X] | [] | [] | [] |
| Julie Shah | [] | [X] | [] | [] | [] |
| Robin Perry | [] | [X] | [] | [] | [] |
| Samuel Perkins | [] | [] | [] | [X] | [] |
| Helen Saragosa | [] | [] | [] | [X] | [] |
| Matthew Morgan | [] | [] | [] | [X] | [] |
| Andrew Peters | [] | [] | [] | [] | [X] |
| Araceli Ponce | [] | [] | [] | [] | [X] |
| Lisa Salazar (alternate) | [] | [] | [X] | [] | [] |
| Audrey Smith (alternate) | [] | [] | [X] | [] | [] |
| Nicole Riscica (alternate) | [] | [X] | [] | [] | [] |
| Lilly Ralkiewicz (alternate) | [] | [X] | [] | [] | [] |
| Numbers of members of each category: | 1 | 6 | 2 | 3 | 2 |

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Program 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):
School Climate Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
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 SSC at a public meeting on June 4, 2014.

Attested:

Julie Zierold

Typed Name of School Principal

Signature of School Principal

Date

Carrie Waeldin

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date